



PERCEPTION ON LIMITATIONS OF MENTORSHIP PROGRAMME FOR EMERGING
CONTRACTORS AGAINST ITS EFFECTIVE IMPLEMENTATION IN THE WESTERN CAPE

BY
SIKHUMBUZO CHRISTIAN LUFELE

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Supervisor: Ruben Ndhokubwayo
Co-Supervisor: Xolani Nghona

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ABSTRACT

This study evaluates both the Contractor Development Programme (CDP) mentorship programme and the emerging contractors' personal limitations in achieving a successful programme implementation. The objectives of the study were as follows: (i) to ascertain whether the perception of limitations of the mentorship programme differs in accordance with contractor's profile; (ii) to ascertain whether there is any statistically significant difference between the profiles of contractors with regard to the perception on mentorship programme limitations; (iii) to ascertain whether the perception of limitations of the contractors' personal limitations differs in accordance with contractor's profile; (iv) to ascertain whether there is any statistically significant difference between the profiles of emerging contractors with regard to the perception on personal limitations.

The study adopted a quantitative research method which was preceded by an exploratory study. The study targeted emerging contractors in the Western Cape. The exploratory study was undertaken at the initial stage of the study to gain more insight in terms of the impact of limited contracting opportunities for emerging contractors on the Western Cape CDP mentorship programme. The data was collected by means of conducting semi-structured interviews to purposely selected emerging contractors, and was subsequently transcribed and analysed using content analysis. With regard to the main study, the questionnaire survey with closed-ended questions was distributed to the population of 16 emerging contractors with CIDB grade 3 and 5. The descriptive and inferential statistics were used to analyse the main study.

The study has uncovered a number of gaps in terms of the implementation processes of CDP mentorship programme. In regard to the mentorship programme limitations: The findings have revealed the use of ineffective recruitment and selection methods, the lack of training projects for contractors to tender, the lack of MOUs between the banks and the Western Cape CDP to ease access to credit, the lack of continuity in terms of mentoring services, the failure to evaluate contractors when they enter the mentorship programme, failure to monitor contractors' development during mentorship, the failure to evaluate contractors when they exit the mentorship programme. In regard to the emerging contractors' personal limitations: The findings have discovered the lack of tendering skills among contractors, lack of skills in interpreting construction drawings, the lack of planning for construction projects, the lack of estimation, and the lack of negotiation skills with material and plant suppliers.

The research concludes by recommending that the Department of Transport and Public Works should review the entire mentorship programme. This will be achieved by appointing a business development practitioner to re-design and re-structure the entire mentorship

programme so that it can be able to attract and select suitable contractors while meeting the governments' objective of developing and promoting of emerging contractors in the construction industry.

DECLARATION

I, Sikhumbuzo Christian Lufele, student number: 200660403 declare that this research is my own work and has not been submitted before for any degree or examination in any other university. It is submitted in fulfillment of the requirement for the DEGREE MASTER TECHNOLOGY: Construction Management to the Cape Peninsula University of Technology.

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Signed

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Date

DEDICATION

I dedicate this dissertation to God the Almighty

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KEY TERMS

- **Emerging contractors:** Emerging contractors are businesses who qualify as a small business. Moreover, such businesses came into existence as the results of past dispensation during which small businesses were excluded from participating in the mainstream of the economy (The National Small Business Act No 26 of 2003 (2003b)).
- **Formal mentoring:** This is a process of a third party (company, institution, and agency) matching mentors and mentees (Ragins & Cotton, 1999:530).
- **Historically Disadvantaged Individuals (HDIs):** Individuals who have been marginalised in the form of schooling and education as well as work and trade restrictions that were enforced during the apartheid regime (Martin, 2010:1).
- **Informal mentoring:** This is a process of individuals (either the mentors or mentees) making the selection on their own, even if a third party has encouraged the process (Ragins & Cotton, 1999:530).
- **Mentee:** Mentee is a less experienced employee or contractor who is offered special guidance and support by a respected and trusted person with more experience (Schlee, 2000:322).
- **Mentor:** The mentor is provided with the opportunity to invest in the lives of others and to contribute to the mentee's future goals and aspirations (Bozeman & Feerley, 2007:719).
- **Small and Medium Enterprises (SMEs):** There is no single definition. However, firms in the SME sector can be classified into their distinguished groups which include:
 - Small enterprises: which are businesses that employ 6-60 people and generate between R1.1 million and R12 million per annum. They are usually owner managed and are likely to operate from business or industrial premises, be tax registered, and meet other formal registration requirements. They also employ skilled personnel to carry out the work required, and Medium enterprises: these businesses can employ from 61 to about 300 employees and generate between R12.1 million and R60 million per annum. Medium enterprises are also still usually owner/manager controlled. Similar to small enterprises, medium size enterprises employ skilled people (Shakantu, 2012:254).
- **Siyanyuka Contractor Enhancement Programme:** The Western Cape Department of Transport and Public Works (DOTPW) Contractor Development Programme established in 2008 to develop emerging contractors in the construction industry (CIDB, 2011:72).

ABBREVIATIONS

DOTPW – Western Cape Department of Transport and Public Works;

CDP – Contractor Development Programme;

CIDB – Construction Industry Development Board;

ECDP – Emerging Contractor Development Programme;

ECs – Emerging contractors;

HDIs – Historically Disadvantaged Individuals;

NCDP – National Contractor Development Programme;

SME – Small and Medium Enterprise;

SARS – South African Revenue Services;

BEE – Black Economic Empowerment; and

BBEE – Broad-Based Economic Empowerment.

CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1 Background

1.1.1 SME contribution to the South African economy

In South Africa, small medium enterprises (SMEs) contribute immensely to the growth of the economy. SMEs play a major role in employment creation, income generation and output growth. This contribution is evident as SMEs account for approximately 60 % of all employment and 40 % of output (Berry, Blottnitz, Cassim, Kesper, Rajaratnam, & van Seventer, 2002:25) and (van Heerden, Mashatole and Burger, 2014:57). The effect of this contribution is significant in terms of addressing socio-economic challenges such as unemployment, poverty and the shortage of skills.

1.1.2 Emerging contractors in the South African context

Emerging contractors are regarded as businesses that are not yet competent in some aspects of the business and still require training and mentorship to enhance their technical and businesses skills (National Small Business Act no.102 of 1996). The annual turnover and number of employees are two central factors used to define and categorise small and medium businesses. According to the National Small Business Act no. 102 of 1996 as amended by the National Small Business Amendment Acts of 2003 and 2004, small businesses are categorised as shown in Table 1.1. The National Small Business Act No 26 of 2003 (2003b) defines emerging contractors as businesses who are small businesses in nature. Additionally, small businesses were deliberately excluded from participating in the mainstream economy of the country due to the past dispensation laws. In the South African construction industry, for instance, there is a continuous establishment of black-owned Small and Medium Contractor (SMCs) by previously Historically Disadvantaged Individuals (HDIs) (Martin & Root, 2010:64). The HDIs as a result of the past dispensation consists of a non-white population who were deliberately excluded from participating in the mainstream of the economic activities, although there were some contracting companies owned by non-white South Africans during the apartheid regime before 1994. However, the formal construction economy during the apartheid regime solely favoured the white population over non-whites whose efforts for national infrastructural developments were skewed towards serving mostly the white-dominated areas and communities. Consequently, black-owned construction firms were largely excluded from participation in the formal economy due to segregation along racial lines (Martin & Root, 2010:64). In order to correct the economic imbalances under the new democratic government, open participation in the formal economy for previously marginalised black-owned SMCs was and is still driven by Broad-Based Black Economic Empowerment Act no.53 of 2003 as a legal framework to empower black-owned enterprises.

As a result, in the post-apartheid democratic dispensation, SMCs, owned and managed by HDIs, are increasingly engaging in the formal economy (Martin & Root, 2010:64).

Table: 1.1 Categorisation of SMEs in South Africa

No.	Business type	Number of employees	Annual turnover
1.	Medium	200	5 000000.00
2.	Small	50	1 000000.00
3.	Very small	20	600 000.00
4.	Micro	5	100 000.00

Source: Schedule 1 to the National Small Business Act of 1996, as revised by the National Small Business Act as amended in 2003 and 2004.

1.1.3 Problems faced by emerging contractors

It is common that emerging contractors have not been successful in running their businesses without encountering problems along the way. As a result of these problems, some emerging contractor businesses have either decided to wind up their businesses or weathered the storm. These problems have been identified extensively in Malongane (2014:9); Thwala (2014:772) and Lazarus (2005:33). The latter have reported that the problems faced by emerging contractors not only remain unresolved but continuously contribute to the failure of emerging contractors. Malongane (2014:9) complains about these problems that they affect the organisation both internally and externally as depicted in Table 1.2 and 1.3. (Thwala & Phaladi, 2009:200; Iruka & Shakantu, 2015:328) explain that the sustainability of many emerging contractors is questionable in South Africa such that emerging contracting businesses do not last long in business. Despite the fact that emerging contractors' problems were raised more than seven years ago, and still appears to have an impact on the South African construction sector (CIDB & CETA, 2005).

Table 1.2 Generic problems faced by emerging contractors internally

Type of problem	Definition
Lack of technical skills	Unable to tender and plan for jobs.
Lack of financial skills	Unable to prepare budgets, cashflow and financials.
Poor management	Overall lack of management i.e. HRM, Finance, Marketing, Project management etc.
Competitive market	Unable to break through the market and lack competitive edge.
Lack of pricing skills	Unable to gather information to price for tenders.
Lack of business skills	Unable to market the business and source future jobs.
Interpretation of drawings	Can't understand and distinguish between architectural and engineering drawings.
Shortage of skilled employees	Not easy to attract or keep skilled personnel as a result of high demand for skilled labour.
Personnel skills	Contractors themselves have many skills deficiencies i.e. communication and writing skills.

Source: Thwala and Phaladi (2009:534)

Table 1.3 Generic problems faced by emerging contractors externally

Type of problem	Definition
Lack of opportunities	Too much dependency on government tenders.

Competition	Competing on open market with larger firms with enough resource and experience.
Legal compliance	Failure to adhere to labour related legislation e.g. BCEA, LRA etc.

Source: Thwala and Phaladi (2009:534)

1.1.4 Mentorship of emerging contractors

Mentorship is perceived as a human resource development process designed for supporting learning, transfer of knowledge and skills from a mentor to a mentee. Mentorship is used as a means to address aspects such as knowledge and shortage of skills (Argote & Ingram 2000:161; Hamburg & Miriam, 2012:24). Watt (2004:1) defines mentorship as the driving force in a relationship that happens between two or more people involved in the learning process. Watt (2004:1) further states that the foundation for successful mentorship depends on key characteristics such as trust, respect and communication. Mentorship is used across industries including the construction industry. It is regarded as a means to develop skills among emerging contractors. The mentorship programme is designed to address these skills amongst emerging contractors. Moss (2008:13) highlights the importance of mentorship that it provides an opportunity for emerging contractors through a range of skills offered by service providers. Furthermore, Moss (2008:13) reveals the need for continuing mentorship even though emerging contractors have already graduated from the mentorship programme. Mentorship merely serves as a stepping stone and does not fully guarantee success in all aspects of the business.

1.1.5 Emerging Contractor Development Programmes (ECDPs)

The Construction Industry Development Board highlights a number of problems faced by emerging contractors on different Emerging Contractor Development Programmes (ECDPs). (CIDB, 2011:7) the report was a national study aimed at identifying problems faced by national mentorship programmes offered in different provinces. (Moss, 2008:27; Thwala and Phaladi, 2009:534) concur with the latter and highlight the most critical skills that emerging contractors struggle with in mentorship programmes as depicted in Table 1.4.

Table 1.4 Problems faced by ECDP mentorship programmes

ECDP shortcomings	Description of shortcomings
Lack of access to funding	Credit, guaranties, and high interest rates.
Late payments	Impacts on contractors cash flow, erodes profit margin and ties up working capital.
Fragmentation of construction process	The disintegration of construction process has an adverse effect on the overall performance of the industry.
Short-term projects	Makes it impossible to develop and implement long-term strategies.
Bureaucracy	Complicated contract award and administrative procedures.
Competition	Contractors in lower scales of construction enterprises find it difficult to compete with larger firms.
Uncertainty in building materials	Non-existent or poor relationships with suppliers.
Contracting opportunities	Contracts are provided in most ECDP's but not offered in other programmes.

Recruitment and selection	The recruitment and selection process target very low by accepting contractors including those without a matric.
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Source: Malongane (2014:9)

1.1.6 Western Cape CDP mentorship programme

CIDB (2011:7), further identified problems experienced by emerging contractors particularly the Western Cape Contractor Development Programme (CDP). These problems are categorised as the mentorship programme and emerging contractor personal limitations. This current study will focus on the abovementioned problems confronted by the Western Cape CDP. Malongane (2014:9) categorises these problems as they affect the organisation both internally and externally. Table 1.4 categorises the commonly known challenges facing emerging contractors.

Table 1.5 Western Cape CDP mentorship programme limitations

CDP shortcomings	Description of shortcomings
Recruitment of contractors	The recruitment process target very low even contractors without a matric.
Selection of contractors	No assessment criteria to select suitable contractors for the mentorship.
Contracting opportunities	Contracts are provided in most ECDP's but not offered on the CDP mentorship programme.
Access to funding	There is no government supported credit, guaranties, and interest rates with the banks.
Mentoring	The standard of the mentoring service is questionable as the mentor and mentee specification is non-existing.
Monitoring and evaluation	No mechanisms in place to assess contractors upon entering, monitoring their progress and exiting the mentorship programme.

Source: Own construction - 2016

Table 1.6 Western Cape CDP Emerging contractor personal limitations

CDP shortcomings	Description of shortcomings
Tendering	Too much competition especially for contractors at lower CIDB grades, and too much dependency on government tenders.
Interpretation of construction drawings	Can't understand and distinguish between architectural and engineering drawings.
Estimation	Poor pricing of tenders and preliminary and general items.
Planning of projects	Unable to plan during pre-tender, pre-contract and construction phase.
Negotiation with suppliers	Non-existent or poor relationships with suppliers.

Source: Own construction 2016

1.2 Context of the research

The research focuses on the mentorship programme established by the Western Cape CDP as a means to strengthen skills among contractors in the construction industry. Specifically, the research will focus on the Western Cape CDP mentorship programme. The programme's primary objective is to enhance contractor businesses within the construction industry to become meaningful and sustainable businesses through a structured mentorship programme. The secondary objective of the programme is to offer contractors with basic training in a number of areas such as tendering, estimating and planning. The Western Cape CDP programme has two phases, the foundation and the advanced phase. The foundation

phase targets only contractors with CIDB grade between 1 and 2 to receive basic training for a period of 10 months. The advanced phase targets contractors with CIDB grade between 3 and 5 and, they receive project-based mentorship for a period of 18 months. However, the requirement for mentorship in the advance phase remains a challenge for emerging contractors as contractors are unable to secure contracts on time. Contractors need to secure contracts on their own without the assistance of government. The longer contractors take to secure contracts on their own the longer it will take for the mentorship to be implemented (Lufele, Ndiokubwayo & Nghona, 2016:8). In spite of the emerging contractor's struggle to secure contracts on their own, their challenges are further compounded by their lack of requisite skills viz., tendering, estimation and planning among other skills.

1.3 Problem statement

The Western Cape CDP aims to facilitate skills development and promote business sustainability for emerging contractors within the province. Primarily, the objective of the programme is to create an enabling environment that supports the growth and development of emerging contractors through a structured mentorship programme. Despite its good intentions and achievements so far, the programme is experiencing several impediments with regards to mentorship programme limitations and emerging contractors' personal ability limitations that continue to affect the implementation process of mentorship programme. An effective mentorship programme would contribute towards the solution of these problems and subsequently improve the overall programme effectiveness.

1.4 Sub-problems

The sub-problems of the study are as follows:

i. Perception on mentorship programme limitations

SP1. It is not evident whether the perception on limitations of the mentorship programme differs in accordance with contractor's profile (gender, race and CIDB grade).

SP2. There is a statistically significant difference between the profiles of contractors and the limitations of the mentorship programme.

ii. Perception on contractors' personal limitations

SP3. It is not evident whether the perception on limitations of the contractors' personal limitations differs in accordance with contractor's profile (gender, race and CIDB grade).

SP4. There is a statistically significant difference between the profiles of contractors and the personal limitations.

iii. Perception on mentor and mentee attributes

SP5. It is not evident whether the perception of mentor and mentee attributes differ in accordance with the contractor's profile (gender, race and CIDB grade).

1.5 Research questions

The research questions of the study are as follows:

i. Perception on mentorship programme limitations

RQ1. To what extent does the perception of the limitations of the mentorship programme differ in accordance with contractor profile?

RQ2. To what extent is the statistically significant difference between the profiles of contractors and mentorship programme limitations?

ii. Perception on contractors' personal limitations

RQ3. To what extent does the perception on limitations on personal limitations differ in accordance with contractor profile?

RQ4. To what extent is the statistically significant difference between the profiles of contractors and personal limitations?

iii. Perception on mentor and mentee attributes

RQ5. To what extent does the perception of mentor and mentee attributes differ in accordance with contractor profile?

1.6 Aim

The aim of the study is to evaluate the perception of limitations against the effective implementation of the mentorship programme on emerging contractors.

1.7 Objectives

The objectives of the study are as follows:

i. Perception on contractors' programme limitations

O1. To ascertain whether the perception on limitations of the mentorship programme differs in accordance with contractor's profile (gender, race and CIDB grade).

O2. To ascertain whether there is any statistically significant difference between the profiles of contractors with regard to the perception of the limitations of the mentorship programme.

ii. Perception on contractors' personal limitations

O3. To ascertain whether the perception on limitations of the contractors' personal limitations differs in accordance with contractor's profile (gender, race and CIDB grade).

O4. To ascertain whether there is any statistically significant difference between the profiles (gender, race and cidb grading) of emerging contractors with regard to the perception of personal limitations.

iii. Perception on mentor and mentee attributes

O5. To ascertain whether the perception of mentor and mentee attributes differ in accordance with contractor profile.

1.8 Hypothesis

The hypothesis to be tested are as follows:

H1. There is no statistically significant difference between the profiles (gender, race and CIDB grading) of emerging contractors with regard to the perception on limitations of the mentorship programme.

H2. There is no statistically significant difference between the profiles (gender, race and cidb grading) of emerging contractors with regard to the perception of personal limitations.

With reference to the theoretical framework in Figure 1.1. It reveals two problem areas on the delivery process of mentorship. Firstly, it points to the mentorship programme limitations. It highlights a number of challenges Western Cape CDP is confronting such as recruitment, selection, lack of contracting opportunities, and access to finance, mentoring, monitoring and evaluation. Secondly, it points to personal limitations experienced by emerging contractors such as tendering, interpretation of drawings, planning, estimation and negotiations. Thirdly, the mentor and mentee attribute highlight taking initiative, goal-orientation, people orientation and desire to learn. Lastly, these challenges as highlighted in the theoretical framework adversely impact the overall implementation process of the mentorship programme.

With reference to the conceptual framework in Figure 1.2. It shows the knowledge gap in terms of the mentorship programme. Such a gap needs to be addressed once the variables of the study have been identified. The knowledge gap is the lack of evidence in terms of the statistically significant difference of mean rankings of the respondents. The mentorship programme limitations, personal limitations and mentor and mentee attributes have been identified in achieving a successful mentorship programme implementation.

1.9 Theoretical framework

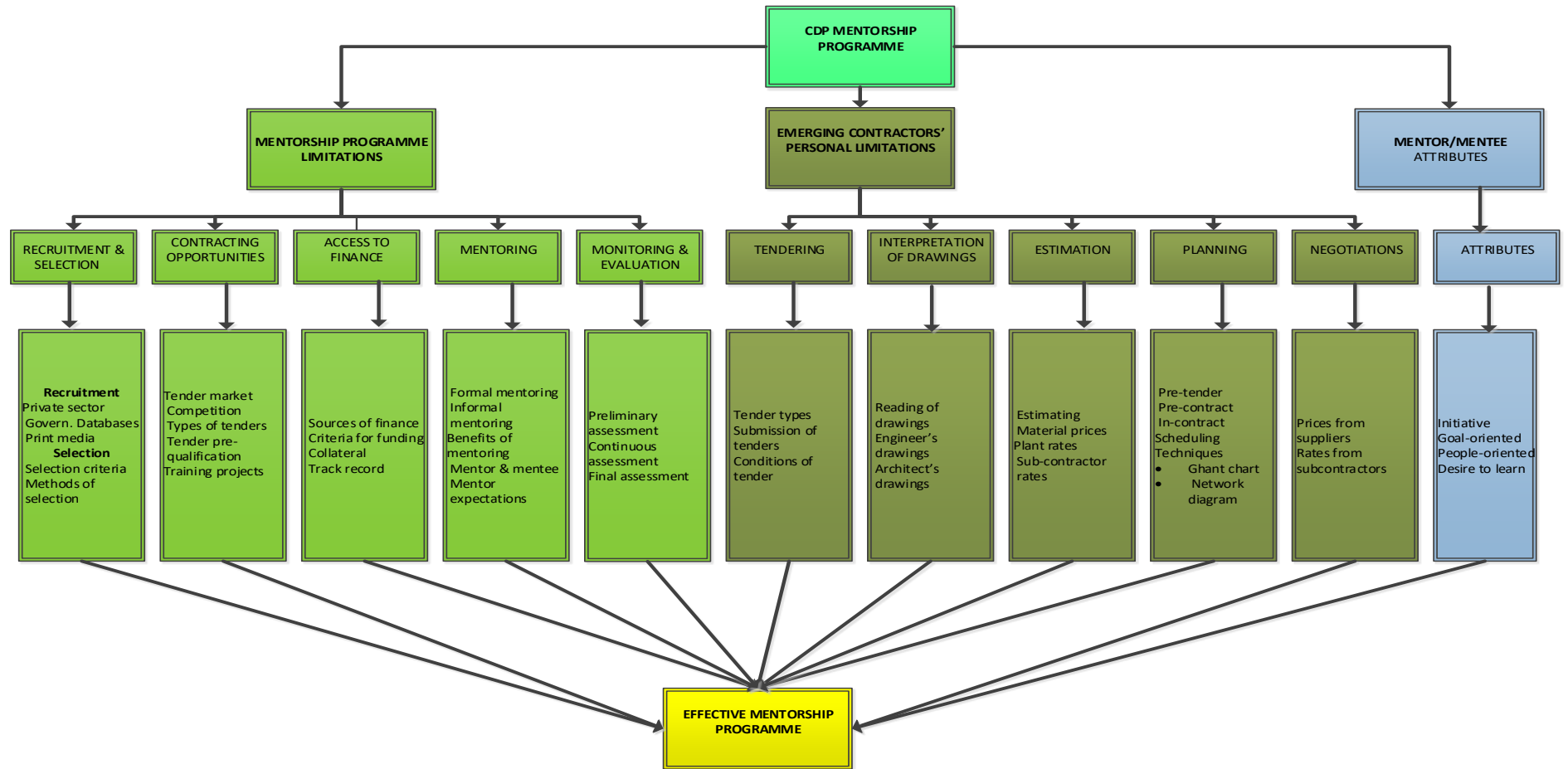


Figure 1.1 Theoretical framework
 Source: Lufele (2017): Own figure

1.10 Conceptual framework

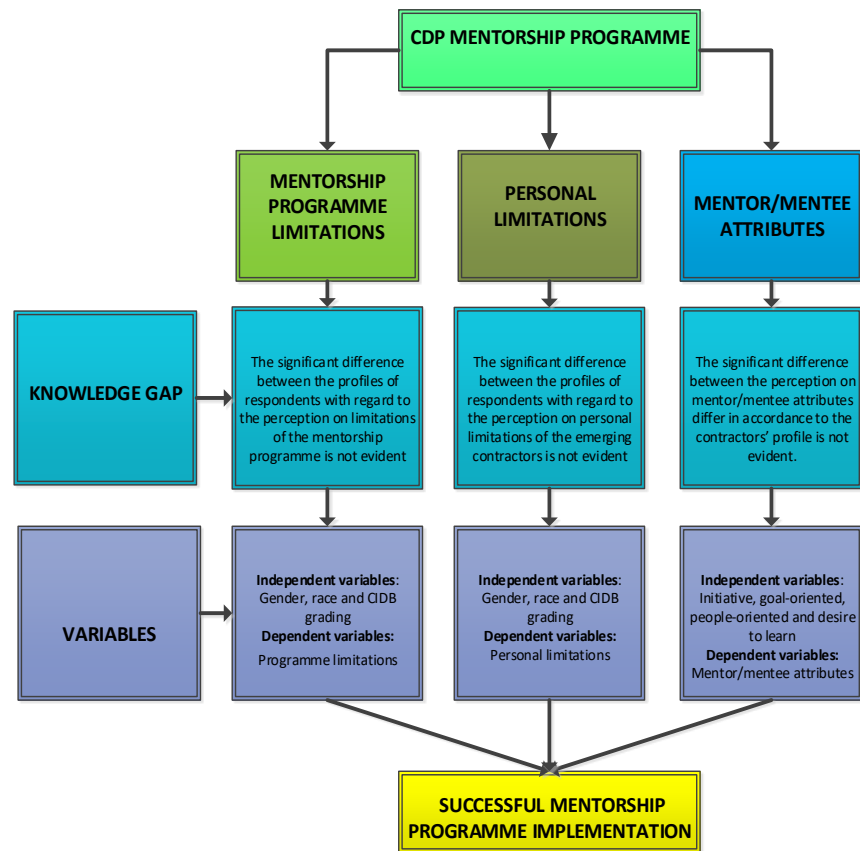


Figure 1.2 Conceptual framework

Source: Own figure

1.11 Significance

Mentorship programme remains an unresolved problem that continues to impact negatively on the development and the sustainability of emerging contractors within the construction industry (CIDB, 2011). This study evaluates the perception on limitations against the effective implementation of the mentorship programme. It further explores factors that hinder the successful implementation of the mentorship programme. The study will have a benefit in the following areas:

- The construction industry especially large construction firms in the private sector that would be interested in running their own mentorship programme as part of developing their own sub-contractors to sustainable sub-contracting businesses;
- It would assist the industry with regards to alleviating the high rate of incomplete construction projects by emerging contractors due to lack of technical, managerial and financial skills;

- The Western Cape CDP would have to reconsider the existing implementation strategies and adopt new strategies that would lead to a successful implementation of a mentorship programme;
- Other CDPs around the country that have not been successful in terms of implementing the mentorship programmes, and would consider re-strategizing their own CDPs; and
- Explore some of the key success indicators with regards to the implementation of the mentorship programme.

1.12 Limitations

This research focuses on emerging contractors in the Western Cape Province with CIDB grade between 3 and 5. Respondents are only emerging contractors who are registered for the Western Cape CDP mentorship programme from 2014 to 2016.

- The study targets emerging contractors as the only respondents for the survey to be conducted and excludes programme coordinators, mentors and service providers.
- The study focuses on the advanced phase of the Western Cape CDP where mentorship is offered and classroom training does not form part of the study.

1.13 Assumptions

The focus of the research will be on the steps taken by the mentorship programme to enhance entrepreneurial skills among emerging contractors. Therefore the assumptions in this study are as follows:

- The study excludes already established and successful contractors outside the mentorship programme;
- The research assumes that the mentorship programme will continue to run for the duration of the study and does not anticipate a discontinuation of the programme; and
- Western Cape CDP will not drastically change the criteria used for recruiting and selecting emerging contractors.
- Emerging contractors will continue to advance through the cidb grading parameters as part of their development.

1.14 Ethical statement

The data collected from the respondents will be treated in a diligent, sensitive and professional manner, and therefore the names of the respondents will not be published. The respondents are assured that the responses they provide are not meant for any other purpose except for the research. Quality assurance will be made with respect to the following:

- Maintaining quality in capturing data;

- Accurateness in calculations; and
- Correctness and completeness of questions.

1.15 Chapter outline

Chapter One: Problem and its setting - This chapter discusses the problem and its setting, it consists of an introduction, sub-problems, objectives, hypothesis, significance

Chapter Two: Fundamentals of mentorship - This chapter discusses the existing literature relating to aspects of mentoring within the mentorship programme such as formal and informal mentoring and mentor/mentee attributes, and a chapter summary.

Chapter Three: Challenges faced by the mentorship programme - This chapter discusses the existing literature relating to the implementation processes of a mentorship programme within a construction context and further reviews challenges encountered during the implementation of the mentorship programme, and a chapter summary.

Chapter Four: Emerging contractor personal limitations - This chapter discusses the existing literature relating to the implementation processes of a mentorship programme within a construction context and further reviews personal limitations facing emerging contractors in a mentorship, and a chapter summary.

Chapter Five: Research methodology: This chapter highlights the tools and methodologies to be utilised for collecting and analysing data. It further, outlines the research approach and justification, methodological approach, sources of data population and sampling method, exploratory study, questionnaire design, data analysis and a chapter summary.

Chapter Six: Analysis of exploratory results - This chapter comprises an introduction, profile of respondents, emerging contractor and mentorship programme limitations, and a chapter summary.

Chapter Seven: Data presentation, analysis and discussion of the main study -This chapter includes an introduction, research participation, emerging contractor and mentorship programme limitations, and a chapter summary.

Chapter Eight: Data presentation, analysis, testing of hypotheses and discussions - This chapter includes an introduction, hypothesis testing, discussions on mentorship programme and emerging contractor personal limitations, and a chapter summary.

Chapter Nine: Conclusions and recommendations - This chapter discusses the results of the study, limitations of the study, contribution to the body of knowledge, further research and paves the way forward by providing conclusions and recommendations.

CHAPTER TWO

FUNDAMENTALS OF MENTORSHIP

2.1 INTRODUCTION

In this chapter, the literature relating to the fundamentals of mentorship is reviewed. This chapter comprises of an introduction, and it discusses organisational mentoring as a new strategy in terms of developing and supporting emerging construction businesses in the South African construction industry. It explores the formal and informal strategies of mentoring and its benefit to an organisation, the construction industry and to the government especially those departments that have already implemented a mentorship programmes but encounter challenges in terms of the mentorship programme implementation.

2.2 MENTORING

2.2.1 Defining mentoring

Mentorship is perceived as a human resource development process designed for supporting learning, and for the transfer of knowledge and skills from a mentor to a mentee. Mentorship is used as a means to address aspects such as knowledge and the shortage of skills (Argote & Ingram, 2000:161; Hamburg & Miriam, 2012:24). Watt (2004:1) defines mentorship as the relationship that exists between two people who are involved in the learning process. Therefore, the effectiveness of such a relationship depends entirely on the quality of the relations between a mentor and the mentee. Watt (2004:1) further states that there is a core fundamental basis for any mentorship to be effective and that is trust, respect for one another, and to maintain open communication. Mentorship is used across industries including the construction industry. It is regarded as a means to develop skills among emerging contractors. Typically, the South African government administers mentorship to contractors who are new entrants to the construction business through the CDPs (Moss, 2008:21).

2.2.2 Informal mentoring

Pompa (2012:8) highlights that informal mentoring as a relationship that is initiated by individuals, a mentor or mentee making the selection on their own even if a third party has encouraged the process. Bilesanmi (2011:98) agrees with the latter that an informal mentoring partnership has less structure and can occur at any time depending on the individuals to form it. Informal mentorship can be a highly selective process since selection is dependent upon the mentors' discretion and interest in the mentee (Pompa, 2012:8). Informal mentoring in the construction context takes place when there are subcontracting arrangements between emerging contractors and the already established construction businesses. During the project delivery emerging contractors receive mentorship in the form

of advice but there are no formal agreements in place that binds the main contractor to offer advice to emerging contractor but as a courtesy only when there is a deviation from the specifications or drawings.

2.2.3 Formal mentoring

Formal mentorship involves developing guidelines, objectives and requires a one-to-one relationship Pompa (2012:8). During this process, a mentor is matched with the mentee to form a working relationship and this is normally enforced by a third party which could be a company, institution and agency. In a formal mentorship set up, there are formal subcontracting arrangements entered into by the parties. This arrangement is done in joint-venture concessions where an established construction company shares its experience, expertise and resources in some instances with emerging contractors who are joint-venture partners on the project. In some instances, formal mentoring takes place between emerging contractors and government departments who offer mentorship programmes to companies who are struggling to develop in the construction industry. During mentorship, emerging contractors usually allocated mentors to work with emerging contractor for the duration of mentorship. However, that is not the case in the Western Cape CDP setup as mentors are allocated only when contractors have secured contracts on their own.

2.2.4 Mentor and mentee attributes

2.2.4.1 Mentor

Mullen (1994:260) amplifies the importance of mentor attributes when evaluating the success of a mentoring relationship. Sullivan (2000:170) identified that mentors should have the ability to listen to mentees in order for the mentorship relationship to be meaningful and develop. Mentees also recognised the position of mentors as being able to adjust to the specific context of their mentees, especially in terms of culture, communication models and learning styles. Bozeman & Feeney (2007:719) argue that a mentor is entrusted with changing the livelihood of others and contributes significantly to achieving the goals and aspirations of mentees. Similarly, in construction, a mentor is anyone that has the skills, expertise and experience to share with emerging contractors. In terms of a mentorship programme initiated by government, a mentor is often a service provider that is appointed to impart knowledge to emerging contractors who are in need of such skills and knowledge. Cunningham and Eberle (1993:55) put together a list of essential mentor skills and characteristics such as confidence, willingness to trust, ability to communicate, introspective and open, innovative, patient and tolerant and accessible.

2.2.4.2 Mentee

Research conducted by a number of authors have proven that entrepreneurs are likely not keen to seek advice from anyone outside their business. Entrepreneurs only believe in someone who is from the construction industry and understands the intricacies of the construction industry. Entrepreneurs do not like asking for help and tend to be prejudiced against external advisors, believing that their advice is not practical enough, not tailored to the situation, too costly or given by people who are not familiar enough with small businesses (St-Jean and Audet, 2009). Even if the mentor has all the ideal characteristics, the mentoring relationship can only succeed if the mentees are open to this type of learning. Schlee (2000:322) describes a mentee as an employee who is inexperienced or a contractor who is trained by a respected and trusted person with more construction experience. Cunningham and Eberle (1993) also suggest the following characteristics for effective mentees; the desire to learn, people oriented, goal oriented, conceptual ability, introspective, initiative and assertiveness.

2.3 MENTORSHIP IN PERSPECTIVE

2.3.1 Mentoring exercise in organisations

The type of mentoring designed primarily for an organisation should take into account a number of factors relating to the organisation's culture. Luthans (2001:123) states that organisational culture entails certain attributes such as observed behavioural regularities, norms, dominant values, philosophy, rules, and organisational climate. Today organisations have realised that classroom training is not the only solution to the development of the organisations' intellectual capital. Instead, organisations have recognised that mentoring forms the basis of development. Watt (2004: 3) states that there are several factors that organisations will need to take into account for the mentoring programmes to be successful. Mentoring has become more important in recent years and with the emphasis towards mentoring it has become more important to determine the exact organisational climate or culture of a company before training or mentoring programme is developed and applied. As the organisational cultures differ from company to company so it differs from industry to industry. With reference to the construction industry, the same basic principles could be used, but when comparing the industries internationally and nationally, the organisational cultures and climates will have to be compared and analysed before any training and/or mentoring programme is developed and implemented.

2.3.2 Construction industry perspective of mentorship

The building industry itself has been subjected to a number changes solely to re-dressing the inequalities of the past that continue to exist in the construction industry. Meyer and Mabaso (2005: 8) allude to one of the issues in mentoring being the "cross-racial mentoring relationship." This in itself refers to the assumptions being made by the person doing the mentoring, the mentor, and the person receiving the mentoring, the mentee. There may be

assumptions made based on cultural beliefs, such as (Meyer and Mabaso (2005: 8): *“A white manager or mentor might assume therefore that the cultural gap is insurmountable by citing certain differences with potential black mentees such as speech, mannerism, and style of dress. Other obstacles will include the tendency of both black and white people to rarely socialise outside the workplace.”* These problems will definitely have an impact in terms of how they are addressed during the mentorship of contractors as such the mentor would need to be aware of these challenges and certainly would make it difficult on the part of the mentor.

2.3.3 South African perspective of mentorship

Nationally, a number of training and mentorship programmes have been developed and implemented by the South African government. With regard to the Skills Development Act of 1998, the Construction Industry Training Authority (CETA) was formed (CETA: 2006:1). The CETA developed a sector skills plan through a consultative process, which catered for a 'training and development strategy' for the sector (CETA: 2006: 1). Furthermore, the national government has launched the Emerging Contractors Development Programme (ECDP), in the case of the building industry (Sakhasonke, 2002:3). This was specifically designed with the empowerment of black emerging contractors in mind (Hauptfleisch, 2000: 15). Sigcau (2000:1) describes the term as follows. *“In essence, we are talking of black contractors who are struggling to overcome business impediments as a result of apartheid, and who therefore need support to ensure that they do indeed merge into the mainstream of the South African economy “.* Hauptfleisch (2000:15) recognises the following issues that need to be resolved as part of capacitating emerging contractors through mentorship programmes that will support small black contractors, transfer of knowledge, provision of finance to emerging contractors, and capacitate contractors through the transfer of skills and knowledge. The rationale and relevance of training and mentoring in the construction industry internationally and nationally has been accepted as an utmost importance to address the inequalities and employment equity to accelerate the economic empowerment.

2.3.4 Gender issue in the South African Construction industry

2.3.4.1 Image of the construction industry

Loosemore, et al (2003:172) point out that the construction industry is a “low-status” industry characterised by tough working conditions, time spent at work and a male-dominated environment. This view is amplified in Amaratunga, et al (2006:2) where it revealed that the construction industry is predominantly a male-dominated industry. However, the current status quo presents a major challenge for equal opportunities for women due to poor working conditions and long working hours. These physical challenges of the construction industry impact negatively on women and often lead to women leaving the construction industry Byrne et al (2005:1031).

2.3.4.2 Gender equity

Women in construction, specifically in senior management have been thoroughly criticised from different directions (Mills. 2006). As a senior manager, a person is expected to work long hours, but women have maternal responsibility than men do. This is one of the reasons the construction industry is dominated by men it requires time management, not in projects but also in creating strategies for the business (Mills. 2006). According to Mills (2006), construction organisational culture has ignored gender, this has become a norm in the management field (Mills.2006).

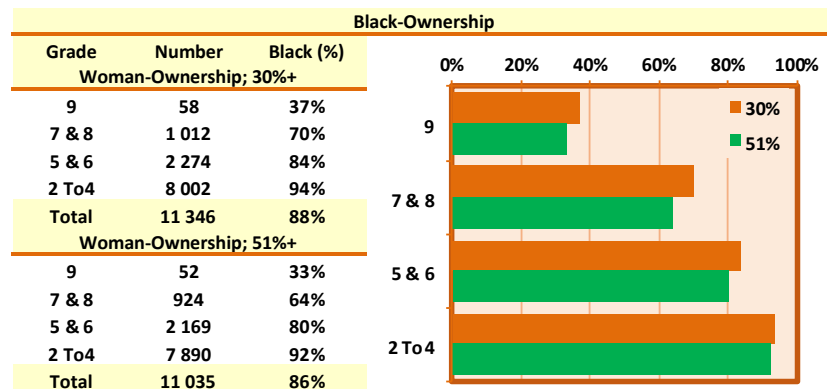
2.3.4.3 Gender diversity

Lack of gender diversity in the construction industry is based on individual characteristics, such as women who lack aspiration to board directorships and women who lack the necessary skills to sit on boards (Hoel, 2009) and (Singh and Terjense, 2008). Interpersonal characteristics such as lack of social capital to achieve board positions, women have difficulties in integrating due to board culture and are unable to accommodate diversity (Hoel, 2009) and (Singh et.al, 2008). However, the decision makers which are the men at the top, turn to argue that based on the construction industry male candidates have more quality than the female candidates (Mills, 2006). Gender equality necessitates making sure discrimination is done away with in order to give men and women equal opportunities (Hoel, 2009).

2.3.5 Race issues in the South African Construction industry

It is stated that racial equality in construction is designed to ensure that opportunities do not result in missed chances or disadvantage and create divisions between ethnic groups (Creswell, 2007:131). However, many black businesses were deliberately excluded from participating in the mainstream economy owing to the implementation of discriminatory apartheid laws (Watermeyer, 2001:4). CIDB as a registrar of contractors in its quarterly report has reported the demographics in terms of contractors registered on its database.

Table 2.1 Black ownership in the construction industry



Source: CIDB (2009:534)

In respect of the table above, it is evident that there is little difference between black-ownership of 51% and above and 90% and above. The history profiles of black-ownership of 51% and above for contracting enterprises for the period 2015Q1 to 2017Q4 is shown in the above figures. Of concern is that while black-ownership representation as a percentage of the total number of registered enterprises shows that there is development over time. Unfortunately, even though there is improvement on black-owned businesses but a lot remains to be seen in terms of significant improvement in terms of moving to higher grades in terms of the grading of contractors (CIDB, 2017:6).

2.3.6 Construction Industry Development Board (CIDB)

The Construction Industry Development Board (CIDB) was formally formed by passing a legislation in parliament, which is (Act no. 38 of 2000). CIDB was formed as a statutory body to provide leadership to all involved in the construction industry and to ensure sustainable growth, reform and improvement of the construction sector as a whole for effective delivery in the country's economy. The CIDB comprises of private and public sector representatives appointed by the minister of Public Works based on their knowledge and expertise (Lazarus, 2005:96). The CIDB's mandate is to:

- Provide leadership;
- Encourage growth;
- Improved performance and best practice;
- Improved procurement and delivery management, and
- Introduce modalities for monitoring and regulating the performance and registration of projects and contractors (CIDB Act no.38 2000).

2.3.7 Emerging Contractor Development Programme (ECDP)

The ECDP was launched in 1997 by the Department of Public Works. The main objective of the ECDP was to develop a framework to guide CDPs through a mentorship to the development and promotion of black-owned contractors in the sector. The ECDP has provided about 50 000 construction projects managed by black-owned companies, generating R431 million (Neveling, 2003). The ECDP is one of the positive strategies implemented by the Public Works in terms of providing training and capacity building to black contractors. The training is designed for emerging contractors at different levels, including contract-specific training to prepare entrepreneurs for work specific to their size and stage of development within the construction industry (Lazarus, 2005:96).

2.3.8 National Contractor Development Programme (NCDP)

The National Contractor Development Programme (NCDP) Framework is primarily designed to tackle contractors' problems that continue to hinder the contractors' development in the

construction industry. The NCDP has three strategies viz., learner contractor development skills development, and enterprise development and contractor performance enhancement. The NCDP identifies contractors who wish to develop their individual and business skills by providing access to tenders; paying contractors on time, networking, technology transfer, joint ventures and sub-contracting (CIDB, 2011:6).

2.3.9 Western Cape Contractor Development Programme (CDP)

The Western Cape Department of Transport and Public Works (DOTPW) Contractor Development Programme known as Siyanyuka Contractor Enhancement Programme was established in 2008 primarily to develop small and medium contractors in the construction industry who are struggling to grow their businesses to sustainable businesses. The Western Cape CDP is operated under the Contractor Development Programme of the Expanded Public Works Programme (EPWP). Moreover, the Western Cape CDP plans to develop emerging contractors with cidb Grade 3-5 over a period of 3 years, so that they turn to sustainable, economically viable entities. At the end of the programme contractors are expected to improve in the following areas; quality, financial and programming of projects (CIDB, 2011:58).

2.4 CHAPTER SUMMARY

This chapter reviewed the literature relating to the fundamentals of mentorship. This chapter discussed organisational mentoring as a new phenomenon in terms of developing and supporting emerging and promoting construction businesses within the South African construction industry. It explored the formal and informal mentoring strategies and its benefit to organisations as a whole, the industry and government. The literature identified a gap in the previous studies regarding mentoring, the previous studies focused on the mentoring of employees whilst the study solely focused on organisational mentorship as a way of developing organisations further in their businesses.

CHAPTER THREE CHALLENGES FACED BY THE MENTORSHIP PROGRAMME

3.1 INTRODUCTION

In this chapter, the literature relating to the mentorship programme limitations is reviewed. This chapter covers introduction, and it discusses a number of implementation challenges facing the Western Cape's Department of Transport and Public Works in delivering an effective mentorship programme to emerging contractors. The challenges discussed in this chapter are mentorship programme limitations that impact on the successful implementation of a mentorship programme. These limitations include Western Cape CDP's failure to employ effective and efficient recruitment and selection procedures, in providing contracting opportunities for contractors, in easing access to finance and to properly evaluate emerging contractors' progress throughout the mentorship programme to measure if their developmental goals have been achieved.

3.2 RECRUITMENT OF CONTRACTORS

3.2.1 Defining recruitment

Recruitment and selection form a fundamental part of the human resources function which cannot be taken lightly. It therefore requires management of an organisation to invest more resources in it. Furthermore, recruitment and selection as a human resources function ensure enhancement of the business as a whole. (French & Rumbles, 2010:170; Naveen & Raju, 2014:60) amplify that recruitment and selection form part of human resource management: specifically, the sourcing, development and compensating of workers. Bratton and Gold (2007: 239) highlight recruitment as a process of sourcing capable individuals to form part of the organisation. Recruitment as a management function follows the selection function (Naveen & Raju, 2014:60). Recruitment and selection are perceived as a planned activity, which involves a number of phases within a process of employee resourcing, which itself may be located within a wider human resources management strategy (Bratton & Gold, 2007:239). In essence, recruitment includes sourcing, developing prospective employees and convincing them to apply for jobs in an organisation. Any organisation that seeks to recruit employees should consider answering important questions in having a successful recruitment process. Some of those questions include "Whom to recruit?", "Where to recruit?", "What recruitment sources to use?", "When to recruit?" and "What message to communicate?" (Yu & Cable, 2014:21).

3.2.2 Recruitment sources

One of the critical functions of an organisation in its quest for success regardless of its size and turnover is to attract and recruit the best employees available on the job market (Cullen

& Farrelly, 2005:41). Recruitment starts with sourcing prospective candidates to fill the positions within an organisation. This means searching for prospective applicants whose qualifications, experience and skills might be suitable for the job advertised (Bratton & Gold, 2007:239). Human resources management has two sources of recruitment which organisations can choose from, and these sources are internal recruitment and external recruitment (Adu-Darkoh, 2014:12; Louw, 2013:2 & Kumari, 2012:34). Figure 1.2 represents the sources of recruitment and provides examples for each source of recruitment. However, it must be noted that not all recruitment sources are employed by CDP in terms of recruitment of contractors only certain types of external sources are applicable as emerging contractors are businesses in their own right. Only contractors with CDIB grade 3 and 5 which according to the National Small Business Act of 1996 are regarded as emerging contractors, meet Western Cape CDP requirements, and are invited to partake in a mentorship programme (CIDB, 2011:58).

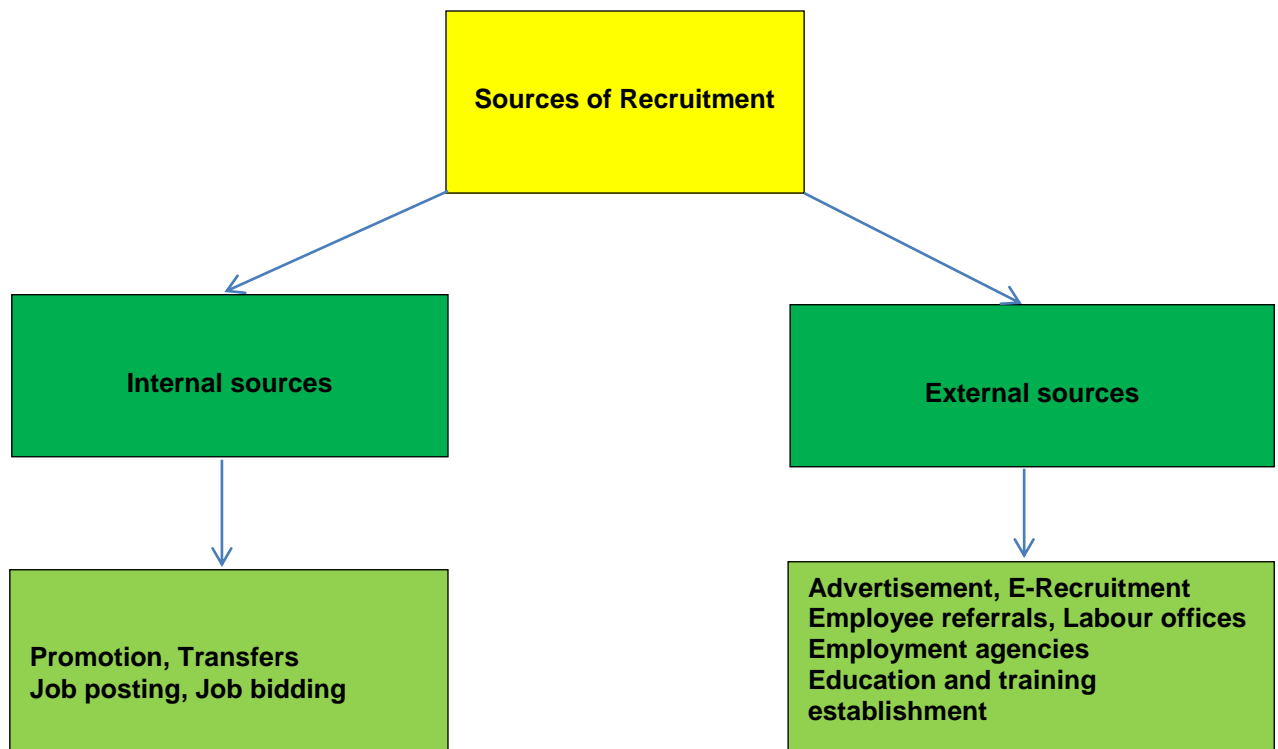


Figure 3.1 Sources of recruitment

Source: Prashant (2009)

3.2.3 Recruitment methods

3.2.3.1 Advertisement

Booi (2005:17) highlights advertisement is the most preferred advertising method used by organisations compared to other forms of external recruitment. The advantage of this recruitment method is that it opens up an opportunity for prospective employees to show their interest in the organisation (Booi, 2005:17). Moreover, it attracts new skills to the organisation and brings about competition amongst the candidates Adu-Darkoh (2014:17)

concur with the latter on the point that advertisement has the advantage to attract a larger pool of applicants as compared to internal recruitment processes. On this type of recruitment, organisations advertise positions on both the electronic and print media with the objective of accessing a larger pool of applicants. However, it is usually very expensive compared to other types of recruitment.

3.2.3.2 E-Recruitment

E-Recruitment simply refers to the innovative ways that take place within the human resources environment. E-recruitment method assists organisations in attracting, screening, tracking applicants, selecting, and offering jobs or rejecting candidates using technologically advanced methods (Stone et al, 2006:234). This technically advanced method includes using organisations' websites, internet and job boards. A Curriculum Vitae (CV) is still used widely and forms a crucial part of recruitment as it is used to match the candidates' ability to the job. Moreover, a CV is used as the basis for providing an insight regarding the candidates vying for the job. Roberts (2005:103) amplifies that a CV should provide an overview of the candidates' qualifications, experience and skills. In the case of e-recruitment, potential candidates would upload their CVs as a response to the job advertisement on the organisations' or employment agencies' website (Madia, 2011:21; Tucker, 2012:52). Stone et al (2006:232) report that increasingly organisations are embracing the use of e-recruitment their organisations' websites as part of recruitment. According to Owusus-Ansah and Kwabena (2014:20), organisations use e-recruitment primarily for saving times and costs. Brake and Lawrence (2000:68) argue that even though e-recruitments show significant savings with regards to time and cost, on the contrary, internet users experience difficulty and frustration as a result of sorting through information to find applicable and useful material. Brake and Lawrence (2000:70) argue that organisations experience challenges with regards to merging the internet with their existing systems.

3.2.3.4 Educational and training establishments

From time to time organisations visit institutions of higher learning such as universities and colleges to attract final year students to join their respective organisations. This is one of the cheapest methods of recruitment compared to traditional recruitment. The recruiter who works for the organisation would visit the tertiary institution and make a presentation to final year students sharing with the students with the different career paths and areas within the organisation (Nel et al, 2009:227).

3.2.3.5 Government agencies

(Hauptfleisch, 2006:2; Hauptfleisch, Vester & Lazarus 2008:3) highlight that the CIDB was formed under the act of parliament to provide a service for the construction industry as a whole. Part of the mandate of the CIDB is to provide:

- Strategic direction and develop effective partnerships for growth, reform and improvement of the construction sector;
- Sustainable growth of the construction industry and the sustainable participation of the emerging sector;
- Improved performance and best practice of public and private sector clients, contractors and other participants in the construction delivery process;
- Procurement and delivery management, the uniform application of policy throughout all spheres of government, ethical standards, including a code of conduct;
- Establish the registration of projects and contractors, and other suppliers, to systematically regulate and monitor the performance of the industry and its stakeholders for sustainable growth, delivery and empowerment and improved performance and capability.
- Establishing the register for all projects and contractors, and other suppliers remains a key mandate for CIDB. Government departments use the CIDB register of contractors to recruit and select suitable contractors for the mentorship. These contractors are recruited based on their CIDB grade which is between 3 and 5, and compliance with SARS and BEE requirements to be part of the mentorship programme (CIDB, 2011:58).

3.2.3.5 Government briefings

The responsibility of government is to provide information to the public and its stakeholders with regard to the governments' initiatives and programmes. There are a number of communication channels available to the government to communicate with the public including one-on-one briefing sessions (Towner & Dulio, 2011). Unfortunately, governments often fail to communicate with the public directly about its programmes and initiatives due to budgetary constraints. Moreover, information is predominantly communicated via mass media like television, radio or newspapers (Fisher Liu & Horsley, 2007:383). The Department of Transport and Public Works in the Western uses the one-on-one communication channel (or briefings) to recruit targeted contractors for its mentorship programme (CIDB, 2011:58).

3.3 SELECTION OF CONTRACTORS

3.3.1 Defining selection

Selection as one of the management functions among others it is simply selecting the most suitable candidate for the job advertised. The selection consists of using specific instruments to choose capable individuals from other applicants who have also applied as long as the management goals and legal requirements have been met (Bratton & Gold, 2007:239). Selection is defined as the process of distinguishing between applicants in order to identify those who meet the criteria. The selection process involves choosing an applicant from

amongst other applicants by selecting the one that has the appropriate qualification, skills and all competencies required for the job by selecting. Selection involves interviewing candidates and evaluating whether the candidates meet the predefined criterion (Adu-Darkoh, 2014:21). However, the Western Cape CDP does not seem to be attracting a pool of capable contractors to participate in the mentorship programme as some of the contractors have not done well at all within their construction firms prior to partaking on the programme (Lufele, Ndiokubwayo & Nghona, 2016:7). According to Hauptfleisch (2006:6) contractors that are applying should possess the characteristics such as construction experience, educational qualifications, experience as a contractor and financially sound business.

3.3.2 Selection criteria

The criteria being used in the Western Cape CDP mentorship programme originates from the Expanded Public Works Programme (EPWP) since the Western Cape CDP is part and parcel of the broader EPWP unit. On the other hand, the Western Cape CDP does not have clear criteria for the selection of contractors (CIDB, 2011:10). Hauptfleisch (2006:6) has developed a selection criterion that is used by most CDPs whereby contractors are subjected to selection criteria prior to joining the mentorship programme such as recognition of prior learning (RPL), satisfying CETA requirements, undergoing testing as part of the selection criteria, eagerness to complete the 24-month training programme and show positivity towards a mentor/protégé relationship. Another statutory requirement that ECs must comply with is BEE requirements, have tax clearance certificates from SARS and thereafter attend an interview with the programme's panel of experts to determine their suitability for the programme (CIDB, 2011:58).

3.3.3 Selection methods

3.3.3.1 Screening

Screening is a process that follows once the recruitment process has been completed. During this process all applications that are received will be screened and the applicants that do not meet the requirements of an advert are then disqualified. Short-listing criteria must be used in terms of short-listing and eliminating candidates that do not meet the requirements of the job (Nel et al, 2009:242).

3.3.3.2 Written tests

(Booi, 2005:28; Adu-Darkoh, 2014:20) explain that selection tests normally form part of an assessment procedure of candidates and can only be used to achieve a certain objective. Written tests are used to test applicants on other aspects that could not have been disclosed during a normal interview. Moreover, it is used where the response of applicants with regard to the job advert is responded to overwhelmingly. Written tests are mechanisms utilised to get more information about the personal characteristics of candidates. The following

characteristics are usually measured during the test: cognitive ability, aptitude, personality, performance, interest and other psychological traits (Booi, 2005:28).

3.3.3.3 Interviews

Pilbeam and Corbridge (2006:179) describe an interview as a one-on-one meeting between an applicant and the employer. However, Van Iddekinge et al (2004:74) adds another dimension to what interviews are all about and prioritises reliability and validity of the interview. Van Iddekinge et al (2004:74) further argue that interviews would serve no purpose if validity and reliability are completely ignored. The main purpose of conducting interviews for any organisation is to gather as much information about the candidates as possible to assist management to making a sound decision regarding the job to be filled. On the other hand, the interview provides the applicants with an opportunity to also learn more about the organisation (Redman & Wilkinson, 2001:31). There are two types of interviews a one-on-one interview and a panel interview. During the meeting, the interviewers would ask questions to the interviewees who are expected to answer all questions as honestly and accurately as they can to assist management to make a sound decision about the candidates. According to (Ekwoaba, Ikeije and Ufoma, 2015:23) hiring the wrong people for the job can have dire consequences for the organisation. It is incumbent upon an organisation to carefully plan for recruitment and selection needs in order to meet the company's goals and objectives (Adu-Darkoh, 2014:1).

3.3.3.4 South African Revenue Services (SARS)

The South African Revenue Services (SARS) was established to collect all revenues, ensure compliance with and customs legislation and facilitate trade with other countries SARS (online). Jackson and Milliron (1986) define a tax as the reporting of all incomes and payment of all taxes by fulfilling the provisions of laws, regulations and court judgments. Therefore, individuals and businesses must pay their taxes when they are due over to the revenue services. A tax clearance certificate is then issued to all businesses who have paid their taxes in full. However, in the event whereby taxes have not been paid in full then SARS does not issue the tax clearance certificate which will result in a business not able to do business with the state.

3.3.3.5 Black economic empowerment (BEE)

The Black-Economic Empowerment Act of 2003 (South Africa, 2018: online) defines "black people" as "Africans, Coloureds and Indians". Black Economic Empowerment (BEE) was promulgated to as a tool to redress the past imbalances and specifically focused the redistribution of wealth to especially the black people, including women, workers, youth and people with disabilities (Lazarus, 2005:11). Jack & Harris, 2007:6) define BEE as a

government programme to provide opportunities not to one race but to all South Africans who are participating in the mainstream of the economy.

3.4 CONTRACTING OPPORTUNITIES

3.4.1 Tendering process

Nokes and Kelly (2007:295) define tendering process as the action of confirming a price offer for specified tasks or activities of a project in the prescribed method to the client and then the client appreciates it as a procurement process to acquire products and services from outside the project team. Woods (2008:235) defines tendering as a process where an organisation calls on the service providers to tender for the job for the provision of goods and services. A successful service provider would be awarded a contract based on the offer submitted to the employer without any further negotiations in terms of the price. Moeti, et al (2007:124) define a tender as a proposal to provide a good or service in competition with other potential suppliers. According to Kovacs (2008:254), open tendering procedures and selected tendering methods are the two tendering methods often used in the public sector. Kovacs (2008:254), further states that open tendering procedures provide an opportunity to all potential bidders who meet the criteria to submit their bids. Open tendering is normally published nationally in the government tender bulletin so as to keep it open to all contractors to partake in the bidding process (Ngobeni, 2011:17). With regard to selected tendering, only a few qualifying contractors are then invited to tender based on their reputation in the contraction industry. It is evident that the tendering process comes in different forms depending on the urgency of the client's point of view in terms of the project itself.

3.4.2 Competition

By the virtue of adopting a tendering system where proposals and offers are utilised as means of delivering goods or service providers to the clients, with this situation in hand one can expect a high competition from other contractors who are also tendering for the job. The increased competition, however, does not prevent contractors from entering the tender market. According to Thwala and Phaladi (2009:535) in terms of CIDB grading, there is a large number of small contractors at the bottom of the table. This however, makes it difficult for any contractor to keep their business sustainable in terms of workflow. Iruka and Shakantu (2015:328) argue that it up to the contractors to survive the prevailing conditions and strive for their businesses competitive and economic sustainability given the trends and changes in the business world. Further Thwala and Phaladi (2006:87) reveal that emerging contractors are confronted with increasing competition as a result of a decline in demand for construction. In response to the market conditions, contractors decide to lay off their workers.

Table 3.1 Class of Works by Grading - Western Cape

Designation	GB	CE	Total
9	9	9	18
7 & 8	48	48	96
5 & 6	81	68	149
2 – 4	293	187	480
Total	431	312	743

Source: CIDB (2017)

CE - Civil Engineering
 GB - General Building

Table 3.1 provides an overview of the total number of registered contractors in the Western Cape on the CIDB register of contractors. Contractors that are recruited on the CDP mentorship programme are those contractors with CIDB grades between 3 and 5. Most of these contractors are either registered for CE or GB categories as shown above in columns 2 and 3. The challenge for grade 2 to 4 contractors is greater compared to grade 5 and grade 6 as the number of contractors registered for grade 2 to 4 is greater which means more competition. Contractors with CIDB grade 5 and 6 seem to have less competition as compared to 480 contractors for grade 2 to 4.

3.4.3 Tender pre-qualification

The pre-qualification process precedes the tendering stage. It is used partly to reduce the amount of competition in the contracting process, and to put the client in a position that any contractor selected will be capable of executing the project (Chinyio, 2011:7). In light of emerging contractors' problems, contractors are unable to overcome this stage as it requires them to meet the minimum assessment criteria set by the client. Consequently, emerging contractors fail to get past this stage due to incomplete tender documents, poor estimation, poor planning, poor track record and lack of resources (Thwala & Phaladi, 2009:146). The pre-qualification stage includes the minimum criteria which should include financial, technical and managerial assessments (Smith 2006:117; Thwala & Phaladi, 2009:145 and Smith et al, 2006:431). The contractor prequalification process is the first step in the project development and bidding process cycle. It consists of the selecting or screening and classifying of contractors by project clients and/or their representatives against the set criteria. The contractor prequalification process is a very difficult process. (Xiaohong Huang in Moore, 1985:185; Awal, 2010:15) define pre-qualification as the screening done by contractors against set criteria to ascertain whether they meet the requirements of the tender or not. Pre-qualification and bid evaluation procedures involve different types of criterion to evaluate the overall suitability of contractors based on their financial, technical or managerial capability.

3.4.3.1 Financial assessment

It is important that before the process can be taken forward to check the financial position of the companies that are tendering for the project. In checking the tenderers one can determine whether the company has sufficient financial capability to undertake the project advertised. A price for the project is one of the factors that may affect the selection of a contractor. It is not always the case to award a tender to the lowest bidder. In some cases, contractors can submit unreasonably low bids either accidentally or deliberately which could cause extensive delay, cost overrun, quality problems and increased number of disputes (Puri & Tiwari, 2014:45).

3.4.3.2 Technical assessment

Technical assessment is used in ensuring whether the companies tendering have suitable resources such as personnel, plant and equipment to undertake the project. Furthermore, the clients' representative can also use their prerogative to further ascertain the financial performance of these companies in terms of past disputes or difficulties they may have had. In most cases where emerging contractors are concerned, emerging contractors lack construction equipment (Dlungwana & Rwelamila, 2004:5; Malongane, 2014:12). Since emerging contractors do not have adequate capital, they cannot acquire substantial numbers of construction equipment. Another deficiency with regards to emerging contractors is that contractors at the bottom of CIDB grading are unable to employ workers on a permanent basis since their business are not yet sustainable. Instead contractors employ skilled workers when they have won the tender. Some skilled workers are employed on short notices or short-term contracts; consequently, the situation becomes problematic such that some personnel are no longer available as they would already have been hired by other contractors. Thomola (2010:50) indicates that many businesses tend to employ inexperienced and unqualified personnel hence their failure to deliver on the project.

3.4.3.3 Managerial assessment

Smallwood and Emuze, (2011:384) on their research on the core competencies of a construction manager, state that the threshold or surface competencies are knowledge and skill. Smallwood further shows how management function and components which are planning, organising, leading and controlling could be subdivided into activities such as planning, organising, leading and controlling. In reinforcing the importance of management it is a key competence in managing a construction project since the success or failure of the project depends on the knowledge and technical know-how of the person that manages the construction project (Longneck, Petty & Moore 2006:350). (Thwala and Mofokeng, 2012: 146; Thwala and Phaladi, 2009:199) agree that the lack of effective management can lead to the manager to making the wrong decisions which can result in the project failure.

3.4.4 Training projects

According to the DPW, the department sets aside projects with the intent to provide work to contractors selected on the mentorship programme. These projects are then used as training projects for contractors based on negotiated prices and standard rates. The purpose of the training projects is to ensure continuity of work for contractors, train contractors on the pricing of tenders and provide the practical component to the theory that learners are taught in class. CIDB (2011:8) state that one of the guiding principles of the contractor development programme is to improve access to work opportunities that never existed in the past and thus to unbundle big contracts to smaller sizes so that all contractors can benefit. Furthermore, in improving tendering procedures and simplifying tender documentation. According to Hauptfleisch (2006:3) the government-funded project can be used as a basis to create work opportunities for others and encourage entrepreneurship. Van Heerden, Mashatole and Burger (2014:60) agree that government has been involved in a number of initiatives such as training programmes amongst others to encourage the growth and development of small contractors in the construction industry.

3.5 ACCESS TO FINANCE

The SMEs sector is confronted by a number of challenges that continue to hinder the development and sustainability of the SME sector, including construction SMEs (Martin & Root, 2010:66; Malongane, 2014:9; Thwala, 2014:772). Lack of funding has been highlighted as the major challenge that contractors are battling with. The lack of access to finance is further compounded by the fact that ECs lack collateral or guarantees which emerging contractors fail to provide to financial institutions. To make the emerging contractors' situation worse, banks then charge high-interest rates due to their risk profile (Thwala & Phaladi, 2009:535). The charging of high-interest rates does not make the problem of emerging contractors to go away, but instead it unwittingly created more problems. According to Hauptfleisch (2006:7), the possibility of an emerging contractor defaulting on loan repayment exists which could damage the creditworthiness of emerging contractors. Hauptfleisch (2006:7) further argues that banks regard SMEs as high risk and not bankable due to their credit risk profile. When they assist emerging contractors financially they do so cautiously. It is for this reason that banks find it difficult to support emerging contractors financially. The return on investment is not always guaranteed on funding emerging contractors. Since the credit-risk profile of SMEs may be too high, banks can risk only a relatively small percentage of their depositors' money in SMEs. However, these measures put in place by banks are not doing contractors any favour and as a result contractors default on the repayment of loans because they are unaffordable and difficult to pay back. Banks offer a number of products to emerging contractors to assist in their development which

includes products such as overdraft facilities, loans, invoice discounting, asset finance and equity finance (Falkena, 2001:83).

3.5.1 Sources of finance

3.5.1.1 Commercial banks

Commercial banks offer a number of products to emerging contractors to assist in their growth and development which includes products such as bank-overdraft facilities, bank loans, factoring and invoice discounting, asset finance (including commercial mortgages) and equity finance (Falkena et al, 2001:83). Hauptfleisch (2006:7) regards banks as key role players in the development and growth of contractors in the construction industry. He further suggests a better way to involve financial institutions such as banks. Hauptfleisch (2006:7) suggests that mentors should open a bank account for each contractor, have joint signatures of the contractor and the mentor and overdraft facility in place against a programmed cash flow projection.

3.5.1.2 Other financial institutions

3.5.1.2.1 Khula Enterprise Finance

The Khula Enterprise Finance is a government agency designed to offer financial services to SMMEs. It is primarily aimed at addressing the funding shortcomings in the SMME market that are not addressed by commercial banks and other financial institutions. Khula plays the role of an intermediary between an SMME and the commercial bank (Source: www.info.gov.za).

3.5.1.2.2 Khula Credit Indemnity Scheme

The Khula Credit Indemnity Scheme offers assistance and funding to anyone that has an idea of starting a business and is unable to access credit from commercial banks as a result of not having collateral or securing to give to the bank (Khula Enterprise Finance website).

3.5.1.2.3 Nurcha

NURCHA is a finance company that offers assistance to contractors and property developers in the construction industry by offering them support services and bridging finance. NURCHA is an initiative of the South African Government, Soros Foundation, donors and specific commercial donors (Source: www.nurcha.co.za). The requirements to qualify for bridging finance is that contractors should have a valid contract irrespective of their credit record as long as a contract is either with government or a private company. In addition, NURCHA is designed to provide bridging finance to contractors and developers who find it difficult to access finance from commercial banks as a result of lack of collateral or a bad credit record.

3.6 EVALUATION OF MENTORSHIP

3.6.1 Evaluation

Shelton (2006:26) highlights that the evaluation of a mentorship programme takes on a number of forms. Cranwell-Ward et al (2004) in Hattingh, et al (2004:44) concur with the latter and suggest that an evaluation strategy of mentorship should make use of multiple methods and obtain both quantitative data and qualitative data that should be in place at the beginning of the mentorship programme. It is evident from the researchers that the information collected for the purpose of mentorship is precisely about the mentees developmental needs, gaps and capabilities. The most used forms of evaluation in a mentorship programme are the pre-evaluation, formative evaluation and summative evaluation (Shelton, 2006:26). The first form of evaluation is conducted at the beginning of a mentorship programme merely to evaluate the mentees developmental needs. The second form of evaluation is conducted on an on-going basis to make improvements throughout the cycle; this can be done either fortnightly or monthly. The third form of evaluation is conducted at the business end of a mentorship programme to determine the success of reaching specific goals.

3.6.2 Pre-evaluation

Lazarus (2007:72) states that pre-evaluation of mentees is conducted by way of an assessment tool which assesses the emerging contractor's construction industry experience, management experience, level of development and access to skilled resources. Such an evaluation is paramount for the delivery of mentorship; it is often done before the commencement of a mentorship programme. The designing of a mentorship programme is informed by the types of results received from a pre-evaluation exercise. Moreover, the once the developmental areas have been identified a tailor-made mentorship should be implemented to address the mentees developmental needs (Jacquet, 2002:08). Dlungwana et al (2004:38) highlight the need to understand the levels of contractors' capabilities in order to provide appropriate development support and the need to match a contractor's capability to a project with an appropriate level of complexity.

3.6.3 Formative evaluation

The formative evaluation is conducted on an ongoing basis during the implementation process of a mentorship programme. The main purpose of an evaluation is to provide mentors with information regarding the progress of mentees on the mentorship programme. Worthen, Sanders, & Fitzpatrick (1997:1) indicate that formative evaluation is conducted at various stages throughout a program's operation to provide information that can be used to improve the program. Klasen & Clutterbuck (2002:6) reiterate that formative evaluation ensures quality assurance of the programme. Moreover, formative evaluation focuses on the

delivery of mentorship rather than the outcomes of the mentorship programme. Jacquet (2002:08) highlights that the evaluation process can track the development of mentees overtime. If skills deficiency is identified, then an intervention should be introduced. Formative evaluation serves as an early warning to alert the project team to areas of weakness experienced by the mentees and allows for early intervention and corrective measures.

3.6.3.1 Mentee monthly evaluation

The evaluation process of mentees in a mentorship programme is often done regularly by the mentor to allow the project managers of the mentorship programme time to assess the mentee's developmental growth (Lazarus, 2007:72). The following documents namely monthly progress reports from mentors, mentees, training providers, quality managers and the project manager are used on a monthly basis to formulate a comprehensive report to the client regarding feedback of the mentorship programme (Lazarus, 2007:72).

3.6.3.2 Mentor monthly evaluation

Mentoring and Befriending Foundation (2011:3) define the monitoring process of the mentorship programme as a routine and systematic collection of data. This process then comprises collecting information on a regular basis to check to the progress made against the plans of the programme. Monitoring and evaluation of the programme should assist the mentor to learn about what works and what doesn't work, demonstrate the success of the work and show others how effectively one has used resources, provide evidence to help to improve services and plans for the future and meeting the objectives (MBF, 2011:3).

3.6.3.3 Monthly meetings

The monthly progress meetings are normally between the programme coordinators, mentors and emerging contractors to assess how the participant has fared on the programme. This is done in order to solve any shortcomings in the implementation of the mentorship programme and introduce corrective measures where necessary. The introduction of the total quality management (TQM) assessments allow for a continuous flow in the project roll-out and monitors and scrutinises the relationship between a mentor and an emerging contractor.

3.6.4 Summative evaluation

The summative evaluation is designed to evaluate mentees at the end of a mentorship programme to determine the success of reaching specific goals. A summative evaluation process is formal in nature and enables one to determine whether a programme has achieved its objectives (Brown and Gerhardt, 2002:953; Klasen and Clutterbuck, 2002:6). This evaluation is appropriate where the intention is to make a decision on whether to continue with the mentorship programme or not. Summative evaluations use qualitative data collected during the process of mentorship where the outcomes are then measured (Wall,

1994:1). The outcome evaluation becomes relatively easy when goals and objectives have been set from the beginning of a mentorship programme. Summative evaluations are typically conducted in later stages and provide information regarding the program's worth or merit (Shelton, 2006:120). According to (MBF, 2011:4) evaluation of mentorship consists of examining the information received during mentorship in order to make judgements about what you have achieved and the difference your work has made to the contractors. Hauptfleisch (2008:1) agrees that it is imperative that at the end of mentorship participants should be tracked in order to carry out an evaluation process that would quantify the results of mentorship. It is very clear that a mentorship programme must be evaluated at its completion to determine its effectiveness, and make necessary adjustments to meet its objectives. During the evaluation process of the mentorship programme content, one will be able to see if set outcomes have been achieved and, mentees have benefited from the mentorship programme. It provides structure and debriefing and identifies gaps in the mentorship programme. Clutterbuck (2009:1) argues that one of the benefits of formal mentoring is that it allows space to discuss in private a wide range of issues that would help the mentee cope and learn from issues they encounter on a daily basis. Furthermore, the measurement that is done during the evaluation process provides a foundation on which the formal relationship can grow. It, therefore, allows recognising additional support where needed to improve and mentors and mentees to work together to build the relationship (Clutterbuck, 2009:1).

3.7 CHAPTER SUMMARY

This chapter reviewed the literature relating to the mentorship programme limitations is reviewed. This chapter covers introduction, it discusses a number of implementation challenges facing the Western Cape's Department of Transport and Public Works in delivering an effective mentorship programme to emerging contractors. The challenges discussed in this chapter are mentorship programme limitations that impact on the successful implementation of a mentorship programme. These limitations range from the Western Cape CDP's failure to employ effective and efficient recruitment and selection procedures, in providing contracting opportunities for contractors, in easing access to finance and to properly evaluate emerging contractors' progress throughout the mentorship programme to measure if their developmental goals have been achieved.

CHAPTER FOUR

EMERGING CONTRACTOR PERSONAL LIMITATIONS

4.1 INTRODUCTION

In this chapter, the literature relating to emerging contractors' limitations in a mentorship programme is reviewed. This chapter consists of the introduction, and it discusses a number of challenges faced by emerging contractors in their attempt to secure tenders from an open tender market as a requirement of the mentorship programme. The challenges discussed in this chapter are personal limitations that hinder emerging contractors in terms of securing a tender. These limitations range from the emerging contractor's failure to win a competitive tender, estimation, interpretation of drawings, planning, estimation and negotiating with suppliers for better material prices.

4.2 TENDERING

The possibility for the contractor to secure the contract is determined by the competitiveness and soundness of the offer submitted to an organisation. It is, therefore, incumbent upon the contractors to adhere to all tender requirements to secure a tender, and failure to do so may lead to contractors not obtaining a tender or proposal. Martin and Root (2009:66) discuss problems faced by contractors and highlights general lack of knowledge; deficiencies in the knowledge of pricing procedures, contractual rights and obligations, management techniques and principles, technology, as well as general law. The increased completion, however, does not deter contractors from entering the tender market. According to Thwala and Phaladi (2009:535), there are a large number of small contractors at the lower end of the market that competes against each other and that has a ripple effect on small contractors in terms of maintaining a sustainable workflow. Iruka and Shakantu (2015:328) argue that it is incumbent upon emerging contractors to weather the storm and remain competitive and economically sustainable by developing a dynamic business strategy that would embrace the changing trends and conditions in today's business world. Further Thwala and Phaladi (2006:87) reveal that emerging contractors are confronted with increasing competition as a result of a decline in demand for construction. In response to the market conditions, contractors decide to lay off their workers.

4.1.1. Tender types

4.1.1.1 Open tendering

This is a tendering procedure that does not exclude any contractors as long as they meet all requirements for the tender being advertised. This procedure involves either the client or consultant (on behalf) of the client placing a public advertisement giving a brief description of the work (Kovacs, 2008:254; Woods, 2008:234 and Visser & Erasmus, 2007:160). Selection of contractors depends on the submitted documents detailing how the project will be

executed and the corresponding cost of the construction services (Kang et al, 2015:68). During the normal tender process, the client through his consultants will require a cash deposit when contract documents are requested (Kovacs, 2008:254). According to Martin and Root (2009:66), emerging contractors are fairly new in the construction industry and often lack pricing knowledge and procedures and unable to put together a competitive bid. (Lufele, Ndiokubwayo & Nghona, 2016:204) highlight that the awarding of the tender depends on the level of completion and the offer submitted. It therefore depends on contractors to ensure that all the tender requirements have adhered to prior to submitting the tender or proposal.

4.1.1.2 Selective tendering

Selected tendering is only reserved for those contractors who have proved themselves in the construction industry. Once a project has been identified, a list of qualifying contractors will be drawn based on a certain criterion as prescribed by the client. Those contractors who seek to be listed are then asked for further details concerning their technical competence, financial standing, resources at their disposal and relevant experience. Those contractors who were requested to pre-qualify themselves are then invited to tender. The selection of designers (that is architects and engineers) is usually based on a combination of track record, fees, conceptual design, and previous working relations (Gildehyns, 2002:604). Only a few established contractors are invited to submit their bids. Contractors are supplied with information lists for contractors to pre-qualify themselves before submitting a tender. These contractors are selected on the basis that they have adequate experience, are financially sound, and have the resources and skills to do the work. Emerging contractors often struggle in their businesses and do not have the asset base needed to deliver a successful project. Even if the emerging contractors were granted an opportunity to tender the pre-qualification process would automatically disqualify them as they would be unable to meet the requirements.

4.1.1.3 Negotiated tendering

This method is used in different contexts. The client decides which contractor should be selected to submit his offer for the project (ISO/DIS 10845-1, International Organization for Standardization (ISO), 2008). Negotiated tender is used for specialised work or for further work following a previous contract where a contractor performed well and met the clients' requirements in a construction project. Emerging contractors are not in the same developmental stage as an established contractor, and they often develop over a number of years to qualify for negotiated tendering.

4.1.2 Tendering procedures in the public sector

4.1.2.1 Request for invitation of tenders

Ngobeni (2011:18) explains that the tender process in the public sector includes the preparation of bid specification and compilations of bid documents. The document procurement department and user department compiles and issues bid specifications to all vendors in a manner that will permit fair and equitable. Once the specifications for goods and services has been drafted the department must submit a request to the Tender committee for the invitation of tenders. These requests must be in a prescribed format, and contain full details of the information required by the office, enabling it to be compiled into an appropriate tender advertisement. The documents must indicate accurate quantities, the requirements for certificates, samples, or compulsory attendance at site inspections and explanatory meetings, and must form part of the tender conditions (Visser & Erasmus 2007:159).

4.1.2.2 Calling for tenders

Visser and Erasmus (2007:160) argue that tenders are usually invited within the borders of the Republic of South Africa, and advertised in the Government Tender Bulletin (GTB). The details regarding the closing date, time of closure, validity period, compulsory briefing sessions by prospective tenderers and address where the tenders must be deposited or posted must be indicated (Pauw et al, 2002:236). Gildenhuys (2002:604) agrees with the later regarding the details of the tender and highlights that the notice for calling for tenders usually mentions the closing dates as well as a closing hour for presenting tenders.

4.1.2.3 Submission and receiving of tenders

According to Visser and Erasmus (2007:160), all tenderers must submit their bids before the closing date of the tender. Other forms of submitting a tender include a single envelope or multi-envelopes. Each envelope is usually sealed for the sake of confidentiality marked with the name and reference number of the bid and particulars of the bidder Kovacs (2008:184).

4.1.2.4 Opening of tenders

Tenders should be revealed to other tenderers who wish to be present and the particulars of each tender should be announced in public and entered into an official tender register which should be kept for auditing purposes (Gildenhuys, 2002:605). Moeti, et al (2007:124) and Steyn, et al (2010:374) agrees with the public opening of tenders to avoid the unfair selection of a tender bid. All tenders received in good time must be opened in public and particulars of each tender must be made public.

4.1.2.5 Assessing of tenders

During this process, a well-qualified internal tender selection committee should assess the tenders received against a set of predetermined criteria van Bon (2005:20). The tender

committee should then make its selection and prepare a contract for the successful bidder (Van Bon 2005:39; Lyons, 2005:10; Van Bon 2005:40). The tender committee considers the quality, suitability, price and abilities of the bidder when they choose the winning bidder. In addition, the committee also considers the supply reputation and financial standing of the various suppliers.

4.1.2.6 Awarding tenders.

Pauw et al (2002:237) argues that all tenderers should be invited to attend the awarding of tenders as to avoid tenderers contesting the award. Once the award has been done the successful tenderer will get a letter of acceptance. The successful tenderer then accepts on behalf of the relevant public institution. After awarding of tenders, written contracts should be entered into between the government and successful tenderer (Gildenhuys, 2002:605; Pauw et al, 2002: 238).

4.3 INTERPRETATION OF DRAWINGS

4.3.1 Reading and interpretation of drawings

Construction drawings are necessary for most spheres of the construction industry as being the best means of transmitting detailed and often complex information from the designer of the project to all those involved in the construction process. Ramaswamy (2016:1) highlights that construction drawings are used to communicate the architectural and engineering design of a construction project. Babalola (2012:9) states that construction drawing is one of several diagrammatic forms used in the building design process. Babalola and Eastman (2001:168) define construction drawings as graphically complex, depicting an assemblage of sub-assemblages and parts. Ordinarily, contractors would be issued with two types of construction drawings namely architectural drawings and engineering drawings. The architect together with other designers of the project should ensure that the message communicated via the construction drawings is clear and unambiguous so as to eliminate any possibility of misreading and misinterpretation of the drawings. Equally so, contractors and those who work with construction drawings should have an understanding of interpreting construction correctly. With regards to interpreting construction drawings as part of a planning process, emerging contractors on more occasions encounter difficulties and subsequently remain clueless. Thwala and Phaladi (2009:534) show that emerging contractors are unable to read and interpret construction drawings due to lack of technical skills. Malongane (2014:12) alludes that some of the emerging contractors start their construction businesses without possessing any technical skills. However, Cattell (1993) cited in Chilipunde (2010:16) maintains that one of the basic skills that would make a successful contractor is the ability to read and interpret constructions drawings. It is crystal clear that

construction drawings in the construction industry are important and must be used by contractors as a guide in terms of steps to be followed in constructing a building.

4.3.2 Types of drawings

4.3.2.1 Architectural drawings

Architectural drawings are simply drawings that have been designed by an architect. In most cases, the client approaches an architectural firm with a concept in mind. The first duty of an architect then would be to interpret the clients' concept in terms of architectural designs which would later be submitted to local authority and any other relevant government department for approval. Once the drawings have been approved by the relevant government departments then the appointment of a qualified contractor to the start the construction process would proceed. The process of designing architectural designs takes many forms such as schematic designs, design development, construction drawings, and bidding and construction administration.

4.3.2.2 Engineering drawings

Engineering drawings are always designed by the various engineers and that depends on what needs to be designed on the building. There is a range of consultants specialising in various aspects of the building namely mechanical, structural, electrical and civil. Ballegu (2012:17) highlights that engineering drawings are not easy to comprehend because they require a set of rules, terms and symbols that everyone can understand and use. Engineering drawings comprise a variety of lines styles, symbols and lettering. Moreover, when positioned correctly on the drawings paper, they convey precise information to the reader (Jensen, Helsel & Espin, 2012:1). Usually, engineering drawings are prepared in three stages viz., sketches, hand drafts and detail drawings.

4.4 PLANNING

De Marco (2011:89) defines planning simply as mechanism to ascertain "What" is going to be done, "How" things are going to be done, "Who" will be doing activities and "How much" activities will cost. Planning is a very important step towards achieving successful project implementation, typically the construction industry values planning very highly as the project can never be undertaken unless planning has been done thoroughly. Cook and Williams (2004:87) argue that it would be difficult to envisage a successful project without proper planning. If planning is done properly it would then highlight the potential of the project and not only from the clients' perspective but also from the contractors' perspective (Cook & Williams, 2044:87). In most cases, planning is closely linked to improving construction project performance where it is possible to meet the project parameters which are cost, quality and time (Lines, Sullivan, Hurtado & Savicky, and 2014:1). In the case of emerging contractors, planning is still a challenge as contractors often fail to undertake proper planning and

implementation as the results projects are not completed on time (Thwala & Phaladi, 2009:508; Thwala, 2014:776). Van Vuuren, et al (2014:58) argue that emerging contractors are unable to plan for projects due to inadequate management skills to deliver on the project. Thwala and Malongane (2014:12) concur with the latter with regards to the inadequacy of management skills among emerging contracting firms. Thwala and Malongane (2014:12) further argue that contractors need to ensure that the job is executed in a way to make a profit.

4.4.1 Pre-tender planning

Pre-tender planning in a construction context may be defined as the contractor's planning which is normally undertaken by the contractor during the tendering stage (Cook & Williams, 2004:91). This is a crucial stage for any contractor to conduct research in order to gain knowledge about the contract prior to the submission of a proposal. With this in mind, it is incumbent upon contractors to ensure accurate planning with regards to the proposal so as to market themselves to the prospective clients (Cook & Williams, 2014:182). While formulating their proposal, contractors would consider an estimate, preliminaries, duration resources, and scope of the construction works to measure themselves against the project specification. Thomas and Ellis (2007:545) show that effective contractor planning during the pre-tender stage translates to higher productivity, lower cost, and shorter schedules. Contractors develop their proposals based on the client's specifications, construction documents, or request for proposal.

4.4.2 Pre-contract planning

Lines, Sullivan, Hurtado and Savicky (2014:3) argue that pre-contract planning comes into being only when the pre-tender planning is complete. Then the contractor signs a binding contract with the client and subsequently takes possession of the site. Cook and Williams (2004:91) concur with the latter and define pre-contract planning as a process that generally takes place during the period between contract award and commencement of work on site. At this stage, the contractor is expected to develop final documents relating to the project as part of pre-contract planning. A master programme is one of the key documents that is produced during this stage and should be constantly updated throughout the duration of the project to reflect changes in the project. Furthermore, a master programme is also used for the basis of measuring progress made on the site against the planned work (Cook & Williams, 2004:93).

4.4.3 Contract planning

Idoro (2012:39) Project planning is continuous in any construction project. Planning is always done throughout the stages of a construction project. It is done during the pre-tender stage, pre-contract and contract stage Faniran, et al (1998). At this stage of the project, the

contractor has already established on site and is set to start with construction work, then contract planning starts. Contract planning is conducted before the site works begin and throughout the construction phase precisely to determine when and how site operations are to be conducted (Cook & Williams, 2005:325). This type of planning is called contract planning and is carried out monthly or weekly. According to Cook & Williams, (2005:326), contract planning involves monitoring the master programme and updating it as the work progresses. Moreover, planning is used as a tool for reporting progress to management and making sure that construction activities are up to date. Planning at this stage of the project is more detailed as compared to pre-tender and pre-contract planning and provides a basis for the detailed day to day arrangement of work on site. During the contract stage of a construction project, the master programme, sectional programme, monthly programme and fortnightly and weekly programme are developed.

4.5 ESTIMATION

The cost estimate can be defined as a process of putting together an estimate in terms of how much the project will cost. This is often done by considering various elements of the project. An estimate should only be treated as such and never be regarded as accurate (Bennet, 2003:83). According to Lester (2004:38), estimation requires a structured approach and whatever method of estimation is chosen, the level of accuracy has to be indicated. Estimation, therefore, is a very important part of any project as it forms the basis for subsequent control. For this reason, estimation is crucial such that a contractor has to ensure that an accurate and competitive estimate is prepared that would lead to contract award. Chilipunde (2014:44) argues the fact that contractors are unable to estimate or price, respond to the tender document and take into consideration inflation is evident enough to show how deep problems are in terms of emerging contractors. Thwala and Phaladi (2009:534) also highlight poor estimation and lack of pricing of tenders as one of the challenges faced by emerging contractors and results in contractors' failure to secure projects from the tender market.

4.6 NEGOTIATIONS

Negotiations in the construction industry are paramount to contractors because they are responsible in terms of procuring materials and other goods for the project from the suppliers. Perks and Oosthuizen (2013:333) state that negotiations are a good and powerful tool used in concluding agreements with suppliers. Furthermore, negotiation is a first step in having a long-term relationship with the suppliers. A good relationship between the contractor and the supplier must exist for a successful relationship. In the absence of a cordial relationship, then contractors would be left vulnerable and find it difficult to carry out a construction project with a supplier as a business partner to the project. The main objective with regards to contractors is to obtain the best possible price from the right supplier in the

right quantity, at the right time (Hugo & Badenhorst-Weiss 2011:76). Emerging contractors are unable to negotiate in order to make money instead of contractors lose money due to poor preparation and poor negotiations (Chilipunde, 2010:44).

4.7 CHAPTER SUMMARY

This chapter reviewed the literature relating to emerging contractors' limitations in a mentorship programme. It further discussed a number of challenges faced by emerging contractors in an attempt to secure tenders from an open tender. The challenges that were discussed in this chapter were personal limitations that hinder emerging contractors in terms of securing a tender. These limitations range from the emerging contractor's failure to a competitive tender, estimation, interpretation of drawings, planning, estimation and negotiations suppliers for better material prices.

CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 INTRODUCTION

In this chapter, the literature related to the methodology used in the research study is reviewed. It comprises the introduction, research approach and justification, methodological approach, the sources of data, sampling, questionnaire design, survey administration, data analysis including qualitative and quantitative data analysis, reliability analysis and validity analysis and a chapter summary.

5.2 RESEARCH APPROACH AND JUSTIFICATION

5.2.1 Inductive approach

Inductive approach is a theory-building process. It begins with observations of specific instances, and seeking to establish the generalisation of the phenomenon under investigation (Hyde, 2000:83). Inductive reasoning begins not with a pre-established truth or assumption but instead with observation (Leedy & Ormond, 2010:33). With the inductive approach, individual facts are gathered together to form manageable sets of generalisations which act as theories (Burns, 2000:8). However, Burns (2000:9) contends that there is a vital weakness in the inductive method. Each observer perceives and interprets what they see in different ways from other observers: with past experience, expectation and personally all influencing the construing of the event (Burns, 2000:9).

5.2.2 Deductive approach

Deductive approach is a theory-testing process which begins with an established theory or generalisation and seeks to see if the theory applies to specific instances (Hyde, 2000:83). Mouton (2001:117) shows the most used forms of deductive approach and are as follows:

- Formulate a hypothesis from theories and models; and
- Conceptual clarifications: when the meaning of a concept is explained through the deductive derivation of its constructive meaning.

The strengths of the deductive approach are dependent on the precision and control of processes (Burns, 2000:9). Burns (2000:9) points out that control can only be achieved through the sampling and design, and that precision is achieved through quantitative and reliable measurement. Typically, the deductive reasoning approach has been adopted in this study. Leedy and Ormrod (2010:32) state that the deductive approach becomes important for generating research hypotheses and testing theories.

5.3 METHODOLOGICAL APPROACH

Research methodology according to Buys (2002) cited by Chilipunde (2010:55) suggested that research methodology can be defined by researchers as a scientific way of solving problems. Chilipunde (2010:55) describes research methodology as the principles and processes of a logical thought procedure which are applied to a scientific investigation. Runeson and Skitmore (1999:39) define research methods as techniques used in research to achieve certain results. It is important that the most appropriate methodology is used at the beginning of the research so that the most appropriate research methods and approaches are used (Malongane, 2014:42). Research methodology is simply a method of collecting data to be used to achieve the aims and objectives of the research. Moreover, a suitable method is therefore selected from a range of other methods to meet the research objectives. Malongane (2014:42) agrees with the view that research methodology can be regarded as the overall approach to achieving the aim and objectives of the research. There are two types of research methods namely qualitative and quantitative. This study has adopted both qualitative and quantitative research approaches.

5.3.1 Qualitative research method

Fellows and Liu (2008:27) define qualitative research as an approach which strives to gain insights and to understand people's perception of a number of issues. Qualitative research further takes into consideration people's beliefs, understanding, opinions and views. For the purpose of this research, the first step is to conduct a qualitative research method by means of an exploratory study using case studies and data collection which will include semi-structured interviews with selected emerging contractors.

5.3.2 Quantitative research method

Gomm (2008:8) describes quantitative research as research that deals with numbers and figures, analysing data using statistics and quoting the results in numerical forms. Fellows and Liu (2008:27) argue that the quantitative approach strives to gather factual data. The intent of conducting the quantitative method is to investigate facts and relationships in line with theories and findings of any research conducted. The main study will adopt a quantitative approach by means of a questionnaire survey with the intent to have an understanding of emerging contractors' perceptions. Furthermore, the quantitative data tool will consist of quantifying and categorising both the impact of the mentorship programmes and emerging contractor's personal limitations.

5.2.3 Justification of the research approach used

Given the merits of qualitative and quantitative research methods, this particular study has adopted both methods to meet the research objectives. A qualitative method is defined as the process of gaining the people's perception and understanding of Fellows and Liu

(2008:7). An exploratory study in terms of interviews will be conducted on selected emerging contractors as a first step of the investigation. The exploratory study consists of the semi-structured interview and the questions are themed to guide the respondents in terms of the responses. The purpose of a semi-structured interview is to gain an insight to the emerging contractors' personal experiences and views on how the CDP mentorship programme has been implemented. The second step of the investigation pursues a quantitative research method which involves the design of a questionnaire taking into account the outcome of the semi-structured interview. The purpose of the questionnaire is to establish and validate facts on the responses received from participants.

5.4 DATA COLLECTION

Data collection is concerned with the collection and treatment of secondary and primary data. The secondary data refers to literature review used for the study. According to (Chilipunde, 2010:65) this process involves reading journals, books, thesis and other relevant documents relating to the study both descriptive and analytical. For the purpose of this study literature relating to the mentorship programme and contractor personal limitations will be thoroughly reviewed and reported. Primary data refers to empirical data to be collected including an exploratory study by means of interviews and data for the main study to be collected by means of a questionnaire survey to be conducted on emerging contractors. A questionnaire will be delivered directly to the respondents and collected upon completion. The respondents will be assured that the information received will be treated as confidential and that the results will be used for research purposes only.

5.4.1 Primary data

Primary data refers to empirical data collected including an exploratory study and the questionnaire conducted on emerging contractors. A questionnaire will be delivered directly to the respondents and collected upon completion. The respondents will be assured that the information received will be treated as confidential and that the results will be used for research purposes only. A total number of 19 questionnaires will be hand delivered to selected emerging contractors.

5.4.2 Secondary data

The secondary data refers to literature review used for the study. According to Chilipunde (2010:65); Simpeh (2012:35) this process involves reading journals, books, thesis and other relevant documents relating to the study both descriptive and analytical. For the purpose of this study literature relating to the mentorship programme and contractor personal limitations will be thoroughly reviewed and reported.

5.5 POPULATION AND SAMPLING METHOD

In conducting research, the researcher needs to know more about the research being conducted and only choose an appropriate sample that is representative of the total population. The sample selected should be sufficient to yield enough reliable data for inferences to be drawn (Fellows & Liu, 2008:152). When choosing a sample, a sample or units they are chosen for a particular purpose. For the purpose of this study, the respondents to be chosen for this research are specifically emerging contractors who are currently taking part in CDP mentoring programme. These emerging contractors are graded between 3 and 5 on the CIDB register. With regards to securing contractors' details, the details are obtained from the database supplied by CDP. The respondents for the study are only emerging contractors registered on the Western Cape Department of Public Works mentorship programme. The number of emerging contractors on CDP with between 3 and 5 CIDB grading is 19 which translate to the total research population.

The main objective of sampling is to ensure that data collection takes place and processing elements of the research to be conducted (Fellows & Liu, 2008:159). According to Saunders, Lewis and Thornhill (2012:258) sampling ensures that the researcher does not work with overwhelming data that is unmanageable, therefore one can collect data by taking into account only the data that is from a specific group and not the entire population. Sampling comes in two different categories namely probability sampling and non-probability sampling. In terms of probability sampling, the researcher would need to specify well before the time that each segment of the population would be represented by the sample (Leedy & Ormrod, 2010:205). However, in non-probability sampling, the researcher does not have to indicate in advance the sample as it is impossible to do (Leedy & Ormrod, 2010:211). After carefully studying the two sampling strategies, this study will pursue a purposive sampling method which is part of the non-probability sampling strategy.

Purposive sampling is a useful sampling method which involves the receiving of information from a sample of the population that one thinks knows most about the subject matter (Leedy & Ormrod, 2010:147). Saunders et al (2012:287), Lewis and Thornhill (2012:287) state that purposive sampling method allows the researcher to make a judgment with regard to selecting cases that enable the researcher to answer research questions of the research. Fellows and Liu (2008:161) amplify that the researcher is at liberty to choose items, sections, strata, or clusters of the population that should form part of the sample.

5.6 QUESTIONNAIRE DESIGN

The questionnaire is used to gather information that is relevant to each sub-problem. The questionnaire should be designed in such a way that questions are uncomplicated and easy to be understood by the respondents (Fellows & Liu, 2008:154). Maree and Pietersen (2007:158) advise that the design of the questionnaire involves paying attention to a number

of factors such as the appearance of the questionnaire, the sequence of questions, wording of questions, and response categories. A very effective and useful way in a research survey to measure the way respondents think is by using a scale (Maree & Pietersen, 2007:167). The scale that is used on the questionnaire is a 7 point Likert scale which establishes how emerging contractors are affected by the mentorship programme and contractors' personal limitations. The Likert scale will be organized as follows: 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure. The questionnaire consists of three sections, namely Section A, Section B and Section C. Section A consists of biographical data of emerging contractors, whilst Section B focuses on questions pertaining to the Western Cape CDP programme limitations and lastly Section C targets emerging contractor personal limitations.

5.7 DATA ANALYSIS

5.7.1 Qualitative data

The exploratory study has open-ended questions and requires gathering sufficient information with regards to the emerging contractor's views, perceptions and opinions. In order to analyse qualitative data, one would require content analysis. According to Mouton (2001:165) content analysis is used to analyse the content of text or documents such as letters, speeches, and annual reports. Fellows and Liu (2008:189) highlight that content analysis consists of finding patterns of various types on the qualitative data to establish a relationship and the meaning of the data. Therefore, the purpose of this research will be an exploratory study conducted as part of the main study using a case study with semi-structured interview questions on a representative sample of emerging contractors on the mentorship programme.

5.7.2 Quantitative data

The questionnaire forms part of the quantitative method with closed-ended questions. In order to analyse the quantitative data, one would use descriptive or inferential statistics (Leddy & Armrod, 2010:260). The descriptive analysis measures the central tendency and is divided into three categories namely mode, mean, and median. In terms of encoding closed-ended questions, a Statistical Package for Social Sciences (SPSS) version 24 will be used to capture and compute relevant analysis of quantitative data. Inferential statistics refer to a variety of tests to find out the validity of data with the aim of reaching conclusions on the data collected (Leddy & Armrod, 2010:260). So for the purpose of this research, the descriptive analysis methods will be used to analyse quantitative data which includes closed-ended questions on emerging contractors on the mentorship programme.

5.7.2.1 Mean rankings

Mean ranking is a relationship between a set of numbers organised in an ascending or descending order. Fellows and Liu (2008:182) note that once the ranking has been done from the produced the rating. The rating shows the degree of being affected and ranking displays the hierarchy. Normally, the means acquired from Likert scale responses were ranked. The Likert scale will be organised as follows: 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure. The ranking was analysed together with the reliability test and paired-sample T-test from inferential statistics.

5.7.3 Quantitative data using inferential statistics

5.7.3.1 Kruskal-Wallis test of association

Non-parametric tests involve the scores or observation to be independent or matched samples are employed (Struwig & Stead, 2001:165). Fellows and Liu (2008:196) advise that ranked-sum tests are used to test whether independent samples have been drawn from the same population. Fellows and Liu (2008:196) propose using the Mann-Whitney U-test when there are three samples or more. Struwig and Stead (2001:167) add that the Kruskal-Wallis test which uses an ordinal scale of measurement and determines whether three or more independent groups or treatments originate from the same population.

5.7.3.2 Mann-Whitney U Test

Mann-Whitney test is a non-parametric alternative for the t-test used to test for differences between two independent groups on a continuous measure (Pallant, 2010:227). This test uses ordinal data (rank orders) from two separate samples to test the hypothesis about the differences between two populations or treatment conditions (Gravetter & Wallnau, 2009:770). The Mann-Whitney U Test compares medians, then evaluates whether the ranks for the two groups differ significantly unlike the t-test that compares the means test of the two groups as in the case of the t-test (Pallant, 2010:227).

5.7.3.3 T-Test and Paired-Samples T-Test

The T-test is a parametric test used to test hypothesis linked to the population means (Fellows & Liu: 2008:194). Pallant (2010:105,239) indicates that T-Tests are used for comparing the mean scores on some continuous variable for two different groups of participation (e.g. males and females). The independent-measures t-test is the hypothesis test that uses two separate samples to evaluate the mean difference between the two treatment conditions or between two different populations (Gravetter & Wallnau, 2009:308). There is another form of t-test, known as the paired-samples t-test. It is known as repeated measures, and is used when there is only one group of people from which data will be collected on two different occasions/conditions, or the same people's response is measured

by two different questions (Pallant, 2010:244). According to the Institute for Digital and Research Education (IDRE) (2013: online), a paired (samples) t-test is used when one has two related observations (i.e. two observations per subject) and wants to see if the means on these two normally distributed interval variables differ from one another.

5.7.3.4 ANOVA

The analysis of variance (ANOVA) is a parametric test (Fellows & Liu, 2008:194). ANOVA is a statistical technique that is used for testing mean differences among two or more treatment conditions (Gravetter & Wallnau, 2009:433). According to Sarantakos (1997:430), the ANOVA test is used if there are three circumstances such as independence, normality, and homogeneity of variance are met:

Independence

The observations that make up data are independent of one another if each observation or measurement is not influenced by any other observation or measurement (Pallant, 2010:205).

- Normality

For parametric techniques, it is assumed that the populations from which the samples are taken are normally distributed (Pallant, 2012:206). Carifio and Perla (2007:115) advise that if the researcher uses 5 to 7 point Likert response format, and particularly so for items that resemble a Likert-like scale and factorially hold together as a scale or subscale reasonably well, then it is perfectly acceptable and correct to analyse the results at the (measurement) scale level using parametric analyses techniques such as F-Ratio or Pearson correlation coefficients or its extensions (e.g. multiple regression), and the results of these analyses should and will be interpretable as well.

- Homogeneity of variance

For parametric techniques, an assumption is made that samples are obtained from populations of equal variances, and the test for homogeneity may be performed by Levene's test for equality of variance. If the significance value is less than 0, 05, this suggest that the variances for two groups are equal, therefore the homogeneity of variance has been violated (Pallant, 2010:207).

5.8 VALIDITY

Validity is used to validate data. It further determines whether the research items truly measure what they are intended to measure or how factual the research results are (Golafshani, 2003). To test content validity, emerging contractor opinion was sought. The research items or questions in the questionnaire were developed to represent the dimensions of each variable in the research.

5.9 RELIABILITY

According to Welman, et al (2005:142), reliability is concerned with the findings of the research and relates to the credibility of the results. An instrument is proven reliable if it provides the same findings on repeated trials. An appropriate reliability test for a single occasion data collection is Cronbach's coefficient alpha, which is an estimate of internal consistency of responses to different scale items Welman et al (2005:146). Reliability will be analysed using the Statistical Package for the Social Science (SPSS) by calculating the correlation of values of items for questions for which responses are predicted. Cronbach's alpha coefficient varies from 0 to 1. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale Tavakol (2011:53). The testing in terms of Cronbach's alpha coefficient is interpreted as follows: Values that are lower than 0.60 degrees are considered unacceptable, values with 0.70 degrees are considered as having low reliability, 0.80 degrees are considered as having moderate reliability and 0.9 degrees are considered having high reliability (Maree, 2007:216).

5.10 CHAPTER SUMMARY

In this chapter, methodology and methods that were followed in this research study were reviewed. A deductive research approach was adopted where two hypotheses were developed based on the mentorship programme and personal limitations. The study employed a quantitative methodological approach. It was suggested that the sources of data would consist of secondary data and primary data. It was indicated that a questionnaire would comprise of closed-ended questions. It was suggested that descriptive and inferential statistics would be used to analyse means. Parametric (T-test, ANOVA) and non-parametric (Mann-Whitney, Kruskal-Willis) tests were adopted, based on the results from the normality test when analysing a statistically significant difference between gender, race and CIDB grading of respondents. Statistics including qualitative and quantitative methods investigating the outcomes of the mentorship programme and personal limitations were explained.

CHAPTER SIX ANALYSIS OF EXPLORATORY STUDY

6.1 INTRODUCTION

This chapter presents the analysis of the data gathered at the initial stages of the study. The exploratory study was conducted to investigate whether limited contracting opportunities on the CDP impact on the overall implementation of the mentorship programme. It discusses the overview of the methodology used to collect data from respondents, preparation of the interviews, analysis of interviewee A and B, and draws conclusions.

6.2 METHODOLOGY USED FOR THE EXPLORATORY STUDY

The study was a semi-experimental one which focused on two Site Managers who were also the owners of the two construction companies in the Western Cape, herein referred to as interviewee A and interviewee B. Both respondents were interviewed about their perception with regard to limited contracting opportunities on the mentorship programme and whether or not such a lack of opportunities impacted on the overall implementation of the mentorship programme. Semi-structured interviews were conducted on emerging contractors with CIDB grade between 3 and 5. Questions were structured into three sections. Section A covered personal information relating to the contractor whilst Section B focused on mentorship programmers' limitations and Section C focused on contractors' personal limitations.

6.3 ANALYSIS OF INTERVIEWEE A

6.3.1 Preparation of interview

The respondent was first informed of the focus and the purpose of the interview prior to the meeting. This assisted the respondent to prepare adequately for the interview. The interview took 20 minutes and was voice recorded and subsequently transcribed.

6.3.2 Profile of interviewee A

Table 6.1 Interviewee A personal profile

Interviewee	Position	Gender	Experience in managing a construction business	Duration	CIDB Grade
A	Site Manager	Male	17 years	20 minutes	5

The table above shows position, gender, and CIDB grade level and industry experience in terms of the respondents to this study. Interviewee A is the owner of a construction company that specialises in construction and development in Atlantis. Interviewee A has 17 years' experience including 2 years spent on the mentorship programme.

6.3.3 Contractor's personal limitations

6.3.3.1 Tendering skills

According to Interviewee A, tendering requires a contractor to have acquired tendering skills in terms of pricing a competitive bid. It begins by following a good selection process. Interviewee A is now able to select a tender based on area, tender type, type of work and the size of the project. In terms of the mentorship, the contractor has learned a lot in terms of tendering and now is able to use tendering skills in tendering for projects.

6.3.3.2 The ability to participate in a competitive market

According to Interviewee A, competition in the industry is intense such that one would need to improve their pricing and tendering skills because the competition is becoming more intense given the huge numbers of quotes or tenders that are submitted at the municipal or provincial tender offices.

6.3.4 Mentorship programme's limitations

6.3.4.1 Training projects

Interviewee A explained that there were no opportunities or training projects created on the Western Cape CDP mentorship programme for emerging contractors to implement what they have learnt from the classroom training. There were very little opportunities presented at the beginning of the programme. The interviewee had to find a contract to be used as a training project and never received any contracts from the Western Cape CDP. The interviewee elaborated that the manner in which mentorship is implemented did not make sense because contractors were trained without projects and after a while when contractors managed to secure projects on their own then training, already completed. The interviewee felt that as contractors they should be mentored in terms of skills acquired on the programme by creating a project opportunity for contractors so that skills can be applied because the success of a project depends on skills acquired.

6.4 ANALYSIS OF INTERVIEWEE B

6.4.1 Preparation of interview

The respondent was first informed of the focus and the purpose of the interview prior to the meeting. This assisted the respondent to prepare adequately for the interview. The interview took 20 minutes and was voice recorded and subsequently transcribed.

6.4.2 Profile of interviewee B

Table 6.2 Interviewee B personal profile

Interviewee	Position	Gender	Experience in managing a construction business	Duration	CIDB Grade
B	Site Manager	Male	10 years	20 minutes	3

The table above shows position, gender, CIDB grade level and the industry experience in terms of the respondents to this study. Interviewee B is also the owner of a construction company involved in general building in Cape Town and surroundings. Further, interviewee B had 8 years' construction experience before joining the programme and now has 10 years including 2 years spent on the mentorship programme.

6.4.3 Contractor's personal limitations

6.4.3.1 Tendering skills

Interviewee B has found tendering to be a stumbling block that makes it difficult to comprehend, price as well as to adhere to all tender requirements. Interviewee B argued that it is extremely difficult to price tender documents especially if it's not the contractor's line of expertise. The interviewee further said that large construction firms have an advantage because they have specialised departments within their businesses where tender documents are priced. Therefore, owner's job is to market the business and find new business. The interviewee further stated that smaller contractors find it very difficult to do everything on their own. Instead, the contractor relies on an external consultant, the use of which has an extra cost attached to it.

6.4.3.2 The ability to participate in a competitive market

Interviewee B argues that competition is very high in terms of tenders and said that if one carefully studied the open tendering market one would notice that it is extremely difficult for a small contractor to secure tenders because tendering is about competing with many other contractors and there is no guarantee being awarded the tender.

6.4.4 Mentorship programme's limitations

6.4.4.1 Training projects

Interviewee B was also not provided with any contracting opportunities. Instead, the contractor took his own initiative and used current projects as training projects for mentorship. The interviewee felt that the Western Cape CDP should have identified certain projects for small contractors where they would receive training on tendering prior to competing for tenders with already established contractors on the open market. The interviewee could not establish logic to train contractors to tender when there were no tenders for implementation. Moreover, the contractor mentioned the current approach did not yield the expected results and no contractor could claim to know how to tender or to price a tender document.

6.5 CHAPTER SUMMARY

It is evident from the findings that even though training on tendering have been done. Contractors are still unable to put together a competitive bid that would assist to secure a contract on the open tendering market. As a substitute for the lack of skills, contractors tend

to rely on consultants for pricing of tenders which is an added cost to the already financially struggling contractor. The challenge that comes with consultants pricing tender documents for contractors is that it leaves them clueless in terms of the projects' profit. Competition in the construction industry is very intense especially for contractors graded lower on the CIDB register of contractors. Moreover, the competition is intense not only for emerging contractors on the Western Cape CDP mentorship programme but for other contractors outside the programme. This situation for Western Cape CDP emerging contractors is problematic and is further worsened by their lack of tendering skills which subsequently leads to failure to secure contracts.

With regard to the issue of training projects, contractors do not support the status quo as the lack of contracts on the programme continues to impact on their participation in the mentorship programme. However, the Western Cape CDP encourages contractors to be innovative to find contracts on their own without assistance from the government. The mentorship implementation process is impacted upon due to the lack of contracts on the mentorship programme. Consequently, contractors who are able to use their own contracts do receive mentorship and contractors without contracts still need to complete the mentorship programme. The exploratory study was conducted using a qualitative research method to gather the sufficient information regarding emerging contractors' views, opinion and perceptions. Emerging contractors were asked about the lack of contracting opportunities in the Western Cape CDP mentorship programme. It was reported that contractors were slightly affected by the lack of contracting opportunities on the Western Cape CDP. The results of the exploratory study were then used in the main study to formulate a questionnaire not only but also about contracting opportunities but about other factors that affect contractors in the mentorship programme.

CHAPTER SEVEN
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

7.1 INTRODUCTION

This chapter presents the findings, analysis, interpretations and discussions of the study from the data collected. The section of this study presents descriptive data on the perception of emerging contractors with regard to the mentorship programme and emerging contractor personal ability limitations. Given the Likert-types scales that were used in the survey, it was deemed imperative to calculate and report Cronbach’s alpha coefficient which is an estimate of internal consistency of responses to different scale items. Reliability test outputs assure that prospective users are able to assess the extent to which findings could be generalised beyond the study.

7.2 PROFILE OF RESPONDENTS

7.2.1 Gender

In terms of table 7.1, the study sought to establish gender distribution of the 16 respondents. From the figure below it is shown that of 81.3% (13) of respondents are male and 18.8% (3) are female, and this suggests both genders were represented, although females were underrepresented in the study.

Table 7.1 Gender of respondents

Gender	No.	%
Female	3	18.8
Male	13	81.3
Total	16	100

7.2.2 Age

Table 7.2 shows the age distribution of respondents, where 37.5% were aged between 21 and 30 years, 12.5% were aged between 31 and 40 years, 50% were aged between 41 and 50 years.

Table 7.2 Age group of respondents

Age group	No.	%
21-30 years	6	37.5
31-40 years	2	12.5
41-50 years	8	50.0
Total	16	100.0

7.2.3 Race

Table 7.3 presents the race groups of the respondents, 6.3% of respondents are white, 31.3% black, and the 62.5% which is the majority comes from the coloured race group.

Table 7.3 Race group of respondents

Race group	No.	%
White	1	6.3
Black	5	31.3
Coloured	10	62.5
Total	16	100

7.2.4 Formal qualification

It is clear from Table 7.4 that more than 56.3% of respondents have a matric certificate while 43.8% have not completed secondary education. It is a concern that none of the respondents has a tertiary or a post-graduate qualification. This could be problematic with regard to having at least a tertiary qualification that would give respondents an academic experience rather than site experience. Furthermore, respondents could also have a challenge in understanding the business and construction related modules on the advanced phase of the programme.

Table 7.4 Qualifications of respondents

Qualification	No.	%
Secondary - not completed	7	43.8
Matric certificate	9	56.3
Total	16	100.0

7.2.5 Construction experience

Table 7.5 shows that the respondents have an experience in terms of running projects in the construction industry. Notably from the table below, there are 8 respondents with construction experience of less than 7 years and 6 respondents with 10 more of year's construction experience.

Table 7.5 Construction experience of respondents

No. of respondents	Experience in years	%
1	1.0	6.3
1	2.0	6.3
1	2.5	6.3
1	2.9	6.3
1	3.0	6.3
1	5.0	6.3
1	5.9	6.3
1	7.0	6.3
3	10.0	18.8
1	10.2	6.3
1	11.0	6.3
1	12.0	6.3
1	13.5	6.3
1	14.5	6.3
16		100.0

7.2.6 CIDB grade of contractors

Table 7.6 presents the CIDB grades for groups 1, 2 and 3. It is clear that 50% of respondents are registered for CIDB grade 4, followed by 37.5% for cidb grade 5 and 12.5% for cidb grade 2.

Table 7.6 CIDB grade of the respondents

No. of respondents	Groups	CIDB grade	%
8	Group 1	Grade 4	50%
6	Group 2	Grade 5	37.5%
2	Group 3	Grade 6	12.5%
16			100%

7.3 RELIABILITY TESTING

Table 7.7 below shows the Statistical Package for Sciences Software (SPSS) was used to test the scaled questions for reliability. The testing in terms of Cronbach's alpha coefficient is interpreted as follows: Values that are lower than 0.60 degrees are considered unacceptable, values with 0.70 degrees are considered as having low reliability, 0.80 degrees are considered as having moderate reliability and 0.9 degrees are considered having high reliability (Maree, 2007:216). Also, degree values tend to be low when items less than 10 are tested.

Table 7.7 Reliability testing

Question No.	Theme	Number of times	Cronbach's alpha coefficient	Rank
2.1.1	Mentor's attributes	5	0.98	High
2.1.2	Mentor's knowledge	3	0.98	High
2.2	Recruitment	4	0.73	Low
2.3	Selection	8	0.87	Low
2.4	Contracting opportunities	8	0.93	High
2.5	Access to finance	12	0.97	High
2.6	Mentoring	6	0.97	High
2.7	Pre-evaluation	4	0.95	High
2.8	Formative evaluation	5	0.82	Moderate
2.9	Summative evaluation	3	1.00	High
3.1	Mentee's attributes	4	1.00	High
3.2	Tendering system	6	0.85	Moderate
3.3	Interpreting drawings	4	0.99	High
3.4	Planning	5	0.96	High
3.5	Estimation	5	0.97	High
3.6	Negotiations	3	0.99	High

7.4 PERCEPTION ON MENTORSHIP PROGRAMME LIMITATIONS

7.4.1 MENTOR/FACILITATOR OF THE PROGRAMME

7.4.1.1 Mentor's attributes

The respondents were asked to rate the mentor's attributes of mentoring where 1 = Strongly disagree, 2 = Slightly disagree, 3 = Disagree, 4 = Somewhat agree, 5 = Slightly agree, 6 = Agree, 7 = Strongly agree, U = Unsure.

Table 7.8 indicates that mentors always have the ability to communicate is ranked high with a mean score of (3.46), followed by mentors always show personal security and confidence (3.46), and mentors are always innovative (3.40). The average mean of (3.40) points to skills deficiency with regard to the mentors used on the mentorship programme and suggests that the current mentors are not fully competent to offer a mentorship service to emerging contractors.

Table 7.8 Mentor's attributes

Statement	No.	SD %	SLD %	D %	SWA %	SLA %	A %	SA %	Mean	STD	Rank
Mentors always have the ability to communicate	15	0.0	18.8	43.8	18.8	0.0	6.3	6.3	3.46	1.40	1
Mentors always show personal security and confidence	15	0.0	18.8	43.8	12.5	12.5	0.0	6.3	3.46	1.35	1
Mentors are always innovative	15	0.0	25.0	43.8	12.5	0.0	0.0	12.5	3.40	1.59	2
Mentors are always introspective and open	15	0.0	25.0	50.0	6.3	0.0	0.0	12.5	3.33	1.58	3
Mentors always show willingness to trust.	15	0.0	25.0	43.8	12.5	0.0	6.3	6.3	3.33	1.44	3
Average	15								3.40	1.42	

7.4.1.2 Mentor's knowledge

The respondents were asked to rate mentor's knowledge of mentoring where 1 = Strongly disagree, 2 = Slightly disagree, 3 = Disagree, 4 = Somewhat agree, 5 = Slightly agree, 6 = Agree, 7 = Strongly agree, U = Unsure.

Table 7.9, indicates that mentors are able to empower mentees through knowledge transfer (3.46), able to impart their knowledge and skills to mentees (3.40), followed by mentors are able to impart their knowledge to mentees is ranked second (3.40) mentors provide assistance to emerging contractors. The average mean of (3.40) shows a gap in terms of mentors' level of knowledge.

Table 7.9 Mentor's knowledge

Statement	No.	SD %	SLD %	D %	SWA %	SLA %	A %	SA %	Mean	STD	Rank
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Mentors are able to empower mentees through knowledge transfer.	15	0.0	18.8	43.8	18.8	0.0	6.3	6.3	3.46	1.40	1
Mentors are able to impart their knowledge to mentees.	15	0.0	18.8	50.0	12.5	0.0	6.3	6.3	3.40	1.40	2
Mentors provide assistance to emerging contractors.	15	0.0	18.8	50.0	12.5	6.3	0.0	6.3	3.33	1.29	3
Average	15								3.40	1.35	

7.4.2.1 Recruitment

The respondents were asked to rate their perception with regard to the recruitment methods employed by the Western Cape CDP to source contractors for the mentorship programme using a 7 point Likert scale whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

Table 7.10 shows that access to public works' briefing sessions is not limited is ranked high (4.50), there's no lack of awareness about the Western Cape CDP mentorship programme is ranked second, (4.36), followed by contractors are recruited via print media (4.00). This implies that the most preferred method used by Western Cape CDP in terms of recruitment of contractors is recruiting contractors by use of government briefing sessions. The average of mean score of (4.30) suggests that the recruitment of contractors using briefing sessions is the most preferred recruitment method.

Table 7.10 Recruitment of contractors

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Access to Public Works' briefing sessions is not limited.	14	6.3	6.3	18.8	50.0	6.3	0.0	0.0	4.50	0.92	1
There's lack no lack of awareness about the CDP mentorship programme.	14	6.3	0.0	18.8	56.3	6.3	0.0	0.0	4.36	0.92	2
Contractors are recruited via print media.	14	0.0	0.0	18.8	50.0	18.8	0.0	0.0	4.00	1.13	3
Contractors are recruited based on their CIDB grading.	15	0.0	0.0	31.3	50.0	0.0	6.3	6.3	4.00	0.67	3
Average	14								4.30	0.81	

7.4.2.2 Selection

The respondents were asked to rate their perception with regard to the selection methods employed by the Western Cape CDP to source contractors using a 7 point Likert scale whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

Table 7.11 indicates that complying with SARS requirements as criteria for entry to the programme (4.13) is ranked high, using BEE score as a requirement for entry into the programme (4.06) followed by complying with BEE requirements as criteria for entry to the programme (4.06). It is clear that Western Cape CDP does not prioritise interviews as the main selection method to select suitable contractors for the mentorship programme, rather Western Cape CDP uses registration with SARS and a BEE certificate for contractors to be part of the mentorship programme. The average mean of (3.94) shows that the Western

Cape CDP selection methods are effective but a need to explore other recruitment methods such as screening, interviews and written tests exists to select the best contractors for the mentorship programme.

Table 7.11 Selection of contractors

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Complying with SARS requirements as criteria for entry to the programme.	15	0.0	0.0	12.5	68.8	6.3	0.0	6.3	4.13	.91	1
Using BEE score as a requirement for entry into the programme.	15	0.0	6.3	12.5	56.3	12.5	0.0	6.3	4.06	1.09	2
Complying with BEE requirements as criteria for entry to the programme.	15	0.0	6.3	12.5	56.3	12.5	0.0	6.3	4.06	1.09	2
I have an education background related to the construction industry but with limited construction experience.	15	0.0	6.3	18.8	56.3	6.3	0.0	6.3	3.93	1.09	3
Undertaking written examination as a selection method.	15	0.0	6.3	18.8	56.3	6.3	6.3	0.0	3.86	.91	4
Interviews are used as a selection method.	14	6.3	0.0	12.5	62.5	6.3	0.0	0.0	3.71	.91	5
My education background is not related to construction industry.	15	6.3	6.3	18.8	50.0	12.5	0.0	0.0	3.60	1.05	6
Average	14								3.94	.763	

7.4.2.3 Contracting opportunities

The respondents were asked rate their perception with regard to the lack of contracting opportunities has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

Table 7.12 shows there's lack of training projects to be used for all participating contractors has a higher mean score (4.35), followed by there's lack of a system in place to alert contractors about any available tenders (4.31), and having not participated in the foundation phase of the programme (4.31). The results reveal that contracting opportunities are non-existent as such contractors are encouraged to find contracts for mentorship on their personal capacity. The average mean score (4.05) suggests that there is a need for Western Cape CDP to ring-fence some of the government projects to be used as training projects for all contractors participating in the mentorship programme.

Table 7.12 Contracting opportunities for contractors

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
There's lack of training projects to be used for all participating contractors.	14	0.0	0.0	12.5	50.0	12.5	6.3	6.3	4.35	1.08	1
There's lack of a system in place to alert contractors about any available tenders.	16	6.3	0.0	12.5	50.0	12.5	6.3	12.5	4.31	1.49	2
Having not participated on the foundation phase of the programme.	16	6.3	0.0	12.5	56.3	6.3	0.0	18.8	4.31	1.57	2
There's lack of interventions to ensure that contractors are paid on time.	15	6.3	0.0	12.5	50.0	12.5	0.0	12.5	4.20	1.47	3
There's lack of tenders given to contractors to compete with each other.	15	6.3	0.0	12.5	50.0	12.5	0.0	12.5	4.20	1.47	3

There's lack of access to facilities i.e. computers and internet for contractors to access tenders.	15	6.3	0.0	12.5	56.3	6.3	0.0	12.5	4.13	1.45	3
The programme cannot offer contracting opportunities but only offer to list contractors on its database including in municipalities.	14	6.3	0.0	12.5	50.0	12.5	0.0	6.3	4.00	1.30	4
There's lack of customised tender documents to use for contracts.	15	6.3	6.3	12.5	50.0	6.3	0.0	12.5	4.00	1.55	4
Average	14								4.05	1.06	

7.4.2.4 Access to finance

The respondents were asked to rate their perception with regard to access to finance/credit or lack thereof has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With respect to access to finance/credit, Table 7.13 indicates that Western Cape CDP does not provide contractors with any support when applying for a loan at the bank is ranked high (4.93), followed by contractors are unable to provide collateral to the bank when applying for a loan (4.87), and there's a lack of awareness with regard to various sources of finance (4.81). It is evident from the results that contractors experience challenges when they approach banks for a loan or an overdraft facility. Moreover, the contractors' failure to secure a loan is compounded by their lack of collateral. The average mean score of 4.62 indicates an intervention is required to assist contractors in terms of relaxing the bank's requirements for a loan application. In addition to the support to contractors, there are other sources of finance other than the commercial bank such as Khula credit indemnity and Nurcha which have not been explored by Western Cape CDP and contractors as an alternative source of finance.

Table 7.13 Access to finance for contractors

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
CDP does not provide me with any support when I apply for a loan from the bank.	16	6.3	0.0	6.3	12.5	43.8	18.8	12.5	4.93	1.48	1
I am unable to provide collateral to the bank when I apply for a loan.	16	6.3	0.0	6.3	12.5	50.0	12.5	12.5	4.87	1.45	2
There's lack of awareness with regards to various sources of finance.	16	6.3	0.0	6.3	18.8	43.8	12.5	12.5	4.81	1.47	3
There's inability by banks to relax their requirements for CDP contractors to access to finance/credit.	16	6.3	0.0	6.3	18.8	43.8	12.5	12.5	4.81	1.47	3
There's lack of concessions in place to offer main stream banking to contractors.	16	6.3	0.0	6.3	18.8	43.8	12.5	12.5	4.81	1.47	3
There's insufficient assistance in preparing a cashflow for my business.	16	6.3	0.0	12.5	18.8	43.8	6.3	12.5	4.62	1.50	4
There's insufficient assistance in preparing an income statement for my business.	16	6.3	6.3	6.3	12.5	50.0	12.5	6.3	4.56	1.50	5
There's insufficient assistance in preparing a balance sheet statement for my business.	16	6.3	6.3	6.3	18.8	43.8	12.5	6.3	4.50	1.50	6
There's insufficient assistance in preparing a business plan for my business.	16	6.3	6.3	6.3	25.0	37.5	12.5	6.3	4.43	1.50	7
There's insufficient assistance in managing income for my business.	16	6.3	6.3	12.5	12.5	50.0	6.3	6.3	4.37	1.50	8
I receive insufficient assistance in managing expenditure for my business.	16	6.3	6.3	12.5	12.5	50.0	6.3	6.3	4.37	1.50	8
There's insufficient assistance in preparing a monthly cash budget for my business.	16	6.3	6.3	12.5	12.5	50.0	6.3	6.3	4.37	1.50	8

Average	16								4.62	1.29	
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7.4.2.5 Mentoring

The respondents were asked to rate their perception with regard to mentoring how the delivery of mentorship has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With respect to mentorship, Table 7.14 indicates that the mentorship of contractors is offered in a “stop and start” manner and has never been completed “in one go” is ranked high with a mean score of (4.06), there’s discontinuity of mentors throughout the mentorship (3.73), followed by there’s lack of on-going projects to provide mentorship to contractors (3.73). The average mean score of (3.75) demonstrates that the delivery mentorship at the Western Cape CDP mentorship programme is slightly affected and Western Cape CDP has to improve the standard when it comes to the mentorship delivered on the mentorship programme.

Table 7.14 Mentoring of contractors

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
The mentorship of contractors is offered on “ <i>stop and go</i> ” manner and has never been completed on one go.	15	0.0	0.0	31.3	37.5	12.5	12.5	0.0	4.06	1.03	1
There’s discontinuity of mentors throughout the mentorship.	15	6.3	0.0	31.3	37.5	12.5	6.3	0.0	3.73	1.16	2
There’s lack of on-going projects to provide mentorship to contractors.	15	6.3	0.0	31.3	37.5	12.5	6.3	0.0	3.73	1.16	2
The appointment of mentors on the programme is done late.	15	6.3	0.0	31.3	37.5	18.8	0.0	0.0	3.66	1.04	3
Mentors are unable to meet my expectations.	15	6.3	0.0	31.3	37.5	18.8	0.0	0.0	3.66	1.04	3
There’s lack of compliance to the CDP mentorship objectives.	15	6.3	0.0	31.3	37.5	18.8	0.0	0.0	3.66	1.04	3
Average	15								3.75	1.02	

7.4.2.6 Pre-evaluation

The respondents were asked to rate their perception with regard to the manner in which Western Cape CDP evaluated contractors to identify contractors’ developmental needs prior to joining the mentorship programme has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With regard to pre-evaluation, Table 7.15 indicates there’s no effective tool to determine contractors' experience in the construction industry is ranked first with a mean score of (3.93), followed by there’s no effective tool to determine contractors' abilities in the construction industry (3.80). According to Lazarus (2007:72), pre-evaluation of mentee’s is conducted by way of an assessment tool which assesses emerging contractors It has

emerged from the findings that contractors are not evaluated prior to the commencement of mentorship; the general assumption that all contractors have the similar challenges takes centre stage. The real developmental needs of contractors are often ignored rather contractors receive skills transfer in all aspects of mentorship as prescribed by Western Cape CDP. The average mean of (3.84) suggests the importance of conducting a pre-evaluation exercise on contractors to ascertain their developmental needs and further develop a tailor-made mentoring mechanism based on the contractors' evaluation.

Table 7.15 Evaluation of contractors before joining mentorship

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
There's no standard tool to assess contractors before joining the programme to identify their developmental needs.	15	0.0	6.3	31.3	31.3	25.0	0.0	0.0	3.93	0.79	1
There's no effective tool to determine contractors' experience in the construction industry.	15	0.0	0.0	31.3	37.5	25.0	0.0	0.0	3.80	0.77	2
There's no effective tool to determine contractors' abilities in the construction industry	15	0.0	0.0	37.5	37.5	18.8	0.0	0.0	3.80	0.94	2
Average	15								3.84	0.80	

7.4.2.7 Formative evaluation

The respondents were asked to rate their perception with regard to how contractors were evaluated on an on-going basis to measure contractors' development of the mentorship programme has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With reference to formative evaluation, in Table 7.16, it is indicated that no programme information guides are provided, this is ranked first with a mean score of (4.14), monthly meetings to give feedback on contractors' progress made are not conducted is ranked second with a mean score of 3.64 and mentor monthly evaluation sheets to assess contractors on on-going basis are not conducted is ranked third. It is found that contractors are not evaluated on an on-going basis to measure their performance on the mentorship programme with a mean score of 3.64. The formative evaluation process can track the development of mentees over time, if skills deficiency is identified then an intervention should be introduced (Jacquet, 2002:08). Moreover, there are no monthly meetings or monthly evaluations conducted between mentees and mentors to discuss feedback and point out areas for improvement. The average mean of (3.71) means this aspect of mentorship has slightly affected the delivery of mentorship warranting an intervention from the Western Cape CDP to implement proper mentorship mechanisms so that contractors receive proper mentorship in all respects.

Table 7.16 Evaluation of contractors during mentorship

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
No programme information guides are provided.	14	0.0	0.0	25.0	37.5	18.8	0.0	6.3	4.14	1.09	1
Monthly meetings to give feedback on contractors' progress made are not conducted.	14	6.3	0.0	25.0	43.8	12.5	0.0	0.0	3.64	1.00	2
Mentor monthly evaluation sheets to assess contractors on on-going basis are not conducted.	14	6.3	0.0	25.0	43.8	12.5	0.0	0.0	3.64	1.00	2
Having no standard guidelines as part of mentorship programme on how contractors should be monitored.	14	6.3	0.0	25.0	43.8	12.5	0.0	0.0	3.64	1.00	2
Mentee monthly evaluation sheets to assess mentors capabilities are not conducted.	14	6.3	6.3	25.0	37.5	12.5	0.0	0.0	3.50	1.09	3
Average	14								3.71	.79	

7.4.2.8 Summative evaluation

The respondents were asked to rate their perception with regard to the manner in which summative evaluation was conducted on exiting the mentorship programme has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure. With regard to summative evaluation, Table 7.17 indicates that evaluating the entire programme after its first implementation is not conducted is ranked first with a mean score of (3.64), no standard tool to assess contractors when they exit the mentorship programme is conducted (3.64), no standard tool to assess contractors during mentorship programme to track their progress is not conducted. According to (MBF, 2011:4) evaluation of mentorship consists of examining the information received during mentorship in order to make judgements about what you have achieved and the difference your work has made to the contractors. The findings show that contractors are not evaluated when they exit the mentorship programme and makes it difficult to ascertain any development in terms of mentorship. The other failure of Western Cape CDP is the mentorship programme itself whereby Western Cape CDP is unable to self-evaluate at the completion of the mentorship to identify any gaps in the mentorship programme. The average mean score of (3.64) suggests that the evaluation process of mentorship is slightly affected and warrants the introduction of sound evaluation processes so that development is measured when contractors exit the programme.

Table 7.17 Evaluation of contractors at the end of mentorship

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Evaluating the entire programme after its first implementation is not conducted.	14	6.3	0.0	25.0	43.8	12.5	0.0	0.0	3.64	1.00	1
No standard tool to assess contractors when they exit the mentorship programme is conducted.	14	6.3	0.0	25.0	43.8	12.5	0.0	0.0	3.64	1.00	1
No standard tool to assess contractors during mentorship programme to track their progress is conducted.	14	6.3	0.0	25.0	43.8	12.5	0.0	0.0	3.64	1.00	1
Average	14								3.64	1.00	

7.5 PERCEPTION ON EMERGING CONTRACTOR PERSONAL LIMITATION

7.5.1 PARTICIPANT CONTRACTOR

7.5.1.1 Mentee's attributes

The respondents were asked to rate their perception in terms of mentee attributes where 1 = Strongly disagree, 2 = Slightly disagree, 3 = Disagree, 4 = Somewhat agree, 5 = Slightly agree, 6 = Agree, 7 = Strongly agree, U = Unsure.

Table 7.18 indicates that I am always an initiative person when given an opportunity is ranked first with a mean score of (4.31), followed by I am a goal oriented person is ranked second (4.31), and I am people oriented and get along with everyone in a team. This implies that mentees are suitable for the mentorship programme and are able to cope with the mentorship. The average mean of 4.31 demonstrates that mentees have all the good attributes to be part of the mentorship programme.

Table 7.18 Mentee attributes on mentorship

Statement	No.	SD %	SLD %	D %	SWA %	SLA %	A %	SA %	Mean	STD	Rank
I am always an initiative person when given an opportunity.	16	0.0	12.5	18.8	31.3	12.5	12.5	12.5	4.31	1.57	1
I am a goal oriented person.	16	0.0	12.5	18.8	31.3	12.5	12.5	12.5	4.31	1.57	1
I am people oriented and get along with everyone in a team.	16	0.0	12.5	18.8	31.3	12.5	12.5	12.5	4.31	1.57	1
I always desire to learn more during classroom or site training.	16	0.0	12.5	18.8	31.3	12.5	12.5	12.5	4.31	1.57	1
Average	16								4.31	1.57	

7.5.2 LIMITATIONS OF PARTICIPANT CONTRACTOR

7.5.2.1 Tendering system

The respondents were asked to rate their perception with regard to how their lack of tendering skills has affected contractors in securing contracts from the tender market whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With respect to tendering, Table 7.19 shows that comply with JBCC contracts in the building industry is ranked first with a mean score of (4.81), comply with the closing date for tenders (4.81) followed by complying with GCC2000 contracts in the civil engineering industry. It is therefore evident that contractors are struggling to secure contracts from the open tender market due to contractors' lack of understanding of the dynamics of a tendering system. The average mean score of (4.16) demonstrates the degree of being affected by the tendering system, this also shows that mentors need to expose contractors to all aspects of tendering including but not limited to types of tendering process, tender pre-qualification process and tendering procedures. Without all these tendering aspects contractors would find it difficult to tender or secure contracts from the market.

Table 7.19 EC's limitations on tendering system

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Comply with JBCC contracts in the building industry.	16	0.0	12.5	6.3	31.3	25.0	12.5	6.3	4.81	2.13	1
Comply with the closing date for tenders.	16	6.3	12.5	6.3	31.3	25.0	12.5	6.3	4.18	1.60	2
Comply with GCC2000 contracts in the civil engineering industry.	16	6.3	12.5	6.3	37.5	18.8	12.5	6.3	4.12	1.58	3
Understand the different types of tendering.	16	6.3	12.5	6.3	37.5	18.8	12.5	6.3	4.12	1.58	3
Comply with the returnable documents for a tender.	16	6.3	12.5	12.5	31.3	25.0	12.5	0.0	3.93	1.43	4
Understand the construction tendering system.	16	6.3	18.8	6.3	37.5	18.8	12.5	0.0	3.81	1.47	5
Average	16								4.16	1.26	

7.5.2.2 Interpretation of drawings

The respondents were asked to rate their perception with regard to how the interpretation of construction drawings has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

Table 7.20 indicates that distinguish between a drawing for tendering purposes and a drawing for construction purposes is ranked first with a mean score of (4.06), followed by distinguishing between architectural and engineering drawings (4.06). This reveals that contractors on the Western Cape CDP mentorship programme are unable to read and interpret drawings. Moreover, the failure to read drawings is a limitation as contractors are expected to be able to do as a requirement especially during the tendering process. The average mean of (4.03) shows that contractors are slightly affected by the lack of reading and interpreting construction drawings, this could subsequently exacerbate the situation unless Western Cape CDP address this aspect of mentorship.

Table 7.20 EC's limitations on interpretation of drawings

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Distinguish between a drawing for tendering purposes and a drawing for construction purposes.	16	0.0	18.8	6.3	37.5	25.0	12.5	0.0	4.06	1.28	1
Distinguish between architectural and engineering drawings.	16	0.0	18.8	6.3	37.5	25.0	12.5	0.0	4.06	1.28	1
Interpret construction drawings	16	0.0	18.8	6.3	43.8	18.8	12.5	0.0	4.00	1.26	2
Read construction drawings.	16	0.0	18.8	6.3	43.8	18.8	12.5	0.0	4.00	1.26	2
Average	16								4.03	1.27	

7.5.2.3 Planning

The respondents were asked to rate their perception with regard to how planning for a construction project has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With respect to planning, Table 7.21 indicates that to prepare a Network Analysis is ranked first with a mean score of (4.25), followed by prepare a Gantt-chart (4.25). The findings show

that contractors are negatively affected by the lack of planning for a project, consequently, contractors are unable to plan for a construction project. Furthermore, if a contractor fails to understand planning then it means that contractors do not undertake pre-tender, pre-contract and in-contract planning and can never deliver in a project within a given timeframe. The average mean score of (4.20) suggests that a gap exists in terms of planning and an intervention is warranted to emphasis on planning as it is a requirement to run any construction project successfully.

Table 7.21 EC's limitations on planning for a project

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Prepare a Network Analysis.	16	0.0	0.0	18.8	43.8	31.3	6.3	0.0	4.25	.85	1
Prepare a Ghant-chart.	16	0.0	0.0	25.0	31.3	37.5	6.3	0.0	4.25	.93	1
Prepare for pre-tender planning.	16	6.3	0.0	18.8	31.3	31.3	6.3	6.3	4.25	1.39	1
Prepare for in-contract planning.	16	6.3	0.0	18.8	31.3	37.5	6.3	0.0	4.12	1.20	2
Prepare for pre-contract planning.	16	6.3	0.0	18.8	31.3	37.5	6.3	0.0	4.12	1.20	2
Average	16								4.20	1.05	

7.5.2.4 Estimation

The respondents were asked to rate their perception with regard to how estimation for construction projects has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With respect to estimation, Table 7.22 indicates obtain rates from plant and equipment suppliers is ranked first with a mean score of (4.31), followed by obtaining prices from material suppliers (4.31). The respondents have shown they are struggling and not competent in terms of preparing a sound estimate for tenders as contractors are unable to obtain prices for both materials and plant from suppliers. The average mean score of (4.26) reveals that any tenders submitted by contractors participating on the Western Cape CDP mentorship programme may not be successful due to contractors not being able to put forward a financially sound estimate.

Table 7.22 ECs limitations on estimating a project

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Obtain rates from plant and equipment suppliers.	16	0.0	6.3	18.8	31.3	31.3	6.3	6.3	4.31	1.25	1
Obtain prices from material suppliers.	16	0.0	6.3	18.8	31.3	31.3	6.3	6.3	4.31	1.25	1
Estimate for construction projects.	16	0.0	0.0	18.8	43.8	31.3	6.3	0.0	4.25	.85	2
Prepare a reasonable and acceptable estimate for a construction project.	16	0.0	6.3	18.8	31.3	31.3	12.5	0.0	4.25	1.12	2
Obtain rates from subcontractors.	16	0.0	6.3	18.8	31.3	37.5	6.3	0.0	4.18	1.04	3
Average	16								4.26	1.05	

7.5.2.5 Negotiations

The respondents were asked to rate their perception with regard to how the lack of negotiation skills has affected contractors whereby 1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.

With respect to negotiations, Table 7.23 indicates negotiate rates with suppliers of plant and equipment is ranked first with a mean score of (4.12), followed by negotiating rates with subcontractors (4.06). The findings reveal that contractors are not being able to negotiate material prices and rates with suppliers and subcontractors pose a threat in terms of making profits. The average mean score of (4.08) shows that contractors are slightly affected by this and require mentors to make changes in this regard so as to make more profits than loses.

Table 7.23 EC's limitations on negotiating rates and prices with suppliers

Statement	No.	NA %	SA %	MA %	A %	HA %	EA %	CA %	Mean	STD	Rank
Negotiate rates with suppliers of plant and equipment.	16	6.3	0.0	18.8	37.5	25.0	12.5	0.0	4.12	1.25	1
Negotiate rates with subcontractors.	16	6.3	0.0	18.8	37.5	31.3	6.3	0.0	4.06	1.18	2
Negotiate prices for materials with suppliers.	16	6.3	0.0	18.8	37.5	31.3	6.3	0.0	4.06	1.18	2
Average	16								4.08	1.20	

7.6 DISCUSSION OF THE FINDINGS

7.6.1 FACILITATOR TO THE PROGRAMME

7.6.1.1 Mentor's attributes

The study evaluates the perception of emerging contractors on mentor's attributes towards delivering mentorship on the advance phase of the Western Cape CDP programme.

The first ranked finding revealed that respondents were not satisfied with the quality of mentors provided by the Western Cape CDP. The (3.46) mean score evidently shows that mentors were unable to impart knowledge and experience to mentees owing to their lack of communication skills. The second-ranked finding exposed that mentors did not display confidence in dealing with mentees. This particular finding leaves much to be desired about the quality and the level of expertise of mentors. Moreover, one would argue how mentors themselves impart knowledge and experience to mentees when they lack confidence. The third-ranked finding showed that the mentors were not innovative (3.40). However, Cunningham and Eberle (1993:55) argue that mentors in a mentorship programme should always demonstrate high-quality skills and characteristics as a contribution to the success of a mentorship programme. In addition, the latter compiled a list of skills and characteristics viz. personal security and confidence, willingness to trust, ability to communicate, introspective and open, innovative, patient and tolerant and accessible. The average mean of

(3.40) is very low which suggests that mentors appointed on the Western Cape CDP mentorship programme lack even the basics in terms of mentoring emerging contractors.

7.6.1.2 Mentor's knowledge

The study evaluates the perception of emerging contractors on the mentor's knowledge towards delivering mentorship on the advance phase of the Western Cape CDP programme.

The first ranked finding revealed that mentors appointed were unable to empower mentees through knowledge transfer (3.46), this is contrary to what mentors are supposed to be. Argote and Ingram (2000:161) argue that mentors' primary responsibility is the transfer of knowledge and skills to mentees. The second-ranked finding discovered that mentors were unable to impart knowledge and skills to mentees (3.40). The third-ranked finding showed that mentors were unable to provide assistance to emerging contractors (3.33). The average mean of (3.40) shows a gap in terms of mentorship and once again shows that the mentors are not a perfect match for mentees.

7.6.2 LIMITATIONS OF THE PROGRAMME

7.6.2.1 Recruitment

With regard to the recruitment of contractors, the study evaluates the perception of contractors with regard to the recruitment methods employed by the Western Cape CDP.

The first ranked finding showed that briefing sessions are organised by the government to create awareness with regards to government developments and initiatives (4.50). This implies that contractors are predominantly recruited via the government public briefings sessions in comparison to other recruitment methods. Other recruitment methods such as the advertisement, e-recruitment, educational institutions and government agencies are often ignored. This practice could have dire consequences on the Western Cape CDP's intentions of reaching to all contractors who meet its requirements for a mentorship programme. The second-ranked finding showed that there's no lack of awareness about mentorship programmes offered by the Western Cape's Department of Transport and Public Works (4.36). This implies that members of the public including contractors are made aware of governments' developments and programmes via numerous platforms. The third-ranked finding showed that the recruitment of contractors was done via print media such as newspapers, pamphlets, advertising boards to conscientious and recruit contractors for the mentorship programme (4.00). The average mean score of (4.30) is above average and suggests that the current the Western Cape CDP recruitment methods are effective. However, as much as the top three ranked methods seem to be the preferred methods for the recruitment of contractors' recruitment processes should be explored to attract more suitable contractors for the mentorship programme.

7.6.2.2 Selection

With regard to the recruitment of contractors, the study evaluates the perception of contractors with regard to the selection methods employed by the Western Cape CDP.

The first finding revealed that it was paramount for any contractor aspiring to be a participant on the Western Cape CDP mentorship to comply with SARS requirements as criteria for entry to the programme (4.13). The second finding showed another requirement for Western Cape CDP mentorship programme was that contractors had to have a BEE score as a requirement for entry into the programme (4.06). A third finding was that contractors had complied with BEE requirements as criteria for entry to the programme (4.06). It is clear from the findings above that CDP expected contractors to be registered with the South African statutory bodies in terms of tax and BEE as the main requirement for entry into the mentorship programme. The average mean of (3.94) shows that the Western Cape CDP mentorship is slightly affected. Furthermore, CDP has failed to make use of traditional selection methods such as screening, interviews and written tests to select the best suitable and qualifying contractors for the mentorship programme.

7.6.2.3 Contracting opportunities

The study evaluates the perception of contractors with regard to the lack of contracting opportunities on the Western Cape CDP mentorship programme.

The lack of training projects to be used for all participating contractors has a higher mean score (4.35). The findings reveal that the Western Cape CDP contracting opportunities are non-existent on the Western Cape CDP mentorship programme. It is believed that the Western Cape CDP only encouraged contractors to be creative and tender for contracts on their own without expecting any assistance from the Western Cape CDP. However, contractors were not content with the status quo with regard to contractors having to secure contracts on their own given their personal limitations that continued to prevent contractors from securing tenders from the open market. The second finding showed that there was a lack of a system in place to alert contractors about any available tenders (4.31), even though contractors were encouraged to register themselves on the various municipal databases to receive information in terms of available tenders, the Western Cape CDP never concerned itself to monitor whether contractors followed up any information with regard to tenders. The third finding is not having participated in the foundation phase of the programme (4.31). This finding indicates that contractors graduated from the Western Cape CDP foundation phase where they received classroom training on various skills. Upon completing the foundation phase contractors were promoted to the advanced phase of Western Cape CDP where they were provided with mentorship provided they have secured contracts on their own for mentorship to take place. As a consequence, contractors most contractors failed to secure these contracts on the open tender market due to their personal limitations. It is evident that

given the contractor limitations to secure contracts on their own the delivery of mentorship was delayed and potentially affected the mentorship of contractors. The average mean score is (4.05) suggests that the Western Cape CDP should ring-fence projects to be used for training purposes for all contractors participating in the Western Cape CDP mentorship.

7.6.2.4 Access to finance

The study evaluates the perception of contractors with regard to the access to finance/credit on the Western Cape CDP mentorship programme.

The first finding with respect to access to finance or credit remained a hurdle as contractors were unable to secure funding from financial institutions. However, this problem is not limited to Western Cape CDP contractors only. Generally, contractors encounter difficulties in securing financial support from banks especially SMEs. Hauptfleisch (2006:7) highlights that banks regard SMEs as high risk due to their credit risk profile, so when the banks assist contractors financially they do so cautiously (4.93). The second finding found that respondents were unable to secure loans from the banks because contractors were not in possession of a collateral to provide the bank (4.87). The only way banks could accommodate contractors in terms of credit is when the mentorship programme coordinators have signed a memorandum of agreement with the banks. The third finding revealed respondents were not made aware of various sources of finance offered by the banks or any other financial institution (4.81). However, there are a number of institutions including government agencies that offer financial support to contractors who have been unable to secure loans from commercial banks or have failed to meet the banks' requirements in terms of loan approval. In addition, there are other sources of finance other than the commercial banks such as Khula credit indemnity and Nurcha that provide collateral to banks on behalf of contractors. However, another option hasn't been explored fully by the Western Cape CDP contractors as a possible source of finance. The average mean of 4.62 implies that an intervention is required to assist contractors in terms of relaxing the bank's requirements for a loan application. It is evident from the findings that contractors experience challenges when they approach the bank for a loan or an overdraft facility. Moreover, the contractors' failure to secure a loan is compounded by the lack of collateral.

7.6.2.5 Mentoring

The study evaluates the perception of contractors with regard to mentoring of contractors on the Western Cape CDP mentorship programme.

The first finding indicated that mentorship of contractors was not offered on an on-going basis, but instead was offered on a "stop and start" manner, and has never been completed at once without any delays (4.06). This problem of mentorship is due to the fact that the Western Cape CDP did not offer contractors with training project as a result contractors

struggle to secure contracts on time for mentoring. The problem is that the Western Cape CDP insists that contractors should find projects on their own without the assistance of the programme coordinators. The second finding revealed that the contracts of mentors were not guaranteed by the Western Cape CDP, therefore mentors were appointed on the basis of fixed-term contracts which ran concurrently with the contractors' time spent on the mentorship programme. In addition, should the contractor fail to secure a tender within a specified period then the services of mentors would then be terminated prematurely (3.73). The third finding showed that respondents were unable to secure projects as required in the mentorship (3.73). This meant that mentors had to stop mentoring contractors when contracts were not forthcoming as the mentoring depends largely on contractors securing projects. The average mean score of (3.75) demonstrates that the delivery of mentorship at the Western Cape CDP mentorship programme is slightly affected as a result of poor planning and project coordination.

7.6.2.6 Pre-evaluation

The study evaluates the perception of contractors with regard to the pre-evaluation of contractors on the Western Cape CDP mentorship programme.

The first finding with regard to pre-evaluation revealed there was no effective tool to determine contractors' experience in the construction industry is ranked first with a mean score of (3.93). According to Lazarus (2007:72), pre-evaluation of the mentees is conducted by way of an assessment tool which assesses emerging contractors. Such an evaluation is paramount for the delivery of mentorship; it is often done before the commencement of a mentorship programme. However, the Western Cape CDP did not conduct this evaluation due to the programme limitations. The second finding showed there was no effective tool to determine contractors' abilities in the construction industry. Lazarus (2007:72) also states that pre-evaluation of mentees is conducted ascertain to ascertain emerging contractor's construction industry experience, management experience, level of development and access to skilled resources (3.80). It has emerged from the findings that contractors were not evaluated prior to the commencement of mentorship; the general assumption that all contractors have similar challenges takes centre stage. The real developmental needs of contractors are often ignored. Instead, contractors receive skills transfer in all aspects of mentorship as prescribed by the Western Cape CDP. The average mean of (3.84) suggests the importance of conducting a pre-evaluation exercise on contractors to ascertain their developmental needs and further develop a tailor-made mentoring mechanism based on the contractors' evaluation.

7.6.2.7 Formative evaluation

The study evaluates the perception of contractors with regard to the formative evaluation of contractors on the Western Cape CDP mentorship programme.

The first finding with reference to formative evaluation revealed that no programme information guides are provided on the mentorship programme (4.14). The formative evaluation process can track the development of mentees overtime. If skills deficiencies are identified, then an intervention should be introduced (Jacquet 2002:08). The second finding showed monthly meetings to give feedback on contractors' progress made was not conducted (3.64). The monthly progress meetings between the programme coordinators, mentors and emerging contractors allow the participants to assess the data as gathered by the assessment tools, in order to address any shortcomings and to implement corrective measures where necessary. The third finding discovered that no mentor monthly evaluation sheets to assess contractors on an on-going basis were conducted. It is a finding that contractors are not evaluated on an on-going basis to measure their performance on the mentorship programme. Moreover, there are no monthly meetings or monthly evaluations conducted between mentees and mentors to discuss feedback and point out areas for improvement. The average mean of (3.71) means this aspect of mentorship has slightly affected the delivery of mentorship warranting an intervention from the Western Cape CDP to implement proper mentorship mechanisms so that contractors receive appropriate mentorship in all respects.

7.6.2.8 Summative evaluation

The study evaluates the perception of contractors with regard to the summative evaluation of contractors on the Western Cape CDP mentorship programme.

With regard to the summative evaluation, the respondents revealed that evaluating the entire programme after its first implementation was not conducted (3.64). Summative evaluations seldom rely entirely on qualitative data because decision makers are interested in measurable outcomes but qualitative data can be used to add depth and detail to the evaluation (Wall, 1994:1). The second finding discovered that no standard tool to assess contractors when they exit the mentorship programme is conducted (3.64). According to (MBF, 2011:4) evaluation of mentorship consists of examining the information received during mentorship in order to make judgements about what you have achieved and the difference your work has made to the contractors. In addition, summative evaluation is designed to evaluate mentees at the end of a mentorship programme to determine the success of reaching specific goals. The third finding showed that no standard tool to assess contractors during the mentorship programme to track their progress was conducted. The findings show that contractors are not evaluated when they exit the programme and make it difficult to ascertain any development in terms of mentorship. The other failure of the Western Cape CDP is the mentorship programme itself whereby the Western Cape CDP is unable to self-evaluate at the completion of the mentorship to identify any gaps in the mentorship programme. The mean score of (3.64) suggests that the evaluation process of

mentorship is slightly affected and warrants the introduction of a sound evaluation process so that development is measured when contractors exit the programme.

7.6.3 PARTICIPANT CONTRACTOR

7.6.3.1 Mentee's attributes

The study evaluates the perception of contractors on mentee's attributes towards delivering mentorship on the advance phase of the Western Cape CDP programme.

The finding revealed that respondents always took an initiative when provided with an opportunity (4.31). The second finding exposed that respondents were a goal oriented individual (4.31). The third finding discovered that respondents were people oriented and played a role in terms of being part of the team. Cunningham and Eberle (1993) highlight that in order for mentees to play a significant role in a mentorship programme, they need certain attributes for the mentorship to be successful. The average mean of 4.31 demonstrates that mentees all have good attributes to be part of the mentorship programme. This implies that mentees are suitable for the mentorship programme and are able to cope with the mentorship.

7.6.4 CONTRACTOR PERSONAL LIMITATIONS

7.6.4.1 Tendering system

The study evaluates the perception of contractors on the implementation aspects of the mentorship programme such as tendering.

The first finding showed that contractors were unable to comply with JBCC contracts in the building industry is ranked first with a mean score of (4.81). This implies that contractors did not understand the law part of construction; however, contractors in the construction industry are expected to be competent on this aspect and should be able to understand the legal implications of their actions with regard to a project delivery process. The second finding revealed that contractors were unable to understand the general tendering procedures used in the construction industry to regulate the management of tenders in the public sector. According to Visser & Erasmus, (2007:160); Gildenhuys, (2002:263) and (Ngobeni, 2011:18) contractors should be able to comply with tendering procedures in terms of securing a contract and failure to do so may lead to disqualification of a tenderer. The tendering procedures in the public are as follows: request for an invitation of tenders, calling for tenders, submission and receiving of tenders, the opening of tenders, assessing of tenders and awarding tenders (4.81). The third finding showed that contractors who elected to tender for civil engineering contracts were unable to comply with GCC 2000 which is a standard contract in the civil engineering industry. It is therefore evident that contractors are struggling to secure contracts from the open tender market due to contractors' lack of understanding of the dynamics of a tendering system. The average mean score of (4.16) demonstrates the degree of being affected by the tendering system. This also shows that mentors need to

expose contractors to all aspects of tendering including but not limited to types of tendering process, tender pre-qualification processes and tendering procedures. Without all these tendering aspects contractors would find it difficult to tender or secure contracts from the market.

7.6.4.2 Interpretation of drawings

The study evaluates the perception of contractors in terms of the interpretation of construction drawings.

The first finding discovered that respondents were unable to distinguish between the purposes of drawings at different project phases (4.06). Ramaswamy (2016:1) and Babalola (2012:9) highlight that construction drawings are used to communicate the architectural and engineering design of a construction project. It would be a difficult exercise for any contractor who does not understand what drawings mean and their purpose. The second finding revealed that respondents were unable to distinguish between architectural and engineering drawings (4.06). Ordinarily, contractors are issued with two sets of drawings namely architectural drawings and engineering drawings. The third finding exposed that respondents were unable to read and interpret drawings. With regards to interpreting construction drawings as part of a planning process, emerging contractors on more occasions encounter difficulties and subsequently remain clueless. Thwala and Phaladi (2009:534) show that emerging contractors are unable to read and interpret construction drawings due to lack of technical skills. However, failure to read drawings is a limitation as contractors are expected to be able to do so as a requirement especially during the tendering process. The average mean of (4.03) shows that contractors are slightly affected by the lack of reading and interpreting construction drawings. This could subsequently exacerbate the situation unless the Western Cape CDP addresses this aspect of mentorship.

7.6.4.3 Planning

The study evaluates the perception of contractors in terms of planning for a construction project.

The first finding in respect of planning indicated that contractors were unable to use programming techniques to develop a network analysis for planning purposes. A network analysis is predominantly used in a construction project to schedule construction activities so as to identify relationships between activities and to point out activities on a critical path (4.25). The second finding showed that respondents did not fully understand the purpose of planning let alone developing a Gantt-chart to schedule construction activities. It is clear from this finding that contractors were not exposed to such planning and this gap can only be attributed to the quality of mentorship provided by service providers on the Western Cape CDP mentorship (4.25). The third finding revealed that contractors were unable to undertake pre-tender planning as part of planning for a construction project. Pre-tender planning

involves preparing an estimate and a preliminary construction programme, either prepared manually or using excel or MS Projects. Cook & William (2004:91) argue that pre-tender planning is normally undertaken by contractors during the tender stage to eliminate any uncertainties with regard to the project before it is undertaken (4.25). The average mean score of (4.20) suggests that a gap exists in terms of planning and an intervention is warranted to emphasise planning as it is a requirement to run any construction project successfully. The findings show that contractors are affected, and as a consequence are unable to plan for a construction project. Furthermore, if a contractor fails to understand planning then it means that contractors do not undertake pre-tender, pre-contract and in-contract planning and can never deliver in a project within a given timeframe.

7.6.4.4 Estimation

The study evaluates the perception of contractors in terms of estimating for a construction project.

The first finding revealed respondents were unable to obtain rates from plant and equipment suppliers when preparing a tender document (4.31). Chilipunde (2014:44) argues that inability to estimate cost, compile tenders and assess the effects of inflation clearly reflects the lack of training and experience in business and financial management among emerging contractors. The second finding showed respondents were unable to obtain prices from material suppliers to ensure that profit was calculated before submitting tenders (4.31). Thwala and Phaladi (2009:534) also highlight the lack of pricing of tenders as one of the challenges faced by emerging contractors and results in contractors' failure to secure projects from the tender market. The average mean score of (4.26) reveals that any tenders submitted by contractors participating on the Western Cape CDP mentorship programme may not be able to put together a financially sound estimate due to contractor's personal limitations.

7.6.4.5 Negotiations

The study evaluates the perception of contractors in terms of negotiations with suppliers of plant and material.

With respect to negotiations, the first finding revealed that respondents were unable to negotiate rates with suppliers of plant and equipment during the pre-tender, pre-contract and in-contract stages of the project (4.12). Perks and Oosthuizen (2013:333) state that negotiations are a good and powerful tool used in concluding agreements with suppliers. The second finding showed that respondents were unable to negotiate rates with subcontractors in order for them to make a profit from the projects they managed (4.06). Emerging contractors are unable to negotiate in order to make money. Instead contractors lose money due to poor preparation and poor negotiations (Chilipunde, 2010:44). The average mean score of (4.08) shows that contractors are slightly affected by this and require mentors to

make reinforcement in this regard so as to make more profits than losses. The findings reveal that contractors are unable to negotiate material prices and rates with suppliers and subcontractors and this poses a threat in terms of making profits.

7.7 CHAPTER SUMMARY

In this chapter, the findings relating to the study were discussed. Moreover, the findings with regard to the mentorship programme and contractor personal limitations were discussed. The study has uncovered a number of gaps regarding the implementation process of the Western Cape CDP mentorship programme. The study revealed that contractors are only provided with non-financial support and financial support in terms of MOU with financial institutions is non-existing. In addition, it has emerged that contractors approach the banks on their personal capacity in terms of funding without the Western Cape CDP support despite their lack of requisite skills to respond to the bank's financial requirements. The study revealed summative assessments were not practiced. The Western Cape CDP fails to evaluate contractors when they exit the mentorship programme to ascertain whether their contractors' developmental needs have been addressed. It revealed the use of ineffective recruitment and selection methods resulting in a mismatch of contractors and the mentorship programme and the that Western Cape CDP fails to evaluate emerging contractors when they enter the mentorship programme to assess their developmental needs. Finally, findings revealed that contractors experience difficulty securing contracts due to highly competitive tendering, lack of tendering skills and inexperience in terms of pricing for construction projects.

CHAPTER EIGHT

HYPOTHESIS TESTING AND DISCUSSIONS

8.1 INTRODUCTION

This chapter is comprised of the testing of two hypotheses, followed by discussions. The test of hypothesis predominantly focuses on perception of the mentorship programme and emerging contractors' personal limitations with regard to implementing a successful Western Cape CDP mentorship programme. The test of a statistically significant difference between the profiles of respondents in hypothesis 1 and 2 was conducted using either parametric or non-parametric test. The decision to compute a parametric or non-parametric test was based on the test of normality.

8.2 PERCEPTION ON THE MENTORSHIP PROGRAMME LIMITATIONS

8.2.1 Hypothesis 1

The hypothesis is stated as follows: "There is no significant difference between the profiles (gender, race and CIDB grading) of respondents with regard to the perception on limitations of the mentorship programme".

8.2.1.1 Test of normality on mentorship programme limitations

Table 8.1 displays the results of the test for the normality of the mentorship programme limitations. A non-significant result (sig value of more than 0.05) indicates normality (Pallat, 2010:63). The sample is lesser than 50 and consists of only 16 emerging contractors, the significance level is based on the Shapiro-Wilk test (Field, 2013:188). According to (Pallat, 2010:63) if the obtained significance value of 0.00 (equal or less than 0.05) it suggests the violation of the assumption of normality, however, the significant difference was 0.067 which is higher than 0.05, therefore, the normality was not violated, hence ANOVA was adopted.

Table 8.1 Tests of normality for mentorship programme limitations

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Mentorship Limitations	.229	14	.045	.884	14	.067

8.2.1.2 Test of descriptive statistics for gender

8.2.1.2.1 Recruitment of contractors

Table 8.2 shows the test results in terms of genders of respondents. It is shown that the respondents were divided into two groups: Gp1: females and Gp2: males. The female group recorded the greater mean score (4.58) while the male group recorded the lesser mean score of (4.22). Table 8.4 reveals the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the

significance value for the recruitment of contractors is 0.521 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.2 Selection of contractors

Table 8.2 reveals the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The female group recorded the greater mean score (4.00) while the male group recorded the lesser mean score of (3.94). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for selection of contractors is 0.92 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.3 Contracting opportunities

Table 8.2 shows the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The female group recorded the greater mean score (4.43) while the male group recorded the lesser mean score of (3.98). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for contracting opportunities for contractors is 0.81 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.4 Access to finance

Table 8.2 reveals the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The female group recorded the greater mean score (5.16) while the male group recorded the lesser mean score of (4.50). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for access to finance for contractors is 0.54 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of

respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.5 Mentoring

Table 8.2 shows the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The female group recorded the greater mean score (3.75) while the male group recorded the lesser mean score of (3.75). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for the mentoring of contractors is 0.25 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.6 Pre-evaluation

Table 8.2 reveals the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group recorded the greater mean score (3.89) while the female group recorded the lesser mean score of (3.50). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for pre-evaluation processes is 0.54 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.7 Formative evaluation

Table 8.2 shows the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group recorded the greater mean score (3.75) while the female group recorded the lesser mean score of (3.50). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for formative evaluation processes is 0.65 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.2.1.2.8 Summative evaluation

Table 8.2 reveals the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group

recorded the greater mean score (3.66) while the female group recorded the lesser mean score of (3.50). Table 8.4 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for summative evaluation processes is 0.59 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

Table 8.2 Descriptive statistics for gender

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Recruitment	Female	3	4.5833	1.23322	.71200	1.5198	7.6468	3.75	6.00
	Male	12	4.2292	.73437	.21199	3.7626	4.6958	3.75	6.50
	Total	15	4.3000	.81394	.21016	3.8493	4.7507	3.75	6.50
Selection	Female	2	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Male	12	3.9405	.82955	.23947	3.4134	4.4675	2.71	5.71
	Total	14	3.9490	.76338	.20402	3.5082	4.3897	2.71	5.71
Contracting Opportunities	Female	2	4.4375	.61872	.43750	-1.1215	9.9965	4.00	4.88
	Male	12	3.9896	1.12368	.32438	3.2756	4.7035	2.38	7.00
	Total	14	4.0536	1.06034	.28339	3.4414	4.6658	2.38	7.00
Access to finance	Female	3	5.1667	.76376	.44096	3.2694	7.0640	4.50	6.00
	Male	13	4.5000	1.38067	.38293	3.6657	5.3343	1.00	7.00
	Total	16	4.6250	1.29422	.32355	3.9354	5.3146	1.00	7.00
Mentoring	Female	2	3.7500	.35355	.25000	.5734	6.9266	3.50	4.00
	Male	13	3.7564	1.10264	.30582	3.0901	4.4227	1.33	5.50
	Total	15	3.7556	1.02521	.26471	3.1878	4.3233	1.33	5.50
Pre-evaluation	Female	2	3.5000	.70711	.50000	-2.8531	9.8531	3.00	4.00
	Male	13	3.8974	.83205	.23077	3.3946	4.4002	3.00	5.00
	Total	15	3.8444	.80541	.20795	3.3984	4.2905	3.00	5.00
Formative Evaluation	Female	2	3.5000	.70711	.50000	-2.8531	9.8531	3.00	4.00
	Male	12	3.7500	.83612	.24137	3.2188	4.2812	2.20	5.00
	Total	14	3.7143	.79890	.21352	3.2530	4.1756	2.20	5.00
Summative Evaluation	Female	2	3.5000	.70711	.50000	-2.8531	9.8531	3.00	4.00
	Male	12	3.6667	1.07309	.30977	2.9849	4.3485	1.00	5.00
	Total	14	3.6429	1.00821	.26945	3.0607	4.2250	1.00	5.00

8.2.1.3 Test of Homogeneity of variances for gender

Table 8.3 Homogeneity test for gender

	Levene Statistic	df1	df2	Sig.
Recruitment	2.042	1	13	.177

Selection	1.393	1	12	.261
Contracting opportunities	.056	1	12	.817
Access to finance	.383	1	14	.546
Mentoring	1.430	1	13	.253
Pre-evaluation	.386	1	13	.545
Formative evaluation	.207	1	12	.657
Summative evaluation	.294	1	12	.598

8.2.1.4 Test of ANOVA

Table 8.4 ANOVA test for gender – Limitation of mentorship programme

		Sum of Squares	Df	Mean Square	F	Sig.
Recruitment	Between Groups	.301	1	.301	.436	.521
	Within Groups	8.974	13	.690		
	Total	9.275	14			
Selection	Between Groups	.006	1	.006	.010	.923
	Within Groups	7.570	12	.631		
	Total	7.576	13			
Contracting opportunities	Between Groups	.344	1	.344	.289	.601
	Within Groups	14.272	12	1.189		
	Total	14.616	13			
Access to finance	Between Groups	1.083	1	1.083	.631	.440
	Within Groups	24.042	14	1.717		
	Total	25.125	15			
Mentoring	Between Groups	.000	1	.000	.000	.994
	Within Groups	14.715	13	1.132		
	Total	14.715	14			
Pre-evaluation	Between Groups	.274	1	.274	.404	.536
	Within Groups	8.808	13	.678		
	Total	9.081	14			
Formative evaluation	Between Groups	.107	1	.107	.157	.699
	Within Groups	8.190	12	.683		
	Total	8.297	13			
Summative evaluation	Between Groups	.048	1	.048	.043	.838
	Within Groups	13.167	12	1.097		
	Total	13.214	13			

8.1.2.5 Test of descriptive statistics for race

8.1.2.5.1 Recruitment of contractors

Table 8.5 reveals the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The black group recorded the greater mean score (5.00) white group recorded the mean score of (4.00) followed by the coloured group which recorded the lesser mean score of (3.94). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for the recruitment of contractors is 0.00 (lesser than 0.05) therefore there is a statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception of the limitations of the mentorship programme is rejected.

8.1.2.5.2 Selection of contractors

Table 8.5 illustrates the test results in terms of the race of respondents, it is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The black group recorded the greater mean score (4.10) white group recorded the mean score of (4.00) followed by the coloured group which recorded the lesser mean score of (3.87). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for selection of contractors is 0.27 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.5.3 Contracting opportunities

Table 8.5 reveals the test results in terms of the race of respondents, it is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The coloured group recorded the greater mean score (4.26) white group recorded the mean score of (4.00) followed by the coloured group which recorded the lesser mean score of (3.59). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for contracting opportunities for contractors is 0.68 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.5.4 Access to finance

Table 8.5 shows the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The white group recorded the greater mean score (5.00), the coloured group recorded the mean score of (4.95) followed by the black group which recorded the lesser mean score of (3.88). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for access to finance for contractors is 0.32 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.5.5 Mentoring

Table 8.5 demonstrates the test results in terms of the race of respondents, it is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The coloured group recorded the greater mean score (3.90) black group recorded the mean score of (3.50) followed by the white group which recorded the lesser mean score of (3.00). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for the recruitment of contractors is 0.20 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.5.6 Pre-evaluation

Table 8.5 shows the test results in terms of the race of respondents, it is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The black group recorded the greater mean score (4.16), the coloured group recorded the mean score of (3.80) followed by the white group which recorded the lesser mean score of (3.00). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for pre-evaluation processes is 0.91 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.5.7 Formative evaluation

Table 8.5 reveals the test results in terms of the race of respondents, it is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The coloured group recorded the greater mean score (3.80) black group recorded the mean

score of (3.70) followed by the coloured group which recorded the lesser mean score of (3.00). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for formative evaluation processes is 0.38 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.5.8 Summative evaluation

Table 8.5 reports the test results in terms of the race of respondents, it is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The coloured group recorded the greater mean score (3.77), the black group recorded the mean score of (3.50) followed by the white group which recorded the lesser mean score of (3.00). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for summative evaluation processes is 0.06 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

Table 8.5 Descriptive statistics for race

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Recruitment	White	1	4.0000	.	.	.	.	4.00	4.00
	Black	5	5.0000	1.17260	.52440	3.5440	6.4560	4.00	6.50
	Coloured	9	3.9444	.11024	.03675	3.8597	4.0292	3.75	4.00
	Total	15	4.3000	.81394	.21016	3.8493	4.7507	3.75	6.50
Selection	White	1	4.0000	.	.	.	.	4.00	4.00
	Black	4	4.1071	1.23098	.61549	2.1484	6.0659	2.71	5.71
	Coloured	9	3.8730	.59951	.19984	3.4122	4.3338	3.00	5.00
	Total	14	3.9490	.76338	.20402	3.5082	4.3897	2.71	5.71
Contracting opportunities	White	1	4.0000	.	.	.	.	4.00	4.00
	Black	4	3.5938	.81250	.40625	2.3009	4.8866	2.38	4.00
	Coloured	9	4.2639	1.19315	.39772	3.3468	5.1810	3.00	7.00
	Total	14	4.0536	1.06034	.28339	3.4414	4.6658	2.38	7.00
Access to finance	White	1	5.0000	.	.	.	.	5.00	5.00
	Black	5	3.8833	1.65999	.74237	1.8222	5.9445	1.00	5.00
	Coloured	10	4.9583	1.05939	.33501	4.2005	5.7162	3.00	7.00
	Total	16	4.6250	1.29422	.32355	3.9354	5.3146	1.00	7.00
Mentoring	White	1	3.0000	.	.	.	.	3.00	3.00

	Black	4	3.5833	1.57233	.78617	1.0814	6.0853	1.33	5.00
	Coloured	10	3.9000	.84327	.26667	3.2968	4.5032	3.00	5.50
	Total	15	3.7556	1.02521	.26471	3.1878	4.3233	1.33	5.50
Pre-evaluation	White	1	3.0000	.	.	.	.	3.00	3.00
	Black	4	4.1667	.88192	.44096	2.7633	5.5700	3.00	5.00
	Coloured	10	3.8000	.78881	.24944	3.2357	4.3643	3.00	5.00
	Total	15	3.8444	.80541	.20795	3.3984	4.2905	3.00	5.00
Formative evaluation	White	1	3.0000	.	.	.	.	3.00	3.00
	Black	4	3.7000	1.16046	.58023	1.8534	5.5466	2.20	5.00
	Coloured	9	3.8000	.67823	.22608	3.2787	4.3213	3.00	5.00
	Total	14	3.7143	.79890	.21352	3.2530	4.1756	2.20	5.00
Summative evaluation	White	1	3.0000	.	.	.	.	3.00	3.00
	Black	4	3.5000	1.73205	.86603	.7439	6.2561	1.00	5.00
	Coloured	9	3.7778	.66667	.22222	3.2653	4.2902	3.00	5.00
	Total	14	3.6429	1.00821	.26945	3.0607	4.2250	1.00	5.00

8.1.2.6 Test of Homogeneity of variances for race

Table 8.6 Homogeneity test for race

	Levene Statistic	df1	df2	Sig.
Recruitment	60.740 ^a	1	12	.000
Selection	1.495 ^b	1	11	.247
Contracting opportunities	.172 ^c	1	11	.686
Access to finance	1.071 ^d	1	13	.320
Mentoring	1.781 ^e	1	12	.207
Pre-evaluation	.012 ^f	1	12	.915
Formative evaluation	.833 ^g	1	11	.381
Summative evaluation	4.194 ^h	1	11	.065

8.1.2.7 Test of ANOVA

Table 8.7 ANOVA test for race

		Sum of Squares	Df	Mean Square	F	Sig.
Recruitment	Between Groups	3.678	2	1.839	3.942	.048
	Within Groups	5.597	12	.466		
	Total	9.275	14			
Selection	Between Groups	.155	2	.077	.115	.893
	Within Groups	7.421	11	.675		
	Total	7.576	13			
Contracting opportunities	Between Groups	1.247	2	.623	.513	.612
	Within Groups	13.369	11	1.215		
	Total	14.616	13			
Access to finance	Between Groups	4.002	2	2.001	1.232	.324
	Within Groups	21.123	13	1.625		
	Total	25.125	15			
Mentoring	Between Groups	.898	2	.449	.390	.685
	Within Groups	13.817	12	1.151		
	Total	14.715	14			
Pre-evaluation	Between Groups	1.148	2	.574	.868	.444
	Within Groups	7.933	12	.661		
	Total	9.081	14			

Formative evaluation	Between Groups	.577	2	.289	.411	.673
	Within Groups	7.720	11	.702		
	Total	8.297	13			
Summative evaluation	Between Groups	.659	2	.329	.289	.755
	Within Groups	12.556	11	1.141		
	Total	13.214	13			

8.1.2.8 Test of descriptive statistics for CIDB grading

8.1.2.8.1 Recruitment of contractors

Table 8.8 shows the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 2 recorded the greater mean score (4.75) group 1 recorded (4.03), and group 3 recorded a lesser mean score (3.75). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for the recruitment of contractors is 0.00 (lesser than 0.05) therefore there is a statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception of the limitations of the mentorship programme is rejected.

8.1.2.8.2 Selection of contractors

Table 8.8 reports the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 2 recorded the greater mean score (4.14) group 3 recorded (3.85), and group 1 recorded a lesser mean score (3.83). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for selection of contractors is 0.67 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.8.3 Contracting opportunities

Table 8.8 reveals the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 3 recorded the greater mean score (4.50) group 1 recorded (4.35), and group 2 recorded a lesser mean score (3.47). Table 8.7 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for contracting opportunities for contractors is 0.68 (greater than 0.05) therefore there is no statistically

significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.8.4 Access to finance

Table 8.8 shows the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 1 recorded the greater mean score (4.98) group 3 recorded (4.83), and group 2 recorded a lesser mean score (4.06). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for access to finance for contractors is 0.51 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.8.5 Mentoring

Table 8.8 illustrates the test results in terms of CIDB grading of respondents, it is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 3 recorded the greater mean score (4.25) group 2 recorded (3.86), and group 3 recorded a lesser mean score (3.56). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for the recruitment of contractors is 0.13 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.8.6 Pre-evaluation

Table 8.8 shows the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 2 recorded the greater mean score (4.20) group 3 recorded (4.00), and group 1 recorded a lesser mean score (3.58). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for pre-evaluation processes is 0.25 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.8.7 Formative evaluation

Table 8.8 reports the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 3 recorded the greater mean score (4.20) group 2 recorded (4.04), and group 1 recorded a lesser mean score (3.45). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for formative evaluation processes is 0.25 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.1.2.8.8 Summative evaluation

Table 8.8 shows the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 3 recorded the greater mean score (4.00) group 2 recorded (3.80), and group 1 recorded a lesser mean score (3.50). Table 8.10 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for summative evaluation processes is 0.11 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

Table 8.8 Descriptive statistics for CIDB grading

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Recruitment	Grade 4	8	4.0313	.20863	.07376	3.8568	4.2057	3.75	4.50
	Grade 5	6	4.7500	1.17260	.47871	3.5194	5.9806	4.00	6.50
	Grade 6	1	3.7500	.	.	.	.	3.75	3.75
	Total	15	4.3000	.81394	.21016	3.8493	4.7507	3.75	6.50
Selection	Grade 4	8	3.8393	.70167	.24808	3.2527	4.4259	2.71	5.00
	Grade 5	5	4.1429	.97938	.43799	2.9268	5.3589	3.00	5.71
	Grade 6	1	3.8571	.	.	.	.	3.86	3.86
	Total	14	3.9490	.76338	.20402	3.5082	4.3897	2.71	5.71
Contracting opportunities	Grade 4	8	4.3594	1.17913	.41689	3.3736	5.3452	3.00	7.00
	Grade 5	5	3.4750	.75208	.33634	2.5412	4.4088	2.38	4.00
	Grade 6	1	4.5000	.	.	.	.	4.50	4.50
	Total	14	4.0536	1.06034	.28339	3.4414	4.6658	2.38	7.00

Access to finance	Grade 4	8	4.9896	1.19559	.42271	3.9900	5.9891	3.00	7.00
	Grade 5	6	4.0694	1.55315	.63407	2.4395	5.6994	1.00	5.00
	Grade 6	2	4.8333	.23570	.16667	2.7156	6.9510	4.67	5.00
	Total	16	4.6250	1.29422	.32355	3.9354	5.3146	1.00	7.00
Mentoring	Grade 4	8	3.5625	.49552	.17519	3.1482	3.9768	3.00	4.00
	Grade 5	5	3.8667	1.50185	.67165	2.0019	5.7315	1.33	5.00
	Grade 6	2	4.2500	1.76777	1.25000	-11.6328	20.1328	3.00	5.50
	Total	15	3.7556	1.02521	.26471	3.1878	4.3233	1.33	5.50
Pre-evaluation	Grade 4	8	3.5833	.66069	.23359	3.0310	4.1357	3.00	4.67
	Grade 5	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Grade 6	2	4.0000	1.41421	1.00000	-8.7062	16.7062	3.00	5.00
	Total	15	3.8444	.80541	.20795	3.3984	4.2905	3.00	5.00
Formative evaluation	Grade 4	8	3.4500	.49857	.17627	3.0332	3.8668	3.00	4.00
	Grade 5	5	4.0400	1.14368	.51147	2.6199	5.4601	2.20	5.00
	Grade 6	1	4.2000	.	.	.	.	4.20	4.20
	Total	14	3.7143	.79890	.21352	3.2530	4.1756	2.20	5.00
Summative evaluation	Grade 4	8	3.5000	.53452	.18898	3.0531	3.9469	3.00	4.00
	Grade 5	5	3.8000	1.64317	.73485	1.7597	5.8403	1.00	5.00
	Grade 6	1	4.0000	.	.	.	.	4.00	4.00
	Total	14	3.6429	1.00821	.26945	3.0607	4.2250	1.00	5.00

8.1.2.9 Test of Homogeneity of variances for CIDB grading

Table 8.9 Homogeneity test for CIDB grading

	Levene Statistic	df1	df2	Sig.
	29.972 ^a	1	12	.000
Recruitment	.189 ^b	1	11	.672
Selection	.170 ^c	1	11	.688
Contracting opportunities	.705	2	13	.512
Access to finance	2.393	2	12	.133
Mentoring	1.549	2	12	.252
Pre-evaluation	1.424 ^d	1	11	.258
Formative evaluation	2.873 ^e	1	11	.118

8.1.2.10 Test of ANOVA

Table 8.10 ANOVA test for CIDB grading

		Sum of Squares	Df	Mean Square	F	Sig.
Recruitment	Between Groups	2.095	2	1.048	1.751	.215
	Within Groups	7.180	12	.598		
	Total	9.275	14			
Selection	Between Groups	.293	2	.146	.221	.805
	Within Groups	7.283	11	.662		
	Total	7.576	13			
Contracting opportunities	Between Groups	2.621	2	1.311	1.202	.337
	Within Groups	11.995	11	1.090		
	Total	14.616	13			
Access to finance	Between Groups	3.002	2	1.501	.882	.437
	Within Groups	22.123	13	1.702		

	Total	25.125	15			
Mentoring	Between Groups	.849	2	.424	.367	.700
	Within Groups	13.866	12	1.155		
	Total	14.715	14			
Pre-evaluation	Between Groups	1.226	2	.613	.936	.419
	Within Groups	7.856	12	.655		
	Total	9.081	14			
Formative evaluation	Between Groups	1.325	2	.663	1.045	.384
	Within Groups	6.972	11	.634		
	Total	8.297	13			
Summative evaluation	Between Groups	.414	2	.207	.178	.839
	Within Groups	12.800	11	1.164		
	Total	13.214	13			

8.1.2.11 Discussion on mentorship programme limitations

Table 8.11 summarises the null hypothesis test on the perception of mentorship programme limitations. There was no statistically significant difference in gender (0.69), race (0.55) and cidb grading (0.51). The acceptable statistically significance level was based on standard value $p > 0.05$.

Table 8.11 Null hypothesis for mentorship programme limitations

Mentorship programme limitations	Gender (Sig)	Race (Sig)	CIDB grading (Sig)
Recruitment	0.52	0.04	0.21
Selection	0.92	0.89	0.80
Contracting opportunities	0.60	0.61	0.33
Access to finance	0.44	0.32	0.43
Mentorship	0.99	0.68	0.70
Pre-evaluation	0.53	0.44	0.41
Formative evaluation	0.69	0.67	0.38
Summative evaluation	0.83	0.75	0.83
Average	0.69	0.55	0.51

Findings suggest that there is no significant difference between males' and females' point of view regarding recruitment of contractors, selection of contractors, contracting opportunities, access to finance, mentorship of contractors, pre-evaluation processes, formative evaluation processes and summative evaluation processes. Loosemore, et al (2003:172) indicates that the construction industry is perceived as a "low-status" industry characterised by hard working conditions, long working hours and a male-dominated environment. However, these conditions result in the construction industry being less attractive to women entrepreneurs. Moreover, Sang and Powell (2012:237) remark that women are under-represented in all construction occupations and professions. This suggests that further studies should be conducted to find strategies to change the status quo and make it possible for women entrepreneurs to do business and grow their businesses in the construction industry.

With regard to race groups, there were no statistically significant differences reported across race groups in terms of selection of contractors (0.89), contracting opportunities (0.61),

access to finance (0.32), mentoring of contractors (0.68), pre-evaluation processes (0.44), formative evaluation processes (0.67) and summative evaluation processes (0.75). A statistically significant difference was recorded for the recruitment of contractors (0.04). However, the total average for the race was not affected as it shows (0.55) which is far greater than 0.05 the standard value. CRE (2007:131) states that race equality should be promoted in the construction industry and to ensure that opportunities do not result in missed chances or disadvantage and create divisions between race groups. This implies that CDP must intervene and create business opportunities for race groups to participate in all government initiatives or opportunities that do not discriminate against the black groups.

In terms of cidb grades, there were no statistically significant difference revealed on cidb grade groups in terms of recruitment of contractors (0.21), selection of contractors (0.80), contracting opportunities (0.33), access to finance (0.43), mentoring of contractors (0.70), pre-evaluation processes (0.41), formative evaluation processes (0.38) and summative evaluation processes (0.83). According to Lazarus (2005:96), the mandate of CIDB in respect of (Act no. 38 of 2000) is to be a registrar of contractors in the construction industry and further develop contractor business to become sustainable businesses through a range of developmental initiatives and mentorship programmes. Upon completion of the mentorship, programme contractors are expected to be fully established companies that can stand on their own without support from the government (CIDB, 2011:5). This points to the fact that contractors who are in a mentorship programme are supported by the government in terms of business opportunities and are able to continue to grow and advance to higher cidb grades over the period of time as prescribed in the mentorship programme.

8.3 PERCEPTION ON THE EMERGING CONTRACTOR LIMITATIONS

8.3.1 Hypothesis 2

The hypothesis is stated as follows: “There is no significant difference between the profiles (gender, race and CIDB grading) of respondents with regard to the perception on personal limitations of the emerging contractors”.

8.3.1.1 Test of normality on mentorship programme limitations

Table 8.12 displays the results of the test for the normality of the emerging contractor personal limitations. A non-significant result (sig value of more than 0.05) indicates normality (Pallat, 2010:63). If the obtained significance value of 0.00 (equal or less than 0.05), it suggests the violation of the assumption of normality. However, the significant difference was 0.056 which is higher than 0.05 therefore, the normality was not violated, hence ANOVA was adopted.

Table 8.12 Tests of normality for emerging contractor personal limitations

	Kolmogorov-Smirnov ^a	Shapiro-Wilk
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	Statistic	Df	Sig.	Statistic	Df	Sig.
Personal Limitations	.197	16	.097	.954	16	.560

8.3.1.2 Test of descriptive statistics for gender

8.3.1.2.1 Tendering

Table 8.13 shows the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group recorded the greater mean score (4.38) while the female group recorded the lesser mean score of (3.22). Table 8.15 shows the ANOVA analysis and determines whether there is no statistically significant difference between the mean of gender groups. It is evident that the significance value for tendering by contractors is 0.31 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.2.2 Interpretation of drawings

Table 8.13 reveals the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group recorded the greater mean score (4.26) while the female group recorded the lesser mean score of (3.00). Table 8.15 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for interpretation of drawings by contractors is 0.63 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.2.3 Planning

Table 8.13 shows the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group recorded the greater mean score (4.47) while the female group recorded the lesser mean score of (3.00). Table 8.15 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for planning by contractors is 0.78 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.2.4 Estimation

Table 8.13 reports the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group

recorded the greater mean score (4.52) while the female group recorded the lesser mean score of (4.50). Table 8.15 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for estimation by contractors is 0.47 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.2.5 Negotiations

Table 8.13 presents the test results in terms of genders of respondents. It is shown that respondents were divided into two groups: Gp1: females and Gp2: males. The male group recorded the greater mean score (4.41) while the female group recorded the lesser mean score of (2.66). Table 8.15 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of gender groups. It is evident that the significance value for the mentoring of contractors is 0.25 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of males and females. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

Table 8.13 Descriptive statistics for gender

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Tendering	Female	3	3.2222	.69389	.40062	1.4985	4.9459	2.67	4.00
	Male	13	4.3846	1.27727	.35425	3.6128	5.1565	2.00	6.00
	Total	16	4.1667	1.26051	.31513	3.4950	4.8383	2.00	6.00
Interpretation of drawings	Female	3	3.0000	1.00000	.57735	.5159	5.4841	2.00	4.00
	Male	13	4.2692	1.23517	.34257	3.5228	5.0156	2.00	6.00
	Total	16	4.0313	1.27107	.31777	3.3539	4.7086	2.00	6.00
Planning	Female	3	3.0000	1.00000	.57735	.5159	5.4841	2.00	4.00
	Male	13	4.4769	.88896	.24655	3.9397	5.0141	3.00	6.00
	Total	16	4.2000	1.05830	.26458	3.6361	4.7639	2.00	6.00
Estimation	Female	3	3.1333	.80829	.46667	1.1254	5.1412	2.40	4.00
	Male	13	4.5231	.94353	.26169	3.9529	5.0932	3.00	6.00
	Total	16	4.2625	1.05507	.26377	3.7003	4.8247	2.40	6.00
Negotiations	Female	3	2.6667	1.52753	.88192	-1.1279	6.4612	1.00	4.00
	Male	13	4.4103	.89395	.24794	3.8700	4.9505	3.00	6.00
	Total	16	4.0833	1.20185	.30046	3.4429	4.7238	1.00	6.00

8.3.1.3 Test of Homogeneity of variances for gender

Table 8.14 Homogeneity test for gender

	Levene Statistic	df1	df2	Sig.
Tendering	.930	1	14	.351
Interpretation of drawings	.234	1	14	.636
Planning	.078	1	14	.784
Estimation	.539	1	14	.475
Negotiations	1.373	1	14	.261

8.3.1.4 Test of ANOVA

Table 8.15 ANOVA test for gender

		Sum of Squares	Df	Mean Square	F	Sig.
Tendering	Between Groups	3.293	1	3.293	2.245	.156
	Within Groups	20.540	14	1.467		
	Total	23.833	15			
Interpretation of drawings	Between Groups	3.927	1	3.927	2.707	.122
	Within Groups	20.308	14	1.451		
	Total	24.234	15			
Planning	Between Groups	5.317	1	5.317	6.482	.023
	Within Groups	11.483	14	.820		
	Total	16.800	15			
Estimation	Between Groups	4.708	1	4.708	5.497	.034
	Within Groups	11.990	14	.856		
	Total	16.698	15			
Negotiations	Between Groups	7.410	1	7.410	7.277	.017
	Within Groups	14.256	14	1.018		
	Total	21.667	15			

8.3.1.5 Test of descriptive statistics for race

8.3.1.5.1 Tendering

Table 8.16 reveals the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The black group recorded the greater mean score (4.23) coloured group recorded the mean score of (4.15), and followed by the white group which recorded the lesser mean score of (4.00). Table 8.18 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for tendering by contractors is 0.42 (lesser than 0.05) therefore there is a statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception of the limitations of the mentorship programme is rejected.

8.3.1.5.2 Interpretation of drawings

Table 8.16 shows the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The coloured group recorded the greater mean score (4.10), and white group recorded the mean score of (4.00) followed by the black group which recorded the lesser mean score of (3.90). Table 8.18 shows the ANOVA analysis and determines whether there is a statistically

significant difference between the mean of race groups. It is evident that the significance value for interpretation of drawings is 0.43 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.5.3 Planning

Table 8.16 illustrates the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp2: coloured. The white group recorded the greater mean score (5.00) coloured group recorded the mean score of (4.20), and followed by the black group which recorded the lesser mean score of (4.04). Table 8.18 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for planning by contractors is 0.98 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.5.4 Estimation

Table 8.16 demonstrates the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The white group recorded the greater mean score (5.00) coloured group recorded the mean score of (4.30), and followed by the black group which recorded the lesser mean score of (3.88). Table 8.18 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for estimation by contractors is 0.58 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.5.5 Negotiations

Table 8.16 shows the test results in terms of the race of respondents. It is shown that respondents were divided into three groups: Gp1: white, Gp2: black and Gp3: coloured. The white group recorded the greater mean score (5.00) coloured group recorded the mean score of (4.20), and followed by the black group which recorded the lesser mean score of (3.66). Table 8.18 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of race groups. It is evident that the significance value for negotiations by contractors is 0.58 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of black, white and coloured. Therefore,

the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

Table 8.16 Descriptive statistics for race

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Tendering	White	1	4.0000	.	.	.	.	4.00	4.00
	Black	5	4.2333	1.09036	.48762	2.8795	5.5872	2.67	5.50
	Coloured	10	4.1500	1.45392	.45977	3.1099	5.1901	2.00	6.00
	Total	16	4.1667	1.26051	.31513	3.4950	4.8383	2.00	6.00
Interpretation of drawings	White	1	4.0000	.	.	.	.	4.00	4.00
	Black	5	3.9000	1.14018	.50990	2.4843	5.3157	2.00	5.00
	Coloured	10	4.1000	1.44914	.45826	3.0633	5.1367	2.00	6.00
	Total	16	4.0313	1.27107	.31777	3.3539	4.7086	2.00	6.00
Planning	White	1	5.0000	.	.	.	.	5.00	5.00
	Black	5	4.0400	1.26807	.56710	2.4655	5.6145	2.00	5.20
	Coloured	10	4.2000	1.03280	.32660	3.4612	4.9388	3.00	6.00
	Total	16	4.2000	1.05830	.26458	3.6361	4.7639	2.00	6.00
Estimation	White	1	5.0000	.	.	.	.	5.00	5.00
	Black	5	4.0400	1.20333	.53814	2.5459	5.5341	2.40	5.80
	Coloured	10	4.3000	1.05935	.33500	3.5422	5.0578	3.00	6.00
	Total	16	4.2625	1.05507	.26377	3.7003	4.8247	2.40	6.00
Negotiations	White	1	5.0000	.	.	.	.	5.00	5.00
	Black	5	3.6667	1.59861	.71492	1.6817	5.6516	1.00	5.33
	Coloured	10	4.2000	1.03280	.32660	3.4612	4.9388	3.00	6.00
	Total	16	4.0833	1.20185	.30046	3.4429	4.7238	1.00	6.00

8.3.1.6 Test of Homogeneity of variances for race

Table 8.17 Homogeneity test for race

	Levene Statistic	df1	df2	Sig.
Tendering	.678 ^a	1	13	.425
Interpretation of drawings	.648 ^b	1	13	.435
Planning	.001 ^c	1	13	.982
Estimation	.313 ^d	1	13	.585
Negotiations	.315 ^e	1	13	.584

8.3.1.7 Test of ANOVA

Table 8.18 ANOVA test for race

		Sum of Squares	df	Mean Square	F	Sig.
Tendering	Between Groups	.053	2	.026	.014	.986
	Within Groups	23.781	13	1.829		
	Total	23.833	15			
Interpretation of drawings	Between Groups	.134	2	.067	.036	.965
	Within Groups	24.100	13	1.854		

	Total	24.234	15			
Planning	Between Groups	.768	2	.384	.311	.738
	Within Groups	16.032	13	1.233		
	Total	16.800	15			
Estimation	Between Groups	.806	2	.403	.329	.725
	Within Groups	15.892	13	1.222		
	Total	16.698	15			
Negotiations	Between Groups	1.844	2	.922	.605	.561
	Within Groups	19.822	13	1.525		
	Total	21.667	15			

8.3.1.8 Test of descriptive statistics for CIDB grading

8.3.1.8.1 Tendering

Table 8.19 shows the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 3 recorded the greater mean score (5.20) group 2 recorded (4.52) group 1 recorded a lesser mean score (3.62). Table 8.21 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for tendering by contractors is 0.13 (lesser than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.8.2 Interpretation of drawings

Table 8.19 reveals the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 2 recorded the greater mean score (4.14) group 3 recorded (3.85) group 1 recorded a lesser mean score (3.83). Table 8.21 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for selection of contractors is 0.67 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.8.3 Planning

Table 8.19 shows the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 3 recorded the greater mean score (4.50) group 1 recorded (4.35) group 2 recorded a lesser mean score (3.47). Table 8.21 shows the ANOVA analysis and

determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for contracting opportunities for contractors is 0.68 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.8.4 Estimation

Table 8.18 illustrates the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp3: CIDB grade 6. Group 1 recorded the greater mean score (4.98) group 3 recorded (4.83) group 2 recorded a lesser mean score (4.06). Table 8.21 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for access to finance for contractors is 0.51 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

8.3.1.8.5 Negotiations

Table 8.19 presents the test results in terms of CIDB grading of respondents. It is shown that respondents were divided into three groups: Gp1: CIDB grade 4, Gp2: CIDB grade 5 and Gp1: CIDB grade 6. Group 3 recorded the greater mean score (4.25) group 2 recorded (3.86) group 3 recorded a lesser mean score (3.56). Table 8.21 shows the ANOVA analysis and determines whether there is a statistically significant difference between the mean of CIDB grading groups. It is evident that the significance value for the recruitment of contractors is 0.13 (greater than 0.05) therefore there is no statistically significant difference in the mean scores of different CIDB grades. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

Table 8.19 Descriptive statistics for CIDB grading

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Tendering	Grade 4	8	3.6250	1.18773	.41993	2.6320	4.6180	2.00	5.00
	Grade 5	6	4.5278	1.21297	.49519	3.2548	5.8007	2.67	6.00
	Grade 6	2	5.2500	1.06066	.75000	-4.2797	14.7797	4.50	6.00
	Total	16	4.1667	1.26051	.31513	3.4950	4.8383	2.00	6.00
Interpretation for drawings	Grade 4	8	3.6250	1.18773	.41993	2.6320	4.6180	2.00	5.00
	Grade 5	6	4.2500	1.33229	.54391	2.8518	5.6482	2.00	6.00

	Grade 6	2	5.0000	1.41421	1.00000	-7.7062	17.7062	4.00	6.00
	Total	16	4.0313	1.27107	.31777	3.3539	4.7086	2.00	6.00
Planning	Grade 4	8	4.0000	.92582	.32733	3.2260	4.7740	3.00	5.00
	Grade 5	6	4.2000	1.20000	.48990	2.9407	5.4593	2.00	5.20
	Grade 6	2	5.0000	1.41421	1.00000	-7.7062	17.7062	4.00	6.00
	Total	16	4.2000	1.05830	.26458	3.6361	4.7639	2.00	6.00
Estimation	Grade 4	8	3.8750	.83452	.29505	3.1773	4.5727	3.00	5.00
	Grade 5	6	4.3667	1.18265	.48282	3.1255	5.6078	2.40	5.80
	Grade 6	2	5.5000	.70711	.50000	-.8531	11.8531	5.00	6.00
	Total	16	4.2625	1.05507	.26377	3.7003	4.8247	2.40	6.00
Negotiations	Grade 4	8	3.8750	.83452	.29505	3.1773	4.5727	3.00	5.00
	Grade 5	6	4.0556	1.59745	.65216	2.3791	5.7320	1.00	5.33
	Grade 6	2	5.0000	1.41421	1.00000	-7.7062	17.7062	4.00	6.00
	Total	16	4.0833	1.20185	.30046	3.4429	4.7238	1.00	6.00

8.3.1.9 Test of Homogeneity of variances for CIDB grading

Table 8.20 Homogeneity test for CIDB grading

	Levene Statistic	df1	df2	Sig.
Tendering	.136	2	13	.874
Interpretation of drawings	.015	2	13	.985
Planning	.181	2	13	.837
Estimation	.589	2	13	.569
Negotiations	.519	2	13	.607

8.3.1.10 Test of ANOVA

Table 8.21 ANOVA test for CIDB grading

		Sum of Squares	df	Mean Square	F	Sig.
Tendering	Between Groups	5.477	2	2.738	1.939	.183
	Within Groups	18.356	13	1.412		
	Total	23.833	15			
Interpretation of drawings	Between Groups	3.484	2	1.742	1.091	.365
	Within Groups	20.750	13	1.596		
	Total	24.234	15			
Planning	Between Groups	1.600	2	.800	.684	.522
	Within Groups	15.200	13	1.169		
	Total	16.800	15			
Estimation	Between Groups	4.329	2	2.165	2.275	.142
	Within Groups	12.368	13	.951		
	Total	16.698	15			
Negotiations	Between Groups	2.032	2	1.016	.673	.527
	Within Groups	19.634	13	1.510		
	Total	21.667	15			

8.3.1.11 Discussion on emerging contractor personal limitations

Table 8.22 summarises the null hypothesis test on the perception of the mentorship programme limitations. There was no statistically significant difference in gender (0.69), race (0.55) and cidb grading (0.51). The acceptable statistically significance level was based on standard value $p > 0.05$.

Table 8.22 Null hypothesis for emerging contractor personal limitations

Emerging contractor personal limitations	Gender (Sig)	Race (Sig)	CIDB grading (Sig)
Tendering	0.15	0.98	0.18
Interpretation of drawings	0.12	0.96	0.36
Estimation	0.02	0.73	0.52
Planning	0.03	0.72	0.14
Negotiations	0.01	0.56	0.52
Average	0.07	0.79	0.34

Findings suggest that there is no significant difference between males and females with regard to tendering and interpretation of drawings. A statistically significant difference was revealed between males and females on estimation (0.02), planning (0.03) and negotiations (0.01). However, the average for gender has a p-value of 0.07 which is greater than the standard (0.05). The physicality and masculinity of the construction industry drive women away from the construction industry Byrne et al (2005:1031). This shows the construction industry is male-dominated. More should be done to change this perception as women have a meaningful role to play without being discriminated against by the industry or their male counterparts.

In respect of race groups, there was no statistically significant difference reported across race groups in tendering (0.98), interpretation of drawings (0.96), estimation (0.73), planning (0.72) and negotiations (0.56) However, many black businesses were deliberately excluded from participating in the mainstream economy owing to the implementation of discriminatory apartheid laws (Watermeyer, 2001:4). The Department of Transport and Public Works should make opportunities available to all contractors including the black group and do away with disadvantaging other groups.

With regard to cidb grade groups, there was no statistically significant differences revealed in CIDB grade groups in tendering (0.18), interpretation of drawings (0.36), estimation (0.52), planning (0.14) and negotiations (0.52). The NCDP as the arm of CIDB identifies contractors who wish to develop their individual skills and their businesses through improved access to work opportunities; improved construction business environments e.g. payment cycles; offering training and advisory services; promoting technology transfer and use; facilitating networking, joint venture and sub-contracting opportunities; the unbundling of large contracts and the adoption of appropriate procurement strategies (CIDB, 2011:5). This means that even though contractors are registered with the CIDB, contractors requires support in terms of marketing, access to finance and tendering.

8.4 CHAPTER SUMMARY

In this chapter, inferential statistics were used to test the reliability of quantitative results. The one-way ANOVA test was conducted to determine the statistically significant difference between variables. The study tested two hypotheses: hypothesis (1) mentorship programme limitation, and hypothesis (2) emerging contractor personal limitations against the profile of respondents (gender, race and cidb grade). In both hypotheses (hypothesis 1 and 2) no statistically significant difference was shown between the rankings of means (gender, race and cidb grade). The results from hypotheses regarding the mentorship programme and personal limitations showed no statistically significant difference between the limitations and the profiles of emerging contractors.

CHAPTER NINE

CONCLUSIONS AND RECOMMENDATIONS

9.1 INTRODUCTION

This chapter concludes the study, highlights the achievement of objectives with regard to mentorship programme limitations, personal limitations and mentor and mentee attributes. It summarises the findings from the exploratory study and questionnaire survey. The recommendation section discusses the practical suggestions for the study and suggests the possibility of further research.

Figure 9.1, shows a revised conceptual framework in terms of the delivery process of mentorship. The frameworks have identified three problem areas in terms of the delivery of mentorships such as mentorship programme limitations, emerging contractor personal limitations and mentor/mentee attributes and presented according to their mean ranking scores.

9.2 Programme and contractor limitations

9.2.1 Contractor's perception on mentorship programme limitations

This part of the study sought to evaluate the perception of contractors with regard to the implementation aspects of the mentorship programme. The study has discovered that access to finance or credit remained a hurdle as contractors were unable to secure funding from financial institutions. The cause of a lack of access to finance can be attributed to two aspects. Firstly, one of the aspects is that the Western Cape CDP does not have any Memorandum, of Understanding (MOU) in place with financial institutions to ease access to finance for contractors. As a result, not having in place, MOUs in place makes it difficult for contractors who are already struggling to meet the banks' requirements. Secondly, contractors are unable to provide collateral for any loan applied for at a financial institution. An intervention is warranted to assist contractors in terms of relaxing the bank's requirements for the loan application. Contractors should be assisted in every way possible including financial assistance whilst still part of the mentorship programme. Banks will not relax their requirements unless there is an agreement in place between the bank and the organisers of the programme.

The study has revealed that no summative evaluation is undertaken to evaluate the entire programme after the first phase of the implementation process. The fact that mentorship cannot be completed without any delay can be attributed to a number of factors such as the lack of management of the programme, lack of finance, lack of evaluation mechanisms, poor quality of mentors, lack of contracting opportunities and non-existence of a mentorship plan.

The study has shown that contractors were mostly recruited via government briefings. The other recruitment methods such as print media, government agencies and educational and training institutions received less prominence in terms of the survey. The recruitment of contractors using methods such as print media, tertiary institutions and government agencies

have a potential of attracting other contractors who may be interested in joining the mentorship programme. With regard to the selection of contractors, the study has shown that complying with SARS requirements in terms of tax clearance certificates ranked higher in terms of mean scores. The other selection methods such as screening of candidates, interview and written tests were not used for selection processes.

The study has exposed that contracting opportunities or training contracts are non-existent on the Western Cape CDP mentorship programme. The Western Cape CDP has adopted a stance that only encourages contractors to be creative and tender for contracts without expecting any assistance from the Western Cape CDP. However, this stance has created more problems in terms of the mentorship implementation. Contractors take more time to exit the programme due to the contractors' inability to secure a contract from the tender market. Moreover, the fact that contractors are unable to secure contracts on the open tender market can be attributed to the contractors' personal limitations. It is evident that the contractor limitations have affected contractors in terms of competing for tenders with already established contractors. It is also evident that the Western Cape CDP only encourages contractors to register their businesses on various government databases so as to tender whenever there is an opportunity to do so. However, this stance has also not resolved the contractors' problems. A more proactive approach to resolving the contracting opportunities is by offering contractors with training projects until the contractors are competent and ready to tender on their own without the Western Cape CDP's support. The fact that contractors are not offered contracting opportunities is rather destructive to contractors. Instead of a constructive and developmental approach. Contractors should be provided with training projects and compete with one another for the best tender instead of expecting contractors to secure their own tenders from the competitive tender market.

The study revealed that it's paramount for any contractor interested to participate in the Western Cape CDP mentorship to comply with SARS and BEE requirements as a prerequisite to the mentorship programme. The average mean of (3.94) shows that the Western Cape CDP mentorship is slightly affected. It is crystal clear there is a need to make use of conventional methods such as screening, interviews, and written tests as a means of selecting suitable contractors for the mentorship programme. It is clear that the Western Cape CDP does not conduct a situational analysis of each contractor on the programme and surely does not screen, interview or require contractors for any written examination prior to joining the programme.

The study has shown that mentorship of contractors has never been completed without any challenges. Due to the fact that the mentorship of contractors has been interrupted on a number of occasions and resulted in mentorship being delayed and taking longer to complete the mentorship. The fact that the mentorship is affected can only be due to contractors' failure to secure contracts in time for mentorship. In terms of the evaluation of mentorship,

the Western Cape CDP does not conduct any assessment on contractors when they join and exit the mentorship programme. Firstly, on joining the mentorship programme contractors should be evaluated to ascertain their developmental needs.

The study has revealed that no formative evaluation is conducted in a form of evaluation sheets and guides to assess contractors' development during the mentorship programme. Moreover, there were no monthly meetings or monthly evaluations conducted between mentees and mentors to discuss feedback and point out areas of improvement.

The study has evaluated the implementation challenges faced by the Western Cape CDP with respect to the mentorship programme. It has been revealed that the Western Cape CDP mentorship programme has challenges in terms of implementing and managing a successful mentorship programme. Some of these challenges have remained unresolved and continue to affect the implementation of mentorship. There is a need to revisit the objectives of the mentorship programme and align them with the findings of this study with a view to bringing out a successful Western Cape CDP mentorship programme.

9.2.2 Contractor's personal limitations

This section of the study sought to evaluate the perception of contractors with regard to their personal limitations.

The study has revealed that any tenders submitted by contractors participating on the Western Cape CDP mentorship programme may not be financially sound estimate due to the contractor's personal limitations. The first finding revealed respondents were unable to obtain rates from plant and equipment suppliers when preparing a tender document. It is evident that contractors on the Western Cape CDP mentorship do not investigate prices thoroughly from suppliers and sub-contractors, it is possible that some rates are put forward without investigation. This practice is dangerous, it could lead to bankruptcy and result in the contractor not being able to finish the project as a result of cash flow problems. It has been revealed that contractors are slightly affected by this and require mentors to make changes in this regard so as to make more profits than losses.

The study has discovered that contractors could not plan for construction projects and as a result, some projects were not completed on time. In addition, contractors were unable to use programming techniques to plan for construction projects. With respect to pre-tender planning, contractors could not prepare a preliminary programme to be submitted with the tender document. Consequently, in most tender invitations contractors would be disqualified based on their failure to plan. It is highly possible for a contractor to experience several delays in a construction project if the pre-tender and pre-contract planning were disregarded from the beginning of the construction project.

The study has shown that contractors on the Western Cape CDP mentorship programme experience challenges not only about the mentorship programme but are also faced with

challenges of their own in relationship a number of issues that continue to affect their participation on the mentorship programme. With regard to these challenges, the survey has shown that contractors were unable to comply with JBCC contracts in the building industry. This implies that contractors did not understand the law aspect of construction; however, contractors in the construction industry are expected to be competent on this aspect and should be able to understand the legal implications of their actions with regard to a project delivery process. It is therefore evident that contractors do struggle to secure contracts from the open tender market due to contractors' lack of understanding of the dynamics of a tendering system. It is extremely difficult for contractors to secure tenders on the open market because of the competition in terms of the lower grades of cidb. Secondly, these contractors are still not competent enough to compete with anyone in the market, hence the provision of training projects is paramount. The emerging contractors still do not comply with the tendering requirements when submitting tenders owing to their lack of tendering skills. The findings reveal that contractors are unable to negotiate material prices and rates with suppliers and subcontractors and this poses a threat in terms of making profits. With respect to negotiations, the first finding revealed that respondents were unable to negotiate rates with suppliers of plant and equipment during the pre-tender, pre-contract and in-contract stages of the project.

The study has revealed that contractors also had a challenge with reading and interpreting the drawings. One of the issues was that contractors were unable to distinguish between the purposes of drawings at different project phases. Secondly, contractors could not interpret the drawings to understand the extent of the scope required by the client. However, the failure to read and interpret drawings limits contractors in terms of tendering and the construction phase as this is a requirement for all contractors' involved in the construction process. It is not possible for any contractor that does not understand drawings and be able to deliver on a project without making any mistakes. Interpretation of drawing is a very critical skill that is required to tender and construct a building or any structure.

9.2.3 Attributes of mentor/mentee

This section of the study sought to ascertain the statistically significant difference between the profiles of emerging contractors and mentor/mentee attributes.

The study has revealed several gaps with regard to the quality of mentors appointed to the Western Cape CDP mentorship programme. The inability of mentors to communicate and show confidence in terms of skills transfer from a mentor to mentee seemed to be a problematic issue. The mean score for these aspects was (3.46). With regard to mentors' knowledge of the construction industry and the mentorship itself, mentors' scored very low, the respondents slightly disagreed with the mentor's level of knowledge in terms of delivering mentorship on the Western Cape CDP mentorship programme. The respondents revealed

that mentors appointed on the Western Cape CDP mentorship programme were unable to empower mentees through knowledge transfer. The study revealed the standard of mentorship currently at the Western Cape CDP programme requires significant intervention regarding the quality of mentors, the quality of knowledge transfer, and the mentorship specification for mentors to comply with when they apply as service providers. There should be clear objectives in terms of the quality of mentors to be appointed to the mentorship programme. In addition, a mentorship specification should be developed for mentors to comply with or to measure themselves against the required standard otherwise, the status quo will prevail.

With reference to figure 9.2, the study tested two hypotheses. Hypothesis (1) the statistically significant difference between the profile of respondents and the perception on the limitation of the mentorship programme, and hypothesis (2), the statistically significant difference between the profile of respondents and the perception on emerging contractor personal limitations. The one-way ANOVA test was used on both hypotheses to determine the statistically significant difference between variables.

With respect to the hypothesis (1), the one-way ANOVA test was conducted to determine the statistically significant difference in the profile of respondents and the perception of mentorship programme limitations. The results showed (0.69) for gender, (0.55) for the race and (0.51) for the cidb grade. However, the acceptable standard in terms of a statistically significant difference is $p > 0.05$. In all three identified variables the results are greater than 0.05 which implies that the statistically significant difference was not found. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

With regard to the hypothesis (2), the one-way ANOVA test was also conducted to determine the statistically significant difference in the profile of respondents and the perception of the emerging contractor personal limitations. The results showed (0.07) for gender, (0.79) for the race and (0.34) for the cidb grade. The significant difference was not found in gender, and race but and was only found in cidb grades of respondents with (0.34) significant difference. This difference is less than the acceptable standard of $p > 0.05$. Therefore, the hypothesis that there is no significant difference between the profiles of respondents with regard to the perception on limitations of the mentorship programme is not rejected.

9.3 LIMITATIONS

The study was conducted in the Western Cape CDP. This research focused on emerging contractors with CIDB grade between 3 and 5 who were registered for the Western Cape CDP mentorship programme from 2014 to 2018. The research did not survey all the stakeholders on the mentorship such as mentors or service providers and the Western Cape CDP coordinators due to budgetary and time constraints. The availability of respondents was

a challenge as respondents were always too busy to avail themselves for the questionnaire survey; consequently, only 16 out of 19 contractors were surveyed.

9.2 ACHIEVEMENT OF RESEARCH OBJECTIVES

9.2.1 ACHIEVEMENT OF OBJECTIVES RANKING MEANS ON PERCEPTION

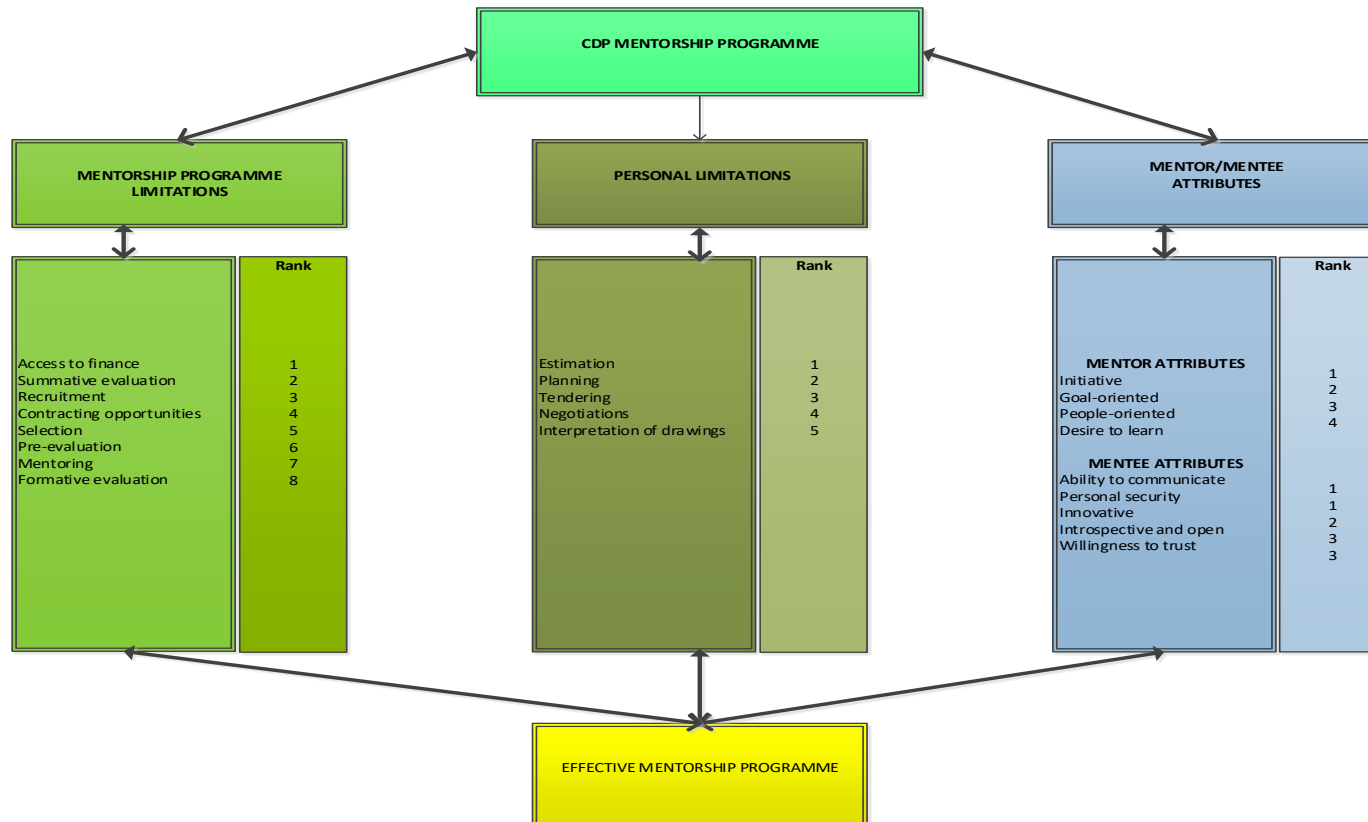


Figure 9.1 Closing the gap in knowledge

Source: Own figure

9.2.2 ACHIEVEMENT OF OBJECTIVES MEASURING THE SIGNIFICANCE DIFFERENCE BETWEEN CONTRACTOR'S PROFILES

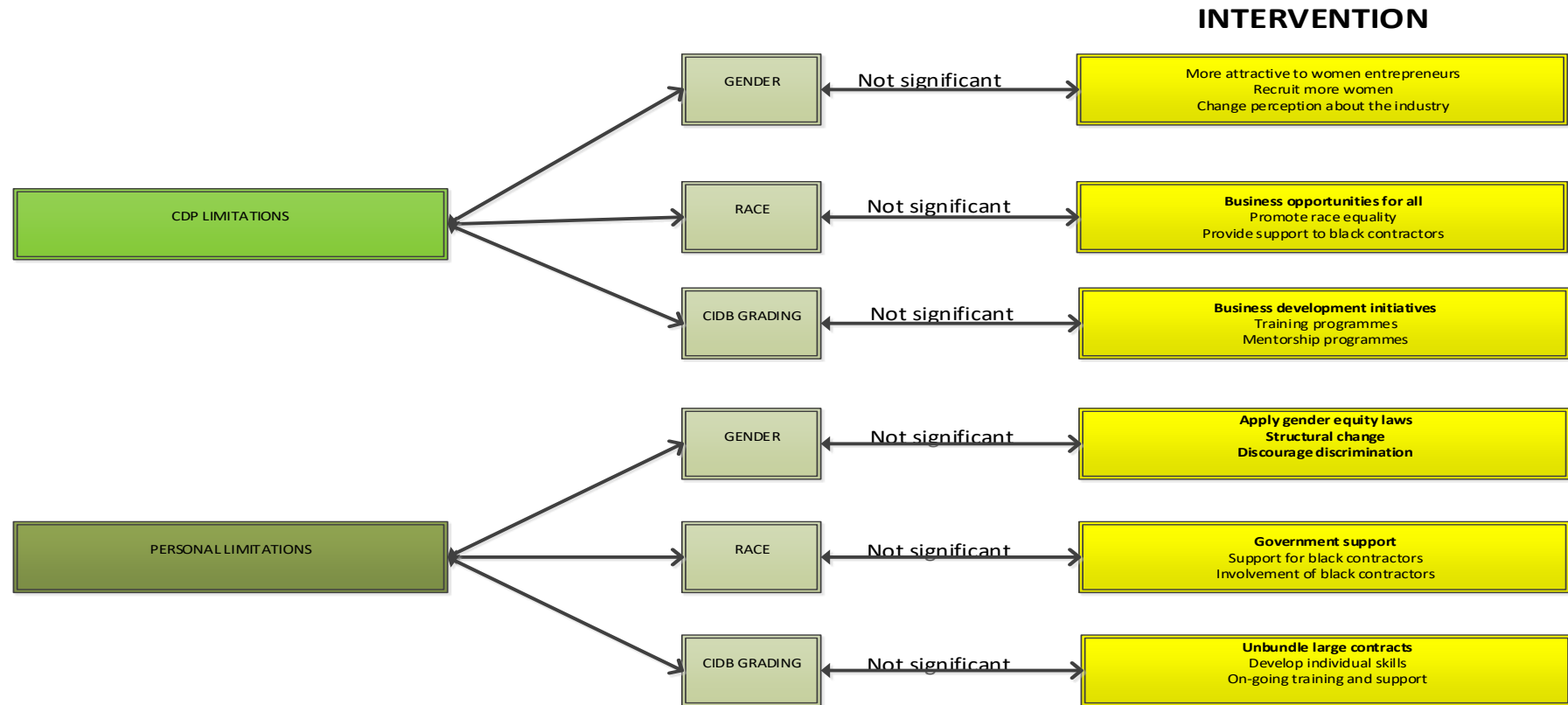


Figure 9.2 Achievement of objectives

Source: Own construction

9.4 CONTRIBUTION TO THE BODY OF KNOWLEDGE

This study consisted of a deductive approach that framed hypotheses based on established theories. The knowledge gap was the lack of evidence in terms of the statistically significant difference of mean rankings on mentorship programme limitations, personal limitations and the profiles of emerging contractors to achieve an effective mentorship programme implementation. Most of the studies focused on the mentorship of individuals in a workplace environment where a mentor (supervisor) and a mentee (worker) are involved in a mentorship relationship. However, the current research went further by targeting mentors (training company) and mentees (emerging contractors). This has been achieved by evaluating the perception on the mentorship programme and personal limitations that may be affected in accordance with the profile (gender, race and cidb grading) of emerging contractors. Whilst the gender of respondents may not be necessarily important in terms of the Western Cape CDP, the study has shown that the number of female contractors participating in the mentorship programme is relatively low compared to male contractors. Moreover, the study has revealed reasons in terms of female contractors not fully being represented in the construction industry and this is can be attributed to the structure, image and the general perception of the construction industry.

In respect of race, it is a historical problem in South Africa and efforts have been made by the government to promote and develop black contractors to participate in the main economy of the country since most were excluded by the apartheid government. The promotion of black contractors is achieved through a number of initiatives such as the black economic empowerment (BEE), broad-based economic empowerment (BBEE), CIDB contractor programmes and mentorship programmes. Despite these efforts made by the government in terms of supporting black contractors, it is evident that more needs to be done to ensure that all races including blacks benefit immensely from government support.

With regard to CIDB, CIDB has rolled out a number of programmes aimed at developing contractors in the construction industry. CIDB offers contractors programmes such as mentorship programmes, structured training programme and individual training skills. It is the prerogative of contractors to take up these programme as part of their development. However, most contractors are not aware of such programmes offered by CIDB. CIDB expects the registration of companies with CIDB in order to tender for contracts. More needs to be done by CIDB to promote, market and educate contractors generally about its developmental programmes.

The study will have a benefit in the following areas:

- The industry especially large construction firms in the private sector that would be interested in running their own mentorship programme as part of developing their own sub-contractors to sustainable sub-contracting businesses.

- It would assist the industry with regards to alleviating the high rate of incomplete construction projects by emerging contractors due to lack of technical skills.
- The Western Cape CDP would have to reconsider the existing implementation strategies and adopt new strategies that would lead to a successful and mentorship programme implementation.
- Other CDPs around the country that have not been successful in terms of implementation of the mentorship programme would take some lessons to learn in terms of re-strategizing their own CDPs.
- Explore some of the key success indicators with regards to the implementation of the mentorship programme.

9.5 RECOMMENDATIONS

In an effort to achieve an effective mentorship programme, the study focused on the mentorship programme limitations, personal limitations and mentor/mentee attributes. It is recommended that as part of delivering an effective mentorship programme, it is recommended that the Western Cape Department of Transport and Public Works should review the Western Cape CDP mentorship programme. This can be achieved by addressing the mentorship programme and personal limitations as they continue to undermine the efforts made thus far. In terms of addressing the mentorship programme limitations, Western Cape CDP should consider the following:

- The Western Cape CDP should address this situation by bringing on board mentors who are fully capacitated and qualified in terms of mentoring;
- Mentors to be appointed based on their area of expertise, experience in the industry and management skills. In addition, the Western Cape CDP should develop a specification to be complied with by any service provider wishing to tender for mentoring services;
- With regard to recruitment of contractors, the Western Cape CDP should continue with the current recruitment methods and consider widening the net by exploring other recruitment strategies such as e-recruitment, government agencies and educational and training institutions with a view of reaching to all potentially deserving contractors;
- With regard to the selection of contractors, the Western Cape CDP should think of making use of other selection methods such as screening, interviews and written tests to select the best qualified and deserving contractors for the mentorship programme;
- The findings do confirm that a problem exists in the Western Cape CDP mentorship programme with regards to the need for training projects. In the point of view of contractors, they are frustrated by the fact that there are no contracts on the

programme. The Western Cape Department of Transport and Public Works should review their policies and set aside projects for small contractors participating on the mentorship programme;

- There is a need to entertain the issue of project funding from the contractors' perspective during the conceptualisation stage of the mentorship programme. This means involving banks and programme coordinators which would culminate in the signing of a memorandum of agreement to ease access to finance by relaxing bank requirements especially the collateral which seems to be a stumbling block to access to credit for contractors;
- An intervention is warranted to implement a sound evaluation process so that development is measured when contractors exit the programme;
- The Western Cape CDP needs to urgently provide training projects to contractors so that the mentoring service of contractors is not delayed or discontinued as this would result in the mentorship programme not meeting its own objectives;
- The Western Cape CDP should have pre-evaluation sheets to evaluate contractors' developmental needs prior to the commencement of the mentorship programme;
- The Western Cape CDP should develop mechanisms to evaluate contractors on an on-going basis to measure contractors' progress on the mentorship programme;
- Meetings between mentors and mentees should be arranged to give feedback in terms of mentorship;
- Upon exiting the mentorship programme the Western Cape CDP should evaluate contractors to ascertain whether the contractors' developmental needs have been addressed; and
- The Western Cape CDP should at the end of the first implementation phase conduct a thorough evaluation of all implementation strategies employed and pave a way forward for the next implementation phase.

In terms of the emerging contractor limitations, the Western Cape CDP should make service providers aware about the skills deficiencies so that a tailor-made training can be provided for each emerging contractor. The following skills deficiencies identified on this study should be addresses such as:

- To train contractors about the tendering methods available in the tender market, tender pre-qualification processes and the tendering procedures in the public and private sector;
- To train contractors to interpret construction drawings so that they are able to price based on their understanding of drawings and undertake construction projects according to the drawings provided to them by various consultants;
- To train contractors to undertake planning on various stages of project planning that includes the pre-tender, pre-contract and in-contract planning stages;

- To train contractors to build rates based on supplier prices and sub-contractor rates; and
- To train contractors to be able to negotiated prices and rates with material suppliers so that they are able to make profits.

9.6 FURTHER RESEARCH

Further research should be done on contractors' personal limitations especially evaluating the extent to which the contractors' tendering and estimating competency levels hinder contractors from securing contracts. With regards to the training projects on the mentorship programme, further research is needed to establish whether lack of funds is a constraint faced by the Department of Transport and Public Works to set aside such projects.

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APPENDICES

APPENDIX A – QUESTIONNAIRE FOR THE MAIN STUDY



Department of Construction Management and Quantity Surveying
Symphony Way
Bellville
7530

Re: Perception on limitations of mentorship programme for emerging contractors against its effective implementation in the Western Cape

Dear Sir/Madam,

The aim of this questionnaire is to determine how both limitations within mentorship programme and your personal competencies affect you in securing a contract through the construction tendering system. This survey is conducted for academic purpose; therefore, the responses to this questionnaire will be kept strictly confidential. I am currently registered for Master's Degree in Construction Management at the Cape Peninsula University of Technology and my research topic is "**Perception on limitations of mentorship programme for emerging contractors against its effective implementation in the Western Cape**". Respondents to the questionnaire will be the managers, technical and managing members of contracting firms from CIDB Grade 3 to 5 who are directly and currently involved or have completed the advanced phase of the programme.

Your participation on this survey would be highly appreciated.

Sikhumbuzo Lufele

Tel: (021) 959 6970,

Fax: (021) 959 6656, Cell: 078 332 8571

Email: lufeles@cput.ac.za

SECTION A: PERSONAL PROFILE

Please provide some details about yourself: Mark the appropriate box with an (x)

1.1 Please indicate your gender:

Female Male

1.2 Please indicate your age:

Under 21 years 21 – 30 years 31 – 40 years 41 years – 50 years
 50 and above

1.3 Please indicate your race:

White Black Coloured Indian

1.4 Please indicate your highest qualification

No formal qualification Primary education – not completed Primary completed
 Secondary – not completed Matric certificate Tertiary Certificate/diploma
 Undergraduate degree Post graduate degree
 Other (Please specify):.....

1.5 How long have you been in the construction industry before joining CDP mentorship programme?

.....years.....month

1.6 How many projects have you completed before joining CDP mentorship programme?

No:.....

1.7 How long have you been in the CDP mentorship programme?

...years.....months...

1.8 Did you attend the foundation phase of CDP mentorship programme?

Yes No

1.9 Are you currently enrolled for the advanced phase of CDP mentorship programme?

Yes No

1.10 How many projects are you involved in on CDP mentorship programme forming part of your mentorship?

1.11 Taking reference to one project you were mentored from, what is your role in the construction project?

No.	Company description	Tick one box
1	Main contractor	
2	Sub-contractor	
3	Joint venture	
4	Other.....	

1.12 Which CIDB grading does your company fall under?

CIDB Grades	Less than or equal to	Tick one box
1	R 200 000	
2	R 650 000	
3	R2 000 000	
4	R4 000 000	
5	R6 500 000	
6	R13 000 000	
7	R40 000 000	
8	R130 000 000	
9	No Limit	

1.13 How long did it take to secure a project from the time you completed the foundation phase to the time you started the advanced phase of CDP programme?

.....years.....month

SECTION B: MENTORSHIP PROGRAMME LIMITATIONS

2.1 Kindly rate in your perception on the agreement on the mentor's attributes towards delivering mentorship on the advance phase of the Western Cape CDP programme. Please read the following statements and rate your mentor's attributes and indicate with (x) whereby **1 = Strongly disagree, 2 = Slightly disagree, 3 = Disagree, 4 = Somewhat agree, 5 = Slightly agree, 6 = Agree, 7 = Strongly agree, U = Unsure.**

Perceptions on mentor's attributes.....		Level of agreement							
	Mentor's attributes	1	2	3	4	5	6	7	U
2.1.1	Mentors always show personal security and confidence.	1	2	3	4	5	6	7	U
2.1.2	Mentors always show willingness to trust.	1	2	3	4	5	6	7	U
2.1.3	Mentors always have the ability to communicate.	1	2	3	4	5	6	7	U
2.1.4	Mentors are always introspective and open.	1	2	3	4	5	6	7	U
2.1.5	Mentors are always innovative.	1	2	3	4	5	6	7	U
	Mentors knowledge of specific aspects affecting emerging contractors	1	2	3	4	5	6	7	U
2.1.6	Mentors provide assistance to small black contractors.	1	2	3	4	5	6	7	U
2.1.7	Mentors are able to impart their knowledge to mentees.	1	2	3	4	5	6	7	U
2.1.8	Mentors are able to empower mentees through knowledge transfer.	1	2	3	4	5	6	7	U

2.2 Please read the following statements and indicate with (x) on how these implementation aspects have affected you on the mentorship programme whereby **1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.**

I feel affected by the implementation aspects owing to limitations within the mentorship programme because.....		Degree of being affected							
	Recruitment	1	2	3	4	5	6	7	U
2.2.1	Contractors are recruited based on their cidb grading.	1	2	3	4	5	6	7	U
2.2.2	Contractors are recruited via print media.	1	2	3	4	5	6	7	U
2.2.3	There's lack of awareness about the CDP mentorship programme.	1	2	3	4	5	6	7	U
2.2.4	Access to Public Works' briefing sessions is limited.	1	2	3	4	5	6	7	U
	Selection	1	2	3	4	5	6	7	U

2.2.5	Interviews are used as a selection method.	1	2	3	4	5	6	7	U
2.2.6	My education background is not related to construction industry.	1	2	3	4	5	6	7	U
2.2.7	I have an education background related to the construction industry but with limited construction experience.	1	2	3	4	5	6	7	U
2.2.8	Undertaking written examination as a selection method.	1	2	3	4	5	6	7	U
2.2.9	Complying with BEE requirements as criteria for entry to the programme.	1	2	3	4	5	6	7	U
2.2.10	Using BEE score as a requirement for entry into the programme.	1	2	3	4	5	6	7	U
2.2.11	Complying with SARS requirements as criteria for entry to the programme.	1	2	3	4	5	6	7	U
	Contracting opportunities	1	2	3	4	5	6	7	U
2.2.12	There's lack of tenders given to contractors to compete with each other.	1	2	3	4	5	6	7	U
2.2.13	There's lack of training projects to be used for all participating contractors.	1	2	3	4	5	6	7	U
2.2.14	There's lack of customised tender documents to use for contracts.	1	2	3	4	5	6	7	U
2.2.15	There's lack of interventions to ensure that contractors are paid on time.	1	2	3	4	5	6	7	U
2.2.16	The programme cannot offer contracting opportunities but only offer to list contractors on its database including in municipalities.	1	2	3	4	5	6	7	U
2.2.17	Having not participated on the foundation phase of the programme.	1	2	3	4	5	6	7	U
2.2.18	There's lack of a system in place to alert contractors about any available tenders.	1	2	3	4	5	6	7	U
2.2.19	There's lack of access to facilities i.e. computers and internet for contractors to access tenders.	1	2	3	4	5	6	7	U
	Access to finance/credit	1	2	3	4	5	6	7	U
2.2.20	There's lack of awareness with regards to various sources of finance.	1	2	3	4	5	6	7	U
2.2.21	CDP does not provide me with any support when I apply for a loan from the bank.	1	2	3	4	5	6	7	U
2.2.22	I am unable to provide collateral to the bank when I apply for a loan.	1	2	3	4	5	6	7	U
2.2.23	There's insufficient assistance in preparing a cashflow for my business.	1	2	3	4	5	6	7	U
2.2.24	There's insufficient assistance in preparing a business plan for my business.	1	2	3	4	5	6	7	U
2.2.25	There's insufficient assistance in preparing a balance sheet statement for my business.	1	2	3	4	5	6	7	U
2.2.26	There's insufficient assistance in preparing an income statement for my business.	1	2	3	4	5	6	7	U
2.2.27	There's insufficient assistance in preparing a monthly cash budget for my business.	1	2	3	4	5	6	7	U
2.2.28	I receive insufficient assistance in managing expenditure for my business.	1	2	3	4	5	6	7	U
2.2.29	There's insufficient assistance in managing income for my business.	1	2	3	4	5	6	7	U
2.2.30	There's lack of concessions in place to offer main stream banking to contractors.	1	2	3	4	5	6	7	U
2.2.31	There's inability by banks to relax their requirements for CDP contractors to access to finance/credit.	1	2	3	4	5	6	7	U
	Mentoring	1	2	3	4	5	6	7	U
2.2.32	The mentorship of contractors is offered on "stop and star" manner and has never been completed on one go.	1	2	3	4	5	6	7	U
2.2.33	There's lack of compliance to the CDP mentorship objectives.	1	2	3	4	5	6	7	U
2.2.34	There's lack of on-going projects to provide mentorship to contractors.	1	2	3	4	5	6	7	U
2.2.35	Mentors are unable to meet my expectations.	1	2	3	4	5	6	7	U

2.2.36	The appointment of mentors on the programme is done late.	1	2	3	4	5	6	7	U
2.2.37	There's discontinuity of mentors throughout the mentorship.	1	2	3	4	5	6	7	U
	Pre-evaluation	1	2	3	4	5	6	7	U
2.2.38	There's no standard tool to assess contractors before joining the programme to identify their development needs.	1	2	3	4	5	6	7	U
2.2.39	There's no effective tool to determine contractors' experience in the construction industry.	1	2	3	4	5	6	7	U
2.2.40	There's no effective tool to determine contractors' abilities in the construction industry.	1	2	3	4	5	6	7	U
	Formative evaluation	1	2	3	4	5	6	7	U
2.2.41	Having no standard guidelines as part of mentorship programme on how contractors should be monitored.	1	2	3	4	5	6	7	U
2.2.42	No programme information guides are provided.	1	2	3	4	5	6	7	U
2.2.43	Mentee monthly evaluation sheets to assess mentors capabilities are not conducted.	1	2	3	4	5	6	7	U
2.2.44	Mentor monthly evaluation sheets to assess contractors on on-going basis are not conducted.	1	2	3	4	5	6	7	U
2.2.45	Monthly meetings to give feedback on contractors' progress made are not conducted.	1	2	3	4	5	6	7	U
	Summative evaluation	1	2	3	4	5	6	7	U
2.2.46	No standard tool to assess contractors during mentorship programme to track their progress.	1	2	3	4	5	6	7	U
2.2.47	No standard tool to assess contractors when they exit the mentorship programme is conducted.	1	2	3	4	5	6	7	U
2.2.48	Evaluating the entire programme after its first implementation is not conducted.	1	2	3	4	5	6	7	U

2.3 Please suggest any other limitations and what should be done to overcome them during the delivery of the mentorship programme.

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SECTION C: EMERGING CONTRACTORS' PERSONAL ABILITY LIMITATIONS

3.1 Kindly rate in your perception on the agreement on your attributes as a mentee with the mentorship programme on the advance phase of the Western Cape CDP programme. Please read the following statements and rate your attributes and indicate with (x) whereby **1 = Strongly disagree, 2 = Slightly disagree, 3 = Disagree, 4 = Somewhat agree, 5 = Slightly agree, 6 = Agree, 7 = Strongly agree, U = Unsure.**

Perceptions on mentee's attributes		Level of agreement							
	Mentee's attributes	1	2	3	4	5	6	7	U
3.1.1	I always desire to learn more during classroom or site training.	1	2	3	4	5	6	7	U
3.1.2	I am people oriented and get along with everyone in a team.	1	2	3	4	5	6	7	U
3.1.3	I am a goal oriented person.	1	2	3	4	5	6	7	U
3.1.4	I am always an initiative person when given an opportunity.	1	2	3	4	5	6	7	U

3.2 Please read the following statements and indicate with (x) in terms of how these aspects have affected you securing a contract whereby **1 = Not affected, 2 = Slightly affected, 3 = Moderately affected, 4 = Affected, 5 = Highly affected, 6 = Extremely affected, 7 = Completely affected, U = Unsure.**

I feel affected in securing contracts owing to my personal ability because I am unable to		Degree of being affected							
		1	2	3	4	5	6	7	U
	Tendering system								
3.2.1	Understand the construction tendering system.	1	2	3	4	5	6	7	U
3.2.2	Understand the different types of tendering.	1	2	3	4	5	6	7	U
3.2.3	Comply with the closing date for tenders.	1	2	3	4	5	6	7	U
3.2.4	Comply with the returnable documents for a tender.	1	2	3	4	5	6	7	U
3.2.5	Comply with JBCC contracts in the building industry.	1	2	3	4	5	6	7	U
3.2.6	Comply with GCC2000 contracts in the civil engineering industry.	1	2	3	4	5	6	7	U
	Interpretation of drawings								
3.2.7	Read construction drawings.	1	2	3	4	5	6	7	U
3.2.8	Interpret construction drawings.	1	2	3	4	5	6	7	U
3.2.9	Distinguish between architectural and engineering drawings.	1	2	3	4	5	6	7	U
3.2.10	Distinguish between a drawing for tendering purposes and a drawing for construction purposes.	1	2	3	4	5	6	7	U
	Planning								
3.2.11	Prepare for pre-tender planning.	1	2	3	4	5	6	7	U
3.2.12	Prepare for pre-contract planning.	1	2	3	4	5	6	7	U
3.2.13	Prepare for in-contract planning.	1	2	3	4	5	6	7	U
3.2.14	Prepare a Ghant-chart.	1	2	3	4	5	6	7	U
3.2.15	Prepare a Network Analysis.	1	2	3	4	5	6	7	U
	Estimation								
3.2.16	Estimate for construction projects.	1	2	3	4	5	6	7	U
3.2.17	Obtain prices from material suppliers.	1	2	3	4	5	6	7	U
3.2.18	Obtain rates from plant and equipment suppliers.	1	2	3	4	5	6	7	U
3.2.19	Obtain rates from subcontractors.	1	2	3	4	5	6	7	U
3.2.20	Prepare a reasonable and acceptable estimate for a construction project.	1	2	3	4	5	6	7	U
	Negotiations								
3.2.21	Negotiate prices for materials with suppliers.	1	2	3	4	5	6	7	U
3.2.22	Negotiate rates with suppliers of plant and equipment.	1	2	3	4	5	6	7	U
3.2.23	Negotiate rates with subcontractors.	1	2	3	4	5	6	7	U

3.3 Please suggest what should be done to overcome your personal limitations affecting you in securing contracts

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APPENDIX B – SEMI-STRUCTURED QUESTIONNAIRE FOR THE EXPLORATORY STUDY



Department of Construction Management and Quantity Surveying

Symphony Way

Bellville

7530

19 April 2018

Re: The impact of limited contracting opportunities for emerging contractors on implementing CDP mentorship programme

Dear Emerging Contractor,

The aim of this survey is to determine how both limitations within mentorship programme and your personal competencies affect you in securing a contract through the construction tendering system. This survey is conducted for academic purpose; therefore, the responses to this questionnaire will be kept strictly confidential. I am currently registered for Master's Degree in Construction Management at the Cape Peninsula University of Technology and my research topic is "**The impact of limited contracting opportunities for emerging contractors on implementing CDP mentorship programme**". Respondents to the survey will be the managers, technical and managing members of contracting firms from Grade 3 to 5 who are directly and currently involved or have completed the advanced phase of the programme. The survey comprises the following sections:

Section A: Personal profile

Section B: Mentorship programme limitations

Section C: Personal limitations

Your participation in this survey would be highly appreciated.

Sikhumbuzo Lufele

Tel: (021) 959 6970,

Fax: (021) 959 6656, Cell: 078 332 8571

Email: lufeles@cput.ac.za

SECTION A: PERSONAL PROFILE

Please provide some details about yourself: Mark the appropriate box with an (x)

1.6 Please indicate your gender:

Female Male

1.7 Please indicate your age:

18 - 21 years 21 – 30 years 31 – 40 years 41 years – 50 years

50 and above

1.8 Please indicate your race:

White Black Coloured Indian

Other

1.9 Please indicate your highest qualification

No formal qualification completed Primary education – not completed Primary

Secondary – not completed Certificate/diploma Matric certificate Tertiary

Undergraduate degree Post graduate degree

Other (Please specify):.....

1.5 How long have you been operational as a construction business?

.....years.....month €

1.6 How long have you been in the CDP mentorship programme?

.....years.....month €

1.7 How many contracts have you completed before joining CDP mentorship programme?

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1.8 Which CIDB grading does your company fall under?

CIDB Grades	Less than or equal to	Tick one box
1	R 200 000	
2	R 650 000	
3	R2 000 000	
4	R4 000 000	
5	R6 500 000	
6	R13 000 000	
7	R40 000 000	

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2.7 Evaluation

2.7.1 As a contractor, what would you say about the evaluation of your progress on the programme?

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SECTION C: EMERGING CONTRACTORS' PERSONAL ABILITY LIMITATIONS

Please elaborate on each question provided below:

3.1 Tendering system

3.1.1 What would you say is your understanding in terms of different tendering systems in the construction industry?

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3.1.2 How would you comply with regards to the submission of a priced tender document?

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3.2 Interpretation of drawings

3.2.1 What would be your understanding in terms of the information provided in construction drawings?

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3.2.2 What would be your understanding of architectural and engineering drawings?

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3.3 Planning

3.3.1 How would you prepare for a construction project after a tender has been awarded to your business?

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3.3.2 How would you programme activities in a construction project?

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3.4 Estimation

3.4.1 How would you prepare an estimate for a job you are tendering for?

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3.4.2 How would you make sure that the estimate prepared for a tender is a reasonable and acceptable one for submission?

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3.5 Negotiations

3.5.1 How do you negotiate prices and rates with suppliers of plant and material, subcontractors and consultants?

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APPENDIX C – CONFERENCE PAPERS MADE DURING THE COURSE OF THE STUDY

Sikhumbuzo Lufele, Ruben Ndiokubwayo, Xolani Nghona

Evaluation of the effectiveness of contractor's recruitment and selection processes during mentorship, 2018 SACQSP International Conference, 30 Sept - 01 Oct 2018, Johannesburg, South Africa.

Purpose - The purpose of this study is to evaluate the effectiveness of contractor's recruitment and selection processes during their mentorship programme. **Design** - A quantitative research approach was adopted. The data were collected by means of a questionnaire survey with Likert scale closed-ended questions on CIDB grade 3 to 5 emerging contractors. SPSS 24 was used to compute data where data analysis consisted of ranking mean scores. Research limitations – The study was conducted in the Western Cape; other provinces were not reached. **Findings** - The study evaluated the effectiveness of both the recruitment and selection methods employed by the Western Cape Contractor Development Programme (CDP). It has been revealed that the recruitment and selection processes employed by Western Cape CDP as part of the implementation process of the mentorship programme were effective but required an intervention to enhance their processes to be completely effective. The current recruitment methods were found not to be effective enough to reach to all qualified and deserving contractors for the mentorship programme. In respect of selection of contractors, there were no effective selection methods in place to select suitable contractors for the mentorship programme rather contractors were selected on the basis that they were registered for South African Revenue Services (SARS) and Black Economic Empowerment (BEE). **Value to the conference theme** – The study is in line with education, training, skills and professional development sub-theme of the conference. **Practical implications** – The Western Cape CDP should revisit their current recruitment and selection processes of contractors to achieve an effective mentorship programme.

Keywords – Western Cape CDP, emerging contractors, mentorship programme, recruitment, selection

APPENDIX D – CONFERENCE PAPERS MADE DURING THE COURSE OF THE STUDY

Sikhumbuzo Lufele, Ruben Ndiokubwayo, Xolani Nghona

Evaluation of the efficiency of contractor's assessment process during mentorship programme, *The Twelfth Built Environment Conference*, Association of Schools of Construction of Southern Africa, 05 Aug - 07 Aug 2018, *Port Elizabeth*, South Africa.

ABSTRACT

Purpose - The purpose of this study is to evaluate the efficiency of contractor's assessment process during their mentorship programme. **Design** - A quantitative research approach was adopted. Data were collected by means of a questionnaire survey with closed-ended questions on CIDB grade 3 to 5 emerging contractors. Mean ranking scores were computed from the collected data and used for analysing and ranking of the identified variables. **Research limitations** – None of the respondents had a tertiary or a post-graduate qualification which would have given the respondents more about the construction industry than a mere site experience. The study was conducted in the Western Cape; other provinces were not reached. **Findings** - The study revealed that pre-evaluation, formative, and summative assessment were not practiced. The lack of evaluation of contractors' development needs prior to the commencement of mentorship, the lack of formative evaluations to uncover areas of improvement, the lack of a graded assessment at the exit of the programme has impliedly been identified as sign of inefficiency. **Practical implications** - Research compels the Western Cape CDP to consider incorporating various steps of assessment into mentorship programme. **Response to conference theme** – Revisiting the current mentorship processes of the Western Cape Contractor Development Programme (CDP) incorporating a thorough assessment improved outcomes of the programme in the Western Cape and other CDPs in South Africa. The study is in line with SME contractor development theme of the conference. **Keywords** - Emerging contractors, mentorship programme, pre-evaluation, formative evaluation and summative evaluation

APPENDIX E – CONFERENCE PAPERS MADE DURING THE COURSE OF THE STUDY

Sikhumbuzo Lufele, Ruben Ndiokubwayo, Xolani Nghona

The impact of limited contracting opportunities for emerging contractors on implementing CDP mentorship programme, *The Tenth Built Environment Conference*, Association of Schools of Construction of Southern Africa, 31 Jul - 02 Aug 2016, Port Elizabeth, South Africa.

ABSTRACT

Purpose - The purpose of this study is to investigate whether limited contracting opportunities in the Department of Transport and Public Works' Contractor Development Programme (CDP) impact on the overall implementation of the mentorship programme. **Design** - A qualitative method was adopted by making use of a case study comprising of semi-structured interviews. Purposive sampling was used to select 2 emerging contractors on the CDP mentorship programme. Data were analysed using content analysis. **Findings** - The study was conducted in the Western Cape targeting emerging contractors with CIDB grade 3 and 5. The findings have revealed that limited contracting opportunities on the Western Cape CDP have an adverse impact on the overall implementation process of mentorship. The findings further revealed that contractors experience difficulty securing contracts owing to highly competitive tendering, lack of tendering skills and inexperience in terms of pricing for construction projects. **Conclusion** - Emerging contractors on the Western Cape CDP programme encounter difficulties to secure contracts from the market since CDP does not offer contracts. Moreover, the lack of contracts affects contractors' ability to complete mentorship within the given time frame of the mentorship programme. **Practical implications** - The Department of Transport and Public Works should ring-fence some contracts to be used as training projects to enable emerging contractors to implement the skills acquired from classroom training. The current position of the Western Cape CDP in terms of contracts is to encourage emerging contractors to be innovative and not rely on the government for contracts. However, this position has not only created problems for emerging contractors only, but the Western Cape CDP mentorship programme has been hugely affected. **Value** - Research compels the Western Cape CDP coordinators and mentors to re-think and re-design their mentorship programme so that it can be effectively implemented. **Keywords** - Emerging contractors, tendering market, tenders, competition, training projects