The role of mentorship in the progression of South African under 19 cricketers to professional cricket

by

Christopher Lanval Ekron

Thesis submitted in fulfilment of the requirements for the degree

Master of Sport Management

in the Faculty of Business and Management Sciences

at the Cape Peninsula University of Technology

Supervisor: Prof B. Knott
Co-supervisor: Dr S. Taliep

Mowbray
November 2020

DECLARATION

I, **Christopher Lanval Ekron,** declare that the contents of this dissertation/thesis represent my own unaided work and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

17 November 2020

Signed   **Date**

ABSTRACT

This study proposed that mentorship could play a positive role in the progression of South African (SA) under 19 cricketers to a professional cricket (franchise) level. The unique South African environment provided this study with the opportunity to determine how mentorship plays a role in the lives of SA under 19 cricketers. The study examined successful cricketers who progressed to the professional level and unsuccessful cricketers who did not progress from the SA under 19-cricket team to play more than 20 games at professional cricket level. Many school-age cricketers in South Africa play competitive cricket, however, it is mainly assumed that only a small minority of these cricketers progress to the professional arena after school. While this is partly due to the demanding competitive environment in elite and professional sport, there is concern as to why those who achieve age-group recognition at provincial or national level do not progress to a higher level of play. Therefore, this study aimed to establish the role of mentorship in SA under 19 cricketers' progression and to determine if there were any differences in the mentorship experienced between successful and unsuccessful cricketers.

Fifteen participants took part in the research study - nine successful and six unsuccessful. A qualitative research paradigm and method was used to explore the experiences of mentorship in the participants' cricketing progression and development. The study used a semi-structured interview data collection method to gain an in-depth understanding of the participants' experiences.

These findings showed that all participants identified mentorship as essential in their progression and development and further highlighted that mentorship played a role in assisting the players in achieving a holistic life balance. The study concluded that successful and unsuccessful cricketers experienced the same attributes of a mentor, such as having good people skills, communication skills and showed a general interest. Further the participants had a good understanding what mentorship means, the role the mentors played in their life, and the impact mentorship had on their career progression and development. This study contributes to understanding the impact of mentorship in South African cricketers' career progression and development.

ACKNOWLEDGEMENTS

I wish to thank:

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: RESULTS

CHAPTER FIVE: DISCUSSION

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

REFERENCES

LIST OF FIGURES

LIST OF TABLES

APPENDICES

GLOSSARY

CSA: Cricket South Africa

LTPD: Long-Term Participant Development Programme

LTPA: Long-Term Athlete Participant Development programme

SASCOC: South Africa Sports Confederation and Olympic Committee

CHAPTER ONE
INTRODUCTION

1.1 Introduction

There is growing interest in mentorship in the world of sport, particularly within professional sport development, as indicated in the growing volume of literature on the topic. Robinson (2014) proposed that a mentor's influence could address the challenges experienced by athletes at the upper sporting level and ultimately assist with their progression up the professional ranks. Holmes (2016), who found that all participants agreed that a mentor could provide advice and guidance that would benefit their development and the progression of their sporting careers, supports this. This chapter outlines the study's background by examining the problem context and key developments in the literature on mentoring in sport and identifying the gaps in knowledge. It sets out the research problem statement, the questions, research aims, and objectives related to the main research problem area.

Furthermore, this chapter provides an overview of the methodology selected for this study to answer the study's questions, objectives, delimitation, and significance. This chapter concludes with an explanation of the thesis layout.

1.2 Background to the study

Mentorship is the process by which a person who is experienced, wise, and trusted guides an inexperienced individual (Hodgson & Scanlan, 2013). This may take place through the process of the mentor sharing knowledge, skills, and personal experience in a semi-structured manner as the need arises, however, within agreed boundaries (Wilkins, 2019). Mentorship is believed to be most effective when a mentee is in the development and transitional phase of their career (Garvey & Garrett-Harris, 2008).

Mentorship is currently a leading strategy in improving workplace learning and is used as a tool to develop leadership and management (Darwin, 2000). The senior person in a relationship is the mentor, and a relationship based on mutual respect enhances the learning of the mentee (Ali and Panther, 2013). Research has indicated that emotional support from parents and mentorship were critical for the progression of cricketers to the professional arena (Dove, Draper, Taliep, & Gray, 2016). Holmes (2016), who investigated effective mentorship from the mentee's perspective in the Marylebone Cricket Club University, England, found that all participants agreed that mentorship would be beneficial. However, their study is based on the participant's perspective of mentorship and not on players who have personally experienced mentorship. Furthermore, Dixon (2001) conducted "a critical evaluation of the Sibanye Mentoring Programme implemented by the Border Cricket Board,

South Africa", finding that mentorship is a useful tool in the development of young African cricketers.

These studies opened a gap to further understand the role that mentorship has played within the broader scope of cricket in cricketers' professional development across all races. Malanga (2018) indicated that while studies on mentorship are ongoing, there is a lack of research on mentorship in sport and a need for further investigation to take place.

1.3 Research problem statement

Many school-age cricketers in South Africa play competitive cricket; however, only a small minority of these cricketers progress to the professional arena after school. While this is partly due to the demanding competitive environment in elite and professional sport, there is concern about why those who achieve age-group recognition do not progress to a higher level of play at the provincial or national level. There is a natural bottleneck at the professional level, resulting in many players not progressing to the professional stage and exiting the sport without reaping the financial and prestigious rewards associated with the professional arena; however, there are many other reasons for these non-progressions. These reasons include injury, poor athlete management, and furthering education versus pursuing a professional sports career, to name a few (English, Nash & Martindale, 2012). The researcher's view is that mentorship or the lack thereof could also influence a player's progression to the professional arena.

Beres (2010:163) stated, "mentoring experiences (at all levels) could potentially benefit the field of sport management in a countless number of ways." The study found that "mentoring can have a profound positive impact on mentors and protégés, as well as the organisations in which they interact" (Beres, 2010:163). This suggests that mentoring has the potential to reduce the number of dropouts and assist with cricketers' lives beyond the game. This research thesis aims to identify the role of mentorship in South African progression under 19 cricketers into professional cricket. It further aims to determine if there is a difference in mentorship experienced by successful and unsuccessful players.

1.4 Research question

The primary research question is:

What is the role of mentorship in the progression of South African under 19 cricketers to professional cricket?

The secondary research question is:

What are the differences between successful and unsuccessful cricketers' experiences of mentorship?

The primary question is divided into the following sub-questions:

1. What are the players' understandings of mentorship?
2. What forms of mentorship have the players experienced?
3. What impact has mentorship had on the players?

1.5 Aim of the study

The study's primary aim is to examine the role of mentorship in South African development and progression under 19 cricketers to professional cricket. The secondary aim is to establish if there are differences in successful and unsuccessful players' mentorship experiences.

1.6 Objectives of the study

The study has the following sub-objectives:

1. To explore what mentorship means to South African cricket players.
2. To explore the extent of mentorship experienced by South African cricket players.
3. To explore any differences in the extent of mentorship experienced between successful and unsuccessful South African players.

1.7 Overview of methodological approaches

A qualitative approach was used in this study to investigate and gain an understanding of the problem through the experiences and opinions of under 19 cricket players (Palinkas, 2014). This method allowed for in-depth knowledge of the cricketers' views on the role of mentorship to be obtained and to gain sincere and honest information directly from those who have experienced the phenomenon in question. As such, a qualitative research paradigm was used to understand the cricketers' different interpretations of the mentorship role.

This research project is a descriptive study and gives insight into the individual experiences and opinions on the role of mentorship among cricketers. Obtaining such insight and views from the participants makes this the most suited type of research. As the study aimed to investigate cricketers' different life experiences regarding mentorship, a constructivist paradigm was selected as the most appropriate investigative framework for this research. Constructivism relies on the construction of understanding reflection into an experience as a means of learning about the world (Dagar and Yadav, 2016).

Fifteen players were selected for semi-structured interviews. These consisted of nine 'successful' and six 'unsuccessful' players. All the participants selected for the study played for the South African under 19 team at some stage between 2000 and 2017. Cricketers were considered 'successful' if they played more than 20 games for one of the six professional franchises in South Africa in any of the three different formats: the four-day game, the 50-over game, and the twenty-twenty game. 'Unsuccessful' cricketers are those from this group who have not played more than 20 games at a franchise level. The study did not include players beyond 2017 due to the young age of these players who may still play franchise cricket at a later stage.

A purposive sample was selected to represent different age and race groups in different geographic locations across the country. The selection was based on the participants' location and availability. The researcher decided the final number of interviews based on the data gathered and the point of saturation of new information.

A semi-structured interview was used for each candidate who was interviewed for this study. The interviews were audio-recorded. The interviews were then transcribed verbatim and analysed with the assistance of the software package, ATLAS.ti.

1.8 Delineation of the study

South Africa is the geographic area in this study. There are six cricket franchises in South Africa. The study focused on those players who represented South Africa at under 19 level between 2000 to 2017 and then either progressed to franchise level (successful) or not (unsuccessful).

1.9 Significance of the study

Current literature on mentoring, within a sporting environment in general and South Africa in particular, is limited (Holmes, 2016). Therefore, this study will add to the growing body of knowledge in this field. It aims to aid the development of theory around the role of mentorship in professional athletes' progression, especially cricketers, in South Africa.

In practice, this study will assist those seeking to guide the development of young South African cricketers, who are in a transitional phase from school cricket to the professional level. It will also help develop a mentorship programme focusing on a cricket player's holistic development or other athletes.

1.10 Key terms used

The following key terms and concepts, used in this study, are defined below for clarification:

- **Mentorship**: Mentorship is the process by which a person who is experienced, wise, and trusted guides an inexperienced individual (Hodgson and Scanlan, 2013). This may take place through a process of the mentor sharing knowledge, skills, and personal experience in a semi-structured manner as the need arises, however, within agreed boundaries (Wilkins, 2019).

- **Professional athlete and cricketer:** A professional athlete is defined as a person who plays sport for a living and has risen from the ranks of amateur sport, achieving a top standard in their chosen sport (Goodman and Homansky, 2009). For this study, a professional cricketer is an individual who has played at least twenty matches for one of the six professional franchises in South Africa.

- **Athlete development:** Athlete development refers to "investment and intervention activities that directly or indirectly enhance athletes' development at all levels" (IPC, 2013c: 3).

1.11 Thesis layout

This thesis is laid out in six chapters, as follows:

Chapter One - Introduction and problem statement of the study. This chapter outlines the study's background by examining the problem context and key developments in the literature on mentoring in sport and identifying the gaps in knowledge. It sets out the research problem statement, the questions, research aims, and objectives related to the main research problem area.

Chapter Two - The literature review discusses the relevant literature on the research problem area. It further reviews the origins and essential theoretical perspectives of mentorship in general and then, more specifically, in sport context, the influence mentorship has on athletes' professional development.

Chapter Three - An overview of the methodology approach used in the study and the rationale and special considerations behind its methods. This chapter outlines the methodological approaches used to achieve the set objectives of the study. The primary

research approach for this study is the qualitative research framework. The chapter details the qualitative research paradigm and research design. Furthermore, the data collection, the interviews, sample selection, data analysis, preparation, and coding are explained. Further, this chapter describes validity, reliability, ethical considerations, and reflexivity.

Chapter Four - Findings of the data collected from the interviews with the study participants are reflected. This chapter first explores questions around career progression, development, and the pressure on a cricketer; after that, the questions focus on mentorship and outline the cricketer's views, opinions, and experiences regarding the role of mentorship in their cricketing progression and development.

Chapter Five - A discussion of the findings, in the context of the literature, is provided. The focus is to provide evidence from the findings to answer the research questions. This chapter builds on the findings presented in the previous chapter, combined with the literature reviewed in Chapter Two, to discuss the main themes that emerged from this study in answer to the study's research questions and objectives.

Chapter Six - Conclusion and recommendations are drawn from the key findings of this study, and an assessment of whether this study has achieved its objectives is carried out.

1.12 Summary

This chapter has provided an overview of the rationale for this study. It has introduced the research problem, questions, and objectives of the study and outlined the study's significance. The following chapter will discuss the pertinent and current literature related to the research problem area. This will clarify the study's key themes, indicate the literature's developments on this topic, and develop the conceptual framework on which the study is based.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews the origins and essential theoretical perspectives of mentorship in general and, more specifically, in sport context, the influence mentorship has on athletes' professional development. This includes defining mentorship, the impact of mentorship, the different mentorship relationships, the challenges of mentorship, formal and informal mentoring, mentorship in South Africa, mentorship in cricket, who is considered a mentor, and the roles mentors fulfil. Furthermore, this chapter introduces an overview of South African sport, the cricket structure in South Africa, the broader context of professionalisation in sport, athlete development models, and programmes. This chapter further identifies critical studies in these areas, identifies gaps in the literature, and provides a conceptual framework. The researcher used the literature review studies to give a perspective on the aim, the objectives, the research problem, and the research questions of the study.

2.2 Mentorship

In general, mentorship can be defined as a process by which a person who is experienced, wise, and trusted guides an inexperienced individual (Hodgson and Scanlan, 2013). This partnership between mentee and mentor shares common goals, expectations, focus, mutual trust for each other, and the commitment to the mentoring process (Robinson, 2014).

Those who experience mentorship, in whatever form, find themselves more active and supportive than those who have not received mentorship (Jones, Harris and Miles, 2009). Mentorship is currently a leading strategy in improving workplace learning and is used as a tool to develop leadership and management (Darwin, 2000). The more senior participant is the mentor, and a relationship based on mutual respect enhances the mentee's learning (Ali and Panther, 2013).

Mentorship is also a dynamic relationship, and this suggests that learning and growth occur through a commitment from both the mentor and the mentee (National Treasury, 2013). Figure 2.1 below describes youth mentoring in detail. The mentoring relationship and beneficial effects are expected once the mentor and youth forge a strong connection characterised by mutuality, trust, and empathy. The positive outcomes of well-established mentoring relationships are social-emotional, cognitive, and identity-related developments. Further to this, mentorship relationships improve the youths' perception of their parental and peer relationships.
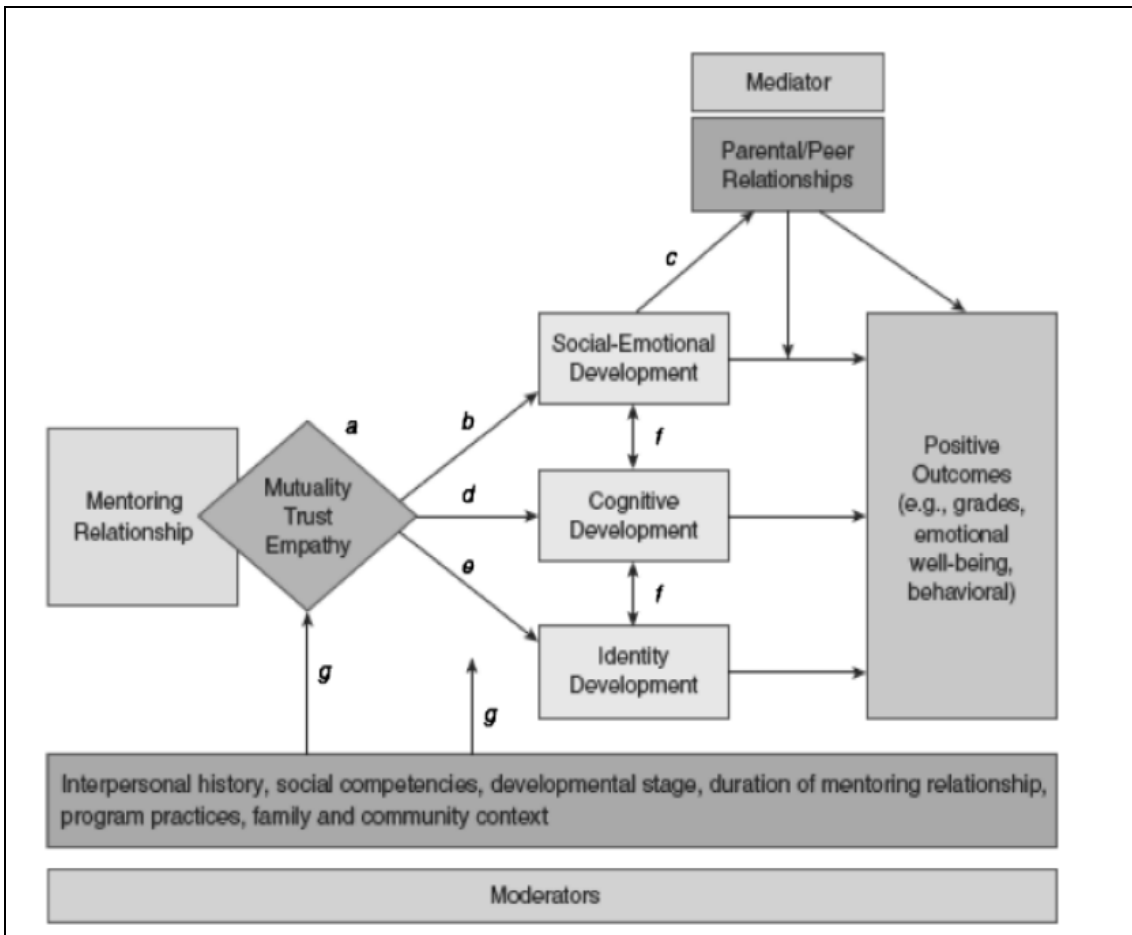
Figure 2.1: Youth mentoring (Rhodes and DuBois, 2008:256).

It is essential to identify how mentorship can be used to assist with career progression and development. Smith, Howard, and Harrington (2005) state that integrity and empathy are building blocks for effective mentorship relationships, as both build trust. Further to this, trust may be influenced by various factors, which Leck and Orser (2013) describe as technical expertise, predictability of behaviour, fairness, and control sharing.

Figure 2.2 below is an explanation of the mentorship cycle from the start of the mentorship relationship. The mentor and mentee first establish a relationship. Because every mentoring relationship is unique, it is important to talk to each other to get to know and understand each other. It is during this time that expectations and roles should be clarified. The mentor and mentee then negotiate and set goals. An action plan is implemented to achieve the goals that have been set. It is during this phase that most contact takes place. The mentor's role would be to assist learning by ensuring an environment conducive to learning. He should always strive to give constructive, timely, and candid feedback. During the final output phase, there is an evaluation of the set goals to see if they have been achieved during the mentoring process.
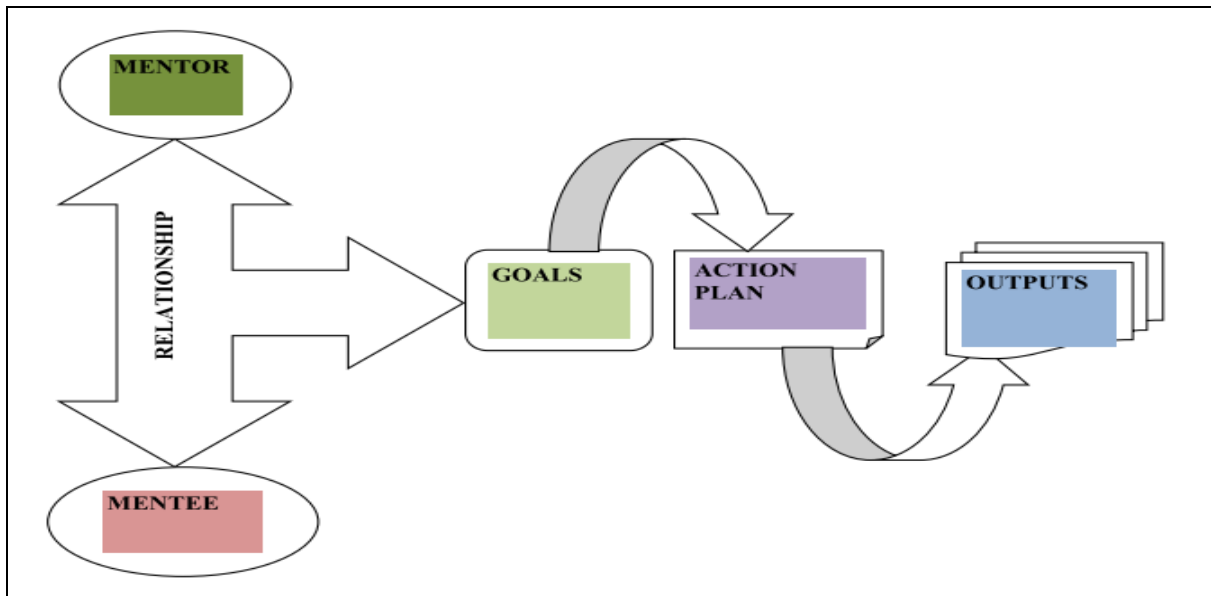
Figure 2.2: Mentoring cycle (National Treasury, 2013:14).

The following sections look at aspects of mentorship in more detail.

2.2.1 Impact of mentorship

DuBois and Silverthorn (2005) found that those who reported having had a mentoring relationship during adolescence exhibited significantly better outcomes within the domains of education, work, problem behaviour, and mental and physical health. Mentorship components are presumed to improve mentees' social and emotional development, enhancing both cognitive development and positive identity development (Rhodes and DuBois, 2008). Mentorship has been seen to improve a person's actions and decision-making and consists of a long-term relationship focused on supporting the mentee's growth and development (Raisbeck, 2012).

Mentors become a source of wisdom by providing incredibly valuable career development behaviour and psychosocial support to the mentee (Reh, 2019). While this is beneficial, the mentee must take responsibility for their learning, development, and growth and utilise the mentor's feedback as an opportunity to grow and improve their skills (Robinson, 2014).

Nora and Crisp (2008) investigated college student mentoring and found several benefits of mentorship for the student (mentee):

- Improved performance and productivity of the student;
- Career opportunities and advancement;
- Improved knowledge and skills;
- Greater confidence and well-being;
- Developing intellectual and critical thinking skills;

9

- Improving student self-confidence;
- Assisting with career development.

The benefits of mentorship in the public finance sector are listed in Table 2.1 below, from the mentor, mentee, and organisation perspectives. These reasons require much planning and are directed towards attaining specific benefits for the organisation (National Treasury, 2013:5).

Table 2.1: **Benefits for the mentor, mentee, and organisation (National Treasury, 2013:5)**

Mentor
• Get more opportunities to apply leadership skills • Develop leadership skills • Self-fulfilment to see mentees perform • Learn from mentees • Improved credibility • Expand opportunities for dialogue at all levels of the organisation
Mentee
• Learn from experienced people • Develop leadership skills • Expand opportunities for dialogue at all levels of organisation • Acquire skills for career progression • Disadvantaged employees are empowered • Adapt more quickly in new jobs & roles • Develop networks • Enhanced interpersonal skills
Organisation
• Organisation's pool of talent for professional and management jobs is increased • Effective skills transfer • Future leaders of the organisation are shaped • Supports fast-tracking • The image of an organisation is enhanced • More co-operation between staff and departments

2.2.2 Mentorship relationships

Dixon (2001) found that it is essential to form a relationship between the mentor and mentee before any mentorship can occur. In the case of cricket, the coach and player form a relationship that leads to mentorship. The pairing of the mentor and mentee is critical to the success of the relationship. While mentorship is a two-way path, and the mentor is available to guide the mentee, the mentor's behavior and actions affect the mentee's response to the advice and guidance given (Rhodes and DuBois, 2008).

The mentor and mentee relationships are dynamic, with different stages or phases. The length of association also plays a critical part in the mentorship relationship quality (Eby *et al.*, 2013). The longer the mentoring relationship, the greater its effectiveness (White *et al.*, 2017). A vital aspect of the relationship is the need for the mentee to trust and form a bond with the mentor before he/she can gain the full benefit of the advice and guidance given (Rhodes and DuBois, 2008).

There are four main domains of a mentor relationship, according to Nora and Crisp, (2008:178):

1. Emotional and psychological support: this consists of listening, providing more support, and guiding identified problems of the mentee.
2. Setting goals and career pathways: this is critical for young people who need direction, help to identify their goals, and a plan of action to achieve those set goals.
3. Specific knowledge support within the subject: students may obtain more knowledge from faculty members and more senior students.
4. The presence of a role model: the mentor needs to be present and available to the mentee to form a beneficial relationship.

Apart from the relationship being key between a mentor and mentee, the mentor needs to possess specific characteristics to be a mentor and be beneficial to the mentee. Cho, Ramanan, and Feldman (2011:455) listed the following five ideal characteristics that a mentor should possess in the mentorship relationship:

1. Admirable personal traits: for mentorship to work, both the mentor and mentee need to have similar personality qualities, such as compassion, enthusiasm, generosity, and honesty.
2. Tailored goals and support for each mentee: a mentor guides the mentee's career by creating an individualised plan for the mentee to achieve his/her set goals. They ensure that a vision is given, assist with understanding and seeing the bigger picture, and guide the mentee with the process.

3. Commitment towards the relationship: the mentor first needs to show commitment to the mentee. This is achieved by giving him/her sufficient time and ensuring that they follow through with the plans implemented.

4. Personal and professional support: for the mentee to be successful, a healthy balance needs to be achieved between personal and professional goals. The mentor is critical in providing the mentee with guidance towards leading a fulfilled life at home while offering support during stressful times.

5. Set standards and be a role model of those standards: mentors need to lead by example, live by those standards, and create a culture for others to follow their example.

Further to the specific mentor characteristics already described, mentors must also exhibit particular skills to benefit the mentee. Skills such as communication, patience, and active listening are critical skills for the mentor to understand the mentee's needs (Dixon, 2001).

2.2.3 Challenges of mentorship

While mentorship is associated with several benefits, there are also challenges associated with mentoring. Ensher and Murphy (2011) Identified three main challenges experienced in a mentoring relationship:

1. Demonstrating commitment and resilience: mentors need to portray a commitment to the mentee; this is often a challenging aspect of the relationship, especially when it is an informal relationship with no set guidelines of how the mentorship will work.

2. Measuring up to a mentor's standards: female mentees experienced fewer challenges related to measuring up to a mentor's standard than the males experienced.

3. Career goal and risk orientation: depending on the mentee's stage of development, he/she might quickly outgrow the mentor and not require the mentorship to achieve the set goals.

Similarly, the Renaissance Personnel Group (2016) shared the following seven common challenges within mentorship relationships:

1. Bad timing of the mentorship relationship.
2. Lack of structure in the mentorship relationship.
3. Unclear role of the mentor in the relationship.
4. Clashing personalities of the mentor and mentee.
5. An unreceptive mentee who does not always act on feedback and advice immediately.
6. Mentors busy schedule resulting in the lack of communication and face to face meetings.
7. Unrealistic expectations from the mentor on what the mentee should do.

In reality, although mentoring has its strengths and challenges, the key to success is how one views a relationship. The relationship's sustainability depends on both parties' ability to accept and acknowledge the challenges faced (National Treasury, 2013). Several factors, such as the amount of mentoring received, the period that the mentoring relationships last, or the quality of the relationships are ways to determine the success of each mentoring relationship (Allen and Eby, 2008).

2.2.4 Formal and informal mentoring

Mentorship programmes can either be formal or informal in structure, depending on the relationship's stage and nature (Wright and Smith, 2000). Informal mentoring develops naturally through unstructured social interactions, while formal mentoring programmes involve mentors and mentees assigned to each other (Watson *et al.*, 2009). It is believed that formal mentors may be less likely to receive intrinsic rewards through a formal mentoring programme, and mentors will be less motivated in the relationship compared to a naturally occurring informal mentorship programme (Jones, Harris and Miles, 2009).

Mentoring activities allow a transfer of knowledge and skills from the mentor to the mentee. Wright and Smith (2000) suggest that formal mentoring is more valuable as it provides greater consistency and interaction. However, this contrasts with Nemanick's (2000) views, who found informal mentoring was more beneficial due to the mentee receiving higher compensation and more promotions than formally mentored mentees.

However, regardless of whether the mentorship is formal or informal, proper mentoring can lead to positive outcomes, while bad mentoring may be worse than not having a mentor at all (Ragins, Cotton and Miller, 2000). Inadequate mentoring is detrimental to mentees who receive the wrong advice at the wrong time. This could lead to mentees making decisions that are not favourable to their development or progression.

When pairing and matching the mentor, the main aim of the relationship is the mentee's development. Furthermore, consideration needs to be given to the individual's personality traits, the mentee's needs, and the appropriate duration of the mentorship relationship (Jones, Harris and Miles, 2009).

For a formal mentorship programme to be successful in the professional business workplace, the following characteristics are required, according to the National Treasury (2013:21):

- Commitment based on sound business principles;
- Proper identification and screening of mentors;

- Correct identification of mentees;
- Training of all mentoring parties;
- Integrated systems of mentoring;
- Consultation and involvement throughout the organisation;
- Sound relationships;
- Sound communication;
- Openness to diversity;
- Mentoring and evaluation;
- The ability and willingness to value the mentee;
- Mutual respect for the mentee as a person;
- Focus on the mentee's development;
- Assisting the mentee in solving his or her problems.

Informal mentoring relationships develop because of mutual identification and interpersonal comfort (Ragins, 2002). Formal mentoring has a timeline, while a timeline does not govern informal mentoring, and there are no external rules or expectations. Informal mentoring is more likely to move outside the typical office space and focus on work and personal attributes (Swanepoel, 2012). Parents, siblings, spiritual leaders, inspirational figures, and acquaintances all fall under the informal mentoring relationships (Malanga, 2018).
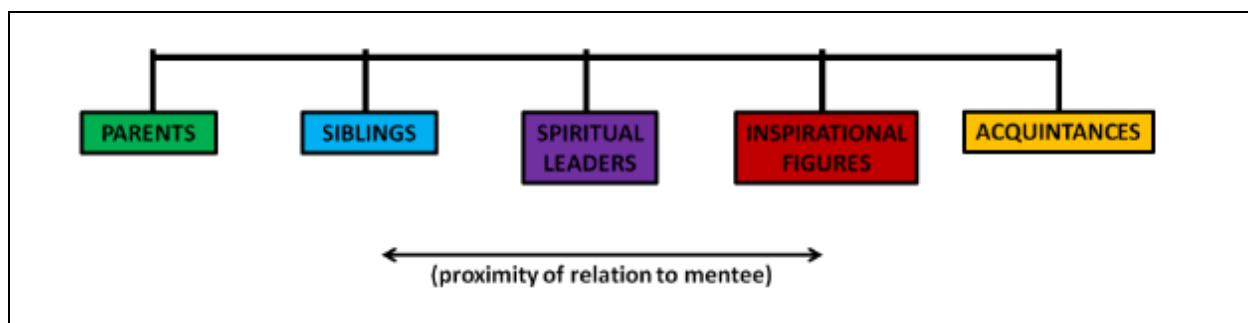
Figure 2.3: The spectrum of informal mentoring relationships (Malanga, 2018:67).

While literature commonly refers to the distinction between formal and informal mentoring, several different types of mentoring exist. Each type has various benefits and resulting impacts. The three most typical types are the following:

1. Youth mentoring involves a caring relationship between an adult and a child, and mentors must demonstrate appropriate behaviour and values (Rhodes and DuBois, 2008).
2. Academic mentoring applies to education and career goals. It is undertaken by a person who has the necessary knowledge to help someone with their educational needs and improve their educational outputs and goals (UKGuardianship, 2019).

14

3. Workplace mentoring involves the personal and professional growth of the mentee. It is described as a "dyadic relationship in which older, more experienced members of the organisation foster the growth and development of a junior employee to a point where he or she becomes a competent professional" (Pinho et al., 2005:20).

Furthermore, Janse van Rensburg and Roodt (2005) identified a further five types of mentoring:

1. Executive mentoring is an informal relationship that is established with an executive or director.
2. Supervisory mentoring is when the mentee's boss becomes his/her mentor, leading to more career advancement opportunities.
3. Diversity mentoring includes cross-cultural mentoring, where the mentor and mentee are of different races, and cross-gender mentoring, where a mentor and mentee are different sexes.
4. Peer mentoring is when the mentor and mentee are on the same level in the organisation, and the relationship is relatively informal.
5. Hierarchical mentoring includes mentoring from a higher grade. This refers to the relationship between a junior and a senior to enhance the junior person's knowledge.

Mullen (2016) classified eight alternative types of mentorship from the education literature, which sees formal, informal, and diversity mentorship named in the eight. The remaining types of mentoring are electronic mentoring, collaborative mentoring, group mentoring, cultural mentoring, and multiple-level co-mentoring.

While these are relatively independent of one another, they all share the same interactions marked by trust, empathy, and authentic concern (Eby *et al*., 2013). Trust seems to be the common word incorporated into the formalisation of a relationship to be influential and generate successful results. This is demonstrated in both formal and informal mentoring (Bluckert, 2005).

Who can be a mentor?

A mentor is experienced in a particular field or business and shares their experience with a young person just coming up called a mentee (Schultz, 2019). Furthermore, mentors share information about their own career paths and provide guidance, motivation, emotional support, and role modelling to the mentee (Disabilities, Opportunities, Internetworking, and Technology, 2019). Mentors are generally older, more mature, and experienced than the mentee and typically portray specific attributes such as motivation and emotional support.

These attributes assist with the mentee's development and growth and set action plans to achieve specific career goals (Schultz, 2019).

Being a mentor is a big responsibility and requires an individual to understand what is expected of them. In the nursing environment, when senior nurses want to become mentors, they need to understand the importance of mentorship, the process, and basic mentoring (Ali and Panther, 2013).

Schultz (2019) further states that a mentor may be unrelated to the mentee's employment but takes an interest in the younger person's development, while the mentee is eager to soak up the mentor's wisdom and advice. Harrison, Comeaux, and Plecha (2013) discovered that faculty members who regularly interact with students could also be mentors as they have gone through the system and have gained knowledge from their experience in the particular working field.

2.2.6 What roles do mentors fulfil?

Mentors fulfil several roles in the mentorship relationship, and the knowledge, advice, and resources a mentor shares depends on the format and goals of a specific mentoring relationship (Pearson, 2017). While considering mentorship to progress in a profession, mentors fulfill a specific role for the mentee to achieve their set goals. Mentorship provides psychological and emotional support, which involves listening, identifying potential problems, and providing encouragement (Nora and Crisp, 2008). Furthermore, mentees experience an increase in self-confidence and self-esteem due to the talks and encouragements they receive from their mentors (Wood and Young, 2019).

In general, mentors fulfil the following roles:

- **Psychological support:** Holmes (2016) found that cricket is an emotional and psychologically stressful game, making effective mentorship within cricket essential.
- **Role model:** The mentor needs to be a role model in the mentee's life and demonstrate good ethics and values (Schultz, 2019).
- **Supporter:** The mentor provides the student with professional and moral support whenever required (Ali and Panther, 2013).
- **Problem solver:** The mentor helps mentees solve their problems, rather than giving them direction (Pearson, 2018).
- **Teacher:** "As a teacher, the mentor shares his or her knowledge and experience with the student, identifies the student's individual learning needs and learning style to maximise learning" (Ali and Panther, 2013:36).

- **Guide:** The mentor merely guides the mentee in the right direction but does not give a detailed map to the mentee to achieve his or her set goals (Reh, 2019).

While mentors fill a wide variety of roles for the mentee, they must indicate what they can provide for the mentee (Pearson, 2018). A mentor adds a beneficial impact to a mentee's life, and a clear expectation from both the mentor and mentee is essential before the mentorship relationship commences (Reh, 2019). Each mentor's role varies depending on the stage of the mentee's career. Thus, they make it vital for the mentor to identify which of these roles is to be used, in each circumstance, to optimise the student's development (Ali and Panther, 2013). While mentors fulfil various roles for the mentee, certain critical factors must be met in the mentorship relationship (Dixon, 2001).

These are as follows:
- Time-focused goals;
- Clear and specific goals;
- Management support and commitment;
- Training and support of mentors and mentees;
- Evaluation and review.

2.2.7 Mentorship in sport

Recent research done by Lefebvre, Bloom, and Loughead (2020) looked at career mentoring across various disciplines in an article subtitled "A roadmap for mentoring research in sport". The research objectives were to evaluate the mentoring literature across various sport disciplines to bridge the existing knowledge and situate mentoring in sports literature. The study concluded that mentoring across multiple disciplines provides sport mentoring scholars the advancement and dissemination of mentoring knowledge and research (Lefebvre *et al.*, 2020).

While studies on mentorship are ongoing, it is evident that there is a lack of depth on mentorship in sport (Malanga, 2018). Although there is an intuitive appeal for mentoring in sport, empirical research is limited and has primarily explored the value and impact of mentoring relationships on sport coaches' development (Lefebvre *et al.*, 2020).

Several studies, done within the context of sport, focus on coach and athlete mentorship. White *et al.* (2017) researched the domains of mentorship relationships in sport, focusing on mentoring relationships among volleyball coaches and found mentors provided career and psychosocial support. Further to this, Hoffmann and Loughead (2016) showed that positive leadership behaviour was related to psychosocial mentoring.

Research done by Nash (2003) focused on developing a mentoring system within the coaching practice. Coaches reported that mentorship was the most crucial aspect of coaching and found the need for structured mentoring programmes within coach education (Cruz, 2017). Karcher (2016) stated that good youth coaches focus on more than just developing better athletes, as they instead use the opportunities that come up in sport to help build better people and support these views. Participation in a sports mentoring programme showed improved physical activity, sports skills, confidence, connectedness, self-management, and growth skills. One-on-one sports mentoring can serve as a tool for life skills development; this is used to better both sports relationships and the structure of a one-on-one relationship (Choi *et al*., 2015).

In general, while mentorship has been researched, a better understanding of mentorship is needed in individual fields of study, especially as information on mentoring is limited in sport and particularly in the cricketing world (Holmes, 2016).

2.2.8 Mentorship in cricket

Cricket is both a team sport and an individual sport, and because of this, cricketers require psychological interventions that would apply to both team and individual sports (Mole, n.d.). Mentorship is essential for athletes as it provides them with the skills to improve their decision-making on the field (Bozionelos *et al*., 2014). This is critical in cricket due to the game's psychological demands (Mole, n.d.).

Malanga (2018) states that there appears to be limited research in sport and the cricketing world (Holmes, 2015). The literature search found only two published papers investigating mentorship in cricket, namely, Dixon (2001) and Holmes (2016). Dixon (2001) critically evaluated whether the Sibanye Mentoring Project of the Border Cricket Board in South Africa was an effective tool in developing Black African cricket players. Their study found that mentoring was perceived to be an effective process in developing these young players. The study illustrated that the programme provided an effective way to create an organisational culture by helping young Black African cricketers reach personal and professional potential. The programme also met individual needs, increased ethnic and gender diversity at the senior level.

Holmes (2016) investigated what makes a mentor effective from the mentee's perspective in a young, elite English cricketing environment. All participants agreed that a mentor would benefit their development and progression as cricketers. The research findings suggest that mentors within the elite cricket context should emphasise their role of offering psychological

support to be effective in aiding the development of young performers and should also be readily available whenever the mentees require them for advice and guidance.

One key difference in the studies is that the South African findings were based on a structured programme that had been implemented with a specific and unique purpose. In contrast, the English study was the perception of the potential mentees' insights into mentoring, despite the absence of a mentoring programme.

Although part of a broader study, Dove et al. (2016), who gave an account of the enablers to professional cricket, found that mentorship was critical to successful progression in cricket through providing guidance, direction, nurturing, and an understanding of the requirements of a top-level cricketer. Dove (2018) investigated the socio-ecological factors in talent development for cricketers in a diverse society. The study found mentoring to be one of the factors in the development of cricketers. Nearly all players identified the importance of a mentor to support and guide them at all development stages. The agreement between the findings of Holmes (2016), Dixon (2001), and Dove (2018) is that a person should be trained in mentoring and display good interpersonal and intrapersonal skills and attributes to be beneficial as a mentor.

Dove (2018:214) further noted that "mentoring would seem to be a constructive intervention for all cricketers. However, the diversity of cricket and life experiences amongst South African players, suggests that an organised mentoring programme would provide additional assistance to those players who have not had the same cricket and life opportunities and support".

When analysing the similarities and differences between Dixon (2001) and Holmes (2016) and Dove (2018), there may be some flexibility required in appointing a suitable mentor, to allow the different cultures, personalities, contexts, requirements, and circumstances of mentees to be considered. From these studies, the importance of mentorship for progression into the professional arena is highlighted. However, no research investigated the differences between those who proceed to the professional arena and those who do not.

2.3 The South African sport industry

Sport plays an integral role in nation-building by uniting citizens through improved physical health, morale, and overall well-being (Labuschagne, 2004). Therefore, it improves one's quality of life and displays the country's best qualities to the rest of the world.

The South African sporting environment is unique due to international sanctions placed on the country during the Apartheid era. This restricted the country from competing in cricket from 1970s to 1994. South Africa's first post-apartheid president, Nelson Mandela said at a Laureus World Sports Awards Ceremony, "Sport has the power to change the world. It has the power to inspire; it has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination" (Mandela, 2000). The positive impact of the Springboks (South African national rugby team) winning the 1995 Rugby World Cup in South Africa, was a testimony to the power of sport in uniting a nation that was previously separated by race (Labuschagne, 2004). The emotional influence and sport's ability to unite were again echoed in 2019 when Siyamthanda Kolisi, the Springboks' first black rugby captain, lifted the trophy for the third time in South Africa's history at the Rugby World Cup in Japan.

While sport itself is a powerful tool in the world, the South African Sport and Recreation Act set out objectives to enhance its potential, giving rise to the theme "Getting the nation to play", with the main objectives being as follows (Department of Sports and Recreation, 2012):

1. Increasing participation in sport in South Africa through all age groups, races, and sexes to ensure that children remain active.
2. Raising the profile of sports throughout South Africa to positively impact society and ensure social skills development.
3. Maximising the success of significant events and the positive effect and benefits on the country as a nation.
4. Placing sport at the forefront of efforts to educate the public about HIV/Aids and reduce the level of crime.

Sport in South Africa is regarded as one of the most critical and cohesive factors in bringing the country together. Sport empowers people, enhances leadership qualities, and highlights the importance of co-operation towards a shared goal (Phaahla, 2020). The impact of sport and recreation goes beyond one's participation. It is felt in many different aspects of a nation, such as health, education, the economy, nation-building, and international relations (Labuschagne, 2005).

Figure 2.4 below illustrates the relationship between sport and recreation and its impact on the various sectors in South Africa. These are explained below:
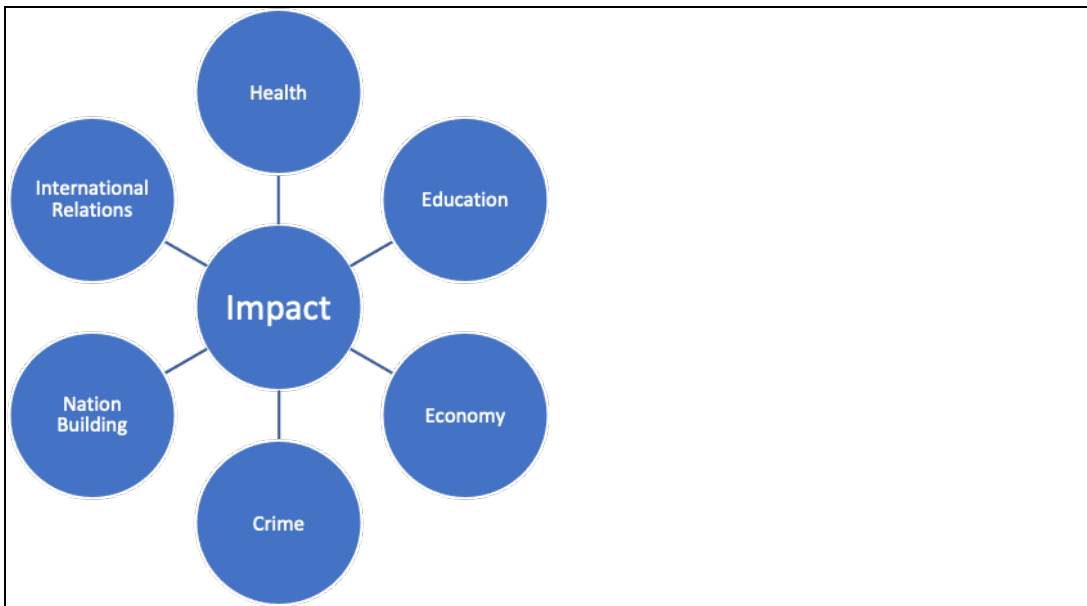
Figure 2.4: Sport and recreation impact (Department of Sport and Recreation, 2012:13).

Health

Sport is beneficial in many ways. Participation in physical activity and sport can address health issues such as blood pressure, obesity, stress relief, improved muscular strength, and endurance (Phaahla, 2002).

Education

Physical activities and sport have an educational impact during school and are vital in helping young people learn and develop life skills. There is evidence that increased physical education leads to improved school performance (Castelli *et al.*, 2015).

Economy

While sport plays an integral role in society, its economic benefit is crucial to a country's economy. It contributes to a significant part of the overall gross domestic product (Johnson, 2017).

Crime

Success in sport and recreation improves self-esteem, and crime is often associated with low self-esteem. Sport imparts several beneficial factors: teamwork, discipline, and the value of being a good sports person. An increase in sport participation will contribute to lower crime rates (South Coast Sun, 2020).

Nation-building

Sport plays a significant role in the nation-building of a country. An increase in the number of participants playing sport is one critical intervention that would further enhance nation-building. A successful team brings identity to a nation, and role models are often top opinion-makers in many countries (Department of Sport and Recreation, 2012).

International Relations

Sport plays an essential role in international relations and builds strong relationships between countries, which most importantly adds value to South African elite sport (Phaahla, 2002).

2.3.1 Cricket structure in South Africa

Within the elite level of professional sport in South Africa, the government charges one authority, the South African Sports Confederation and Olympic Committee (SASCOC), with the responsibility to develop, coordinate, and monitor a competitive system that is established in line with the national strategy (Phaahla, 2002). CSA is the governing body of cricket in South Africa (Ferreira, 2011). Professional cricket in South African starts at the senior provincial level. South Africa has 13 affiliated senior provincial teams that participate in a three-day competition where teams play each other once, followed by a one-day match. A national twenty-twenty tournament accompanies this. These 13 teams are feeders for the six professional cricket franchise teams in South Africa.

The cricket structure within South Africa has five steps before the national team, from mini-cricket level to high performance. The full structure or 'pipeline' is set out in Figure 2.5 below:

SA "A"

Franchise cricket

National Academy

Semi Professional

Provincial/Regional Academies/Club
Cricket/Tertiary Cricket/Future Cup/RPC & Hubs

SA U/19

Talent acceleration Programme

Schools Cricket / RPC & HUBS

KFC Mini Cricket / RPC & HUBS
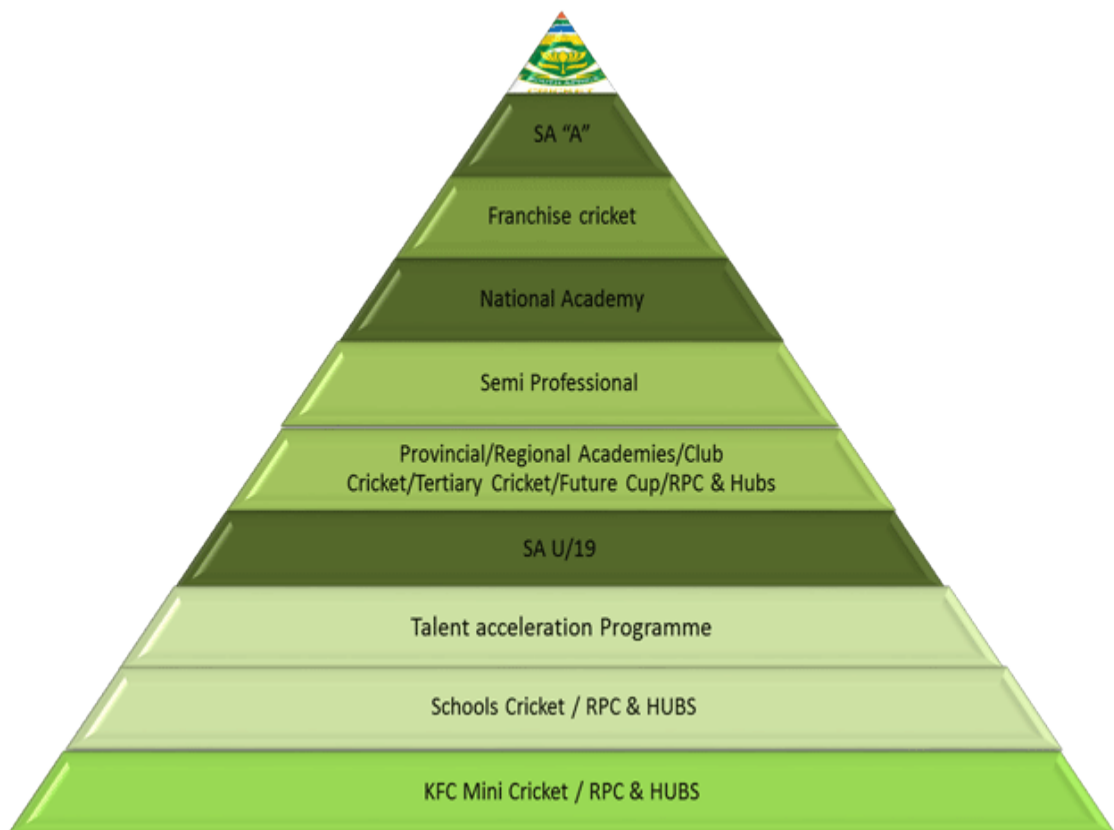
Figure 2.5: The South African cricket pipeline (Cricket South Africa, 2020).

2.3.2 Professionalisation in sport

Professionalisation in sport is built on the ideals of dedication, cooperation, hard work, and sportsmanship. Sport is broken down into two categories. The first category is the amateur sport level, of which the primary function is to provide an educational tool for health benefits, social and cultural tasks. The second is the professional sports level, which generates revenue (Manders, 2005). Sport is a special kind of business, and passionate fans often forget that sport is built on a business model and is the same as any audience-driven entertainment, where the owner's main objective is to fill the stadium with fans (Makarov, n.d.).

While capital is made at the professional level, and athletes earn a salary, they often take great interest in the amateur level sport from the perspective of the sports organizations. The amateur level is the pathway for athletes to professional sport. There is often a downward redistribution of income to promote the particular sport (Manders, 2005). Through professional sport growing globally, there is an increase in pressure on athletes. This is often due to the expectations athletes place upon themselves (Vickers, 2014). However, several other factors increase pressure on the athlete, such as player-coach relationships, fear of losing their place in the team, criticism from media, and, most commonly, injuries (Podlog & Eklund, 2006). In these circumstances, mentoring could provide the necessary support and guidance for the challenges athletes face daily.

2.4 Athlete development

Athletes, who are involved in talent development programmes, are considered to have the potential to reach the highest standard in their sport; however, there is no guarantee that they will rise to the professional level (Swan, Moran, Piggott, 2015).

The care and wellness of the athlete, training specificity, finding a holistic balance between academic life, sport, culture, social life, and time management all influence an athlete's progress. These socio-emotional factors play a critical part in athletic development and progression and are often also overlooked concepts.

Dove (2018) investigated progress through the talent development pathway and found several factors that influenced South African cricket players' athletic progression. Factors such as place of birth, role models, television role in cricket exposure, and initial cricketing success emerged as significant contributing factors. While these factors have been identified as significant influences on a cricketer's progress in a South African environment, these are not the only factors that play a role in progression.

Traditionally, research on athletic success has focused on physical factors such as conditioning and nutritional intake, and genetic markers (Guth and Roth, 2013). Another aspect that could limit an athlete's progression and development in sport is the limited number of available professional contracts. This limitation is prominent in the South African context, where contracts are commonly granted for one or two-year periods only, creating inadequate security for the players (Dove, 2018). Several South African cricketers respond to the situation by exploring the option of playing overseas as compared to staying and playing professional cricket in South Africa. The foreign contracts offer a longer duration in years, and the monetary value is significantly higher than in South Africa (Sport24, 2019).

Beyond opportunity, an additional factor is the significant lack of interest in pursuing professional sport compared to further tertiary education (Oppenheimer, 2015). While there is limited evidence as to why some sportspeople choose to follow tertiary education instead of professional sport, education is the conventional and safer route to follow compared to a sports career. Sport is a high-risk career, with injury and lack of performance being areas of concern for those who pursue this path (Popat, 2012).

While this is labeled as the traditional structure of sport versus education, countries such as the United States, the United Kingdom, and Denmark encourage the combination of sports and academic study. In these countries, sportspersons are provided with concessions in terms of grades and time extensions to complete each course. Many professional athletes earn a degree while still competing as professional sportspersons (Popat, 2012).

To achieve this, athletes need a comprehensive and holistic approach to sports management, including the coordination and integration of each critical area in developing a professional athlete. These aspects are often not addressed, and as a result, athletes struggle to maintain the optimal balance between sports participation, academic demands, and social commitments (Henriksen, Stambulova and Roessler, 2010), thus often leading to their dropping out of competitive sport.

Athlete Performance Management is an example of applying the framework developed on a holistic plan to develop, mentor, and manage young athletes (see Figure 2.6). The athlete, in the centre, has four main components of their development. A mentor guides the balance of these four components to help the athlete achieve a holistic balance. (APM Sports, 2018).

1. Academic study is indicated as the most vital component of an athlete's development.
2. Training is often an area where athletes struggle the most to find a balance and are often uneducated on how to train, how much to train, and the appropriate amount of time needed to perform at the optimal required level.

3. Nutrition is often regarded as an essential component to success in the classroom and sport.

4. Mentoring is where Athlete Performance Management helps the athlete achieve a holistic balance between the factors mentioned above.
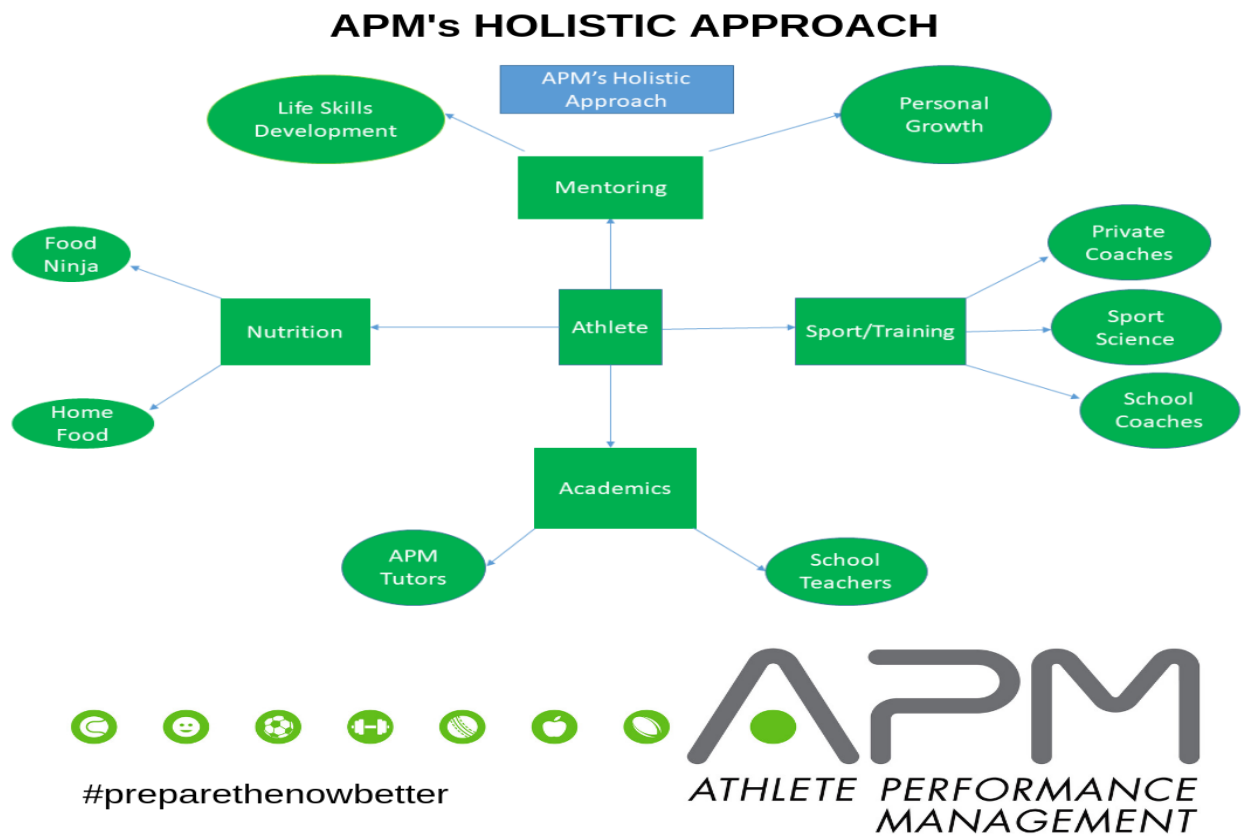
Figure 2.6: APM's holistic approach to athlete management and development (APM Sports, 2018).

2.5 Summary

This chapter began with an overview of mentorship, the definition of mentorship, and the impact of mentorship. A review of mentorship relationships followed this, the challenges of mentorship and the difference between formal and informal mentorship, who can be a mentor, the roles mentors fulfil, and mentorship in sport and cricket. Finally, an overview was provided of the South African sport industry, including the cricket structure in South Africa, professionalisation in sport, and athlete development.

The gap in relevant studies in the literature discussed above indicates that an exploration of mentorship in cricket is needed to assist with cricketers' development and progression. Studies in general around sport are limited, a gap which this study aims to fill. Mentorship is shown to be beneficial and impactful in the workplace and is used as an overall tool to advance one's career. Therefore, it is important for this study to identify the characteristics and roles of mentors for cricketers compared with the literature. The following chapter will outline the methodology used by this study to achieve its objective and answer the research questions outlined above.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlines the methodological approaches used to achieve the set objectives of the study. The primary research approach for this study is the qualitative research framework. The chapter details the qualitative research paradigm and research design. Furthermore, the data collection, the interviews, sample selection, data analysis, preparation, and coding are explained. Further, this chapter describes validity, reliability, ethical considerations, and reflexivity.

3.2 Qualitative research paradigm

A qualitative research paradigm aims to gain an in-depth and holistic perspective through interviews, observations, and opinions using certain focus groups and using various data collection methods to explore and understand the meaning of the participants' views and motivations (Cohen and Crabtree, 2006). Furthermore, qualitative research methods are different from quantitative research methods. The qualitative approach focuses on adding depth to your findings. The focus of the methods designed is to help the researcher understand the cultural group's environment by interacting closely with the people being studied (Farber, 2006). Table 3.1 presents qualitative and quantitative research characteristics as outlined by Gratton and Jones (2014).

Table 3.1 Characteristics of qualitative and quantitative research (Gratton and Jones 2014:32)

Quantitative research	Qualitative research
Uses numerical analysis to measure social phenomena to provide 'facts'	Relies on non-numerical analysis to provide understanding
Assumes a single, objective social reality	Assumes social reality is a subjective experience
Assumes social reality is constant across different times and settings	Assumes social reality is continuously constructed and related to the immediate social context
Uses statistical analysis to determine causal relationships	Objectives are description, understanding and meaning
Studies samples with the intention of generalising to populations	Uses smaller samples, or 'cases'
Researcher is objective, and 'detached' from the subjects under investigation	Data are rich and subjective
The setting is often contrived	The location of the research is often natural
Data is collected using inanimate objects, for example pen and paper	Flexible approach to data collection; often non-traditional approaches, e.g. content analysis
Associated with the positivist approach	The researcher is the data collection instrument
Generally deductive	Associated with the interpretative approach
	Generally inductive

This study was designed to explore the participants' insights, opinions, and perceptions, interpret their meanings, and understand and analyse the participants' experiences based on the qualitative research framework.

Table 3.2 below relates to the types of data and research traditions used. The interpretive method of collecting data is suitable for this study.

Table 3.2 Types of data and research traditions (Papachroni and Lochrie, 2015:77)

Types of data		
	Primary Original data generated for specific purposes of a research project.	**Secondary** All available data is 'out there' for a researcher to collect and analyse.
Positivism	**Quantitative data** Surveys, questionnaires, web-based surveys.	Publicly available surveys, consensus reports, public databases and reports, archival records, computer-based database
Interpretivism	**Qualitative data** Interview transcripts, observations notes, field notes, photos, video material	Publicly available documents, company reports, public speeches and interviews, journal articles, books, archival records

3.3 Qualitative research design

The design of qualitative research is a general way of thinking about conducting research and probably, the most flexible of the various experimental techniques (Rahman, 2016). Gratton and Jones (2014) outline seven types of research design, namely:

1. Experimental.
2. Cross-sectional.
3. Time series.
4. Longitudinal.
5. Case study.
6. Grounded theory.
7. Ethnography.

Glaser and Strauss, 1967 described grounded theory as a type of qualitative research methodology where the data is collected through a systematic, yet flexible process and then coded, making connections, and seeing what theory/theories are generated or are built from the data (Glaser and Strauss, 1967). Due to the high volume of data this study generated, it

was important to adopt grounded theory. Grounded theory aims to obtain descriptive concepts from the study group mentioned via interviews (Calman, 2014). The data analysis is detailed later in this chapter.

3.4 Sample selection

Sampling is a process of selecting respondents from a population to investigate a single group that is of interest to the researcher (Shorten and Moorley, 2014). "The population consists of every individual case that possesses the characteristic that is of interest to the research" (Gratton and Jones, 2014:110). The sample selection is critical in the research design, and good sample selection and appropriate size of the population strengthen the study and avoids any time wasting and cost (Shorten and Moorley, 2014). The sample size was selected from 210 cricketers who represented the South African under 19 cricket team between 2000-2016. Purposive sampling was selected from various sampling techniques and used in this research study (Creswell, 2009).

Selecting the sample size is about predicting if the sample size will be large enough to give adequate validity and trustworthiness to the study (Shorten and Moorley, 2014). Gratton and Jones (2014) explain that the researcher should aim to achieve what is referred to as "saturation", which is reached when any new data collected does not provide any new or different information to what has already been collected. Saturation was reached at participant 10 of 15 of this study, as no common themes were recorded, and no new information was found from participants.

For this study, it was essential to obtain participants' perspectives from both successful and unsuccessful cricketers. A total of 15 participants took part in the interview; nine successful and six unsuccessful cricketers were interviewed. The participants ranged from four different race groups: Black, White, Coloured, and Indian. A variety of participants were interviewed, from professional and semi-professional cricketers, retired cricketers, and current club cricketers. As the interview progressed and the themes emerged, it was seen that the sample size was adequate, as the same themes were arising from both successful and unsuccessful cricketers, thus reaching saturation.

3.5 Data Collection

When collecting data, there are three main questions a researcher should ask to decide on a data collection method (Gorman and Macintosh, 2013). These three questions are:

- What is the most suitable context to explore your research question?
- Are you able to gain access to this setting easily?
- What type of data would be most suitable for your research?

While data has its undoubted strengths, the collection should be interesting and new (Gratton and Jones, 2014). When defining the method to be used, practical consideration should be given to both the time needed and the accessibility of the organisation. While these aspects require consideration, the interviewer plays a critical part in collecting data and giving feedback on the information needed for the study. Further to this, the researcher collected data during semi-structured interviews for input into the study. This method is useful if the researcher needs clarity on a question that has been asked or if the answers need to be explained in more detail for the interviewer to understand correctly. After CSA granted permission, the researcher conducted all interviews and interviewed the players who fitted the study criteria. The following section highlights the chosen method of data collection and the advantages and disadvantages of the methods.

3.5.1 Interviews

Interviewing is one of the most frequently used methods to generate qualitative research data (LeBlanc, 2010). It was vital that the interviewer made the interviewee feel comfortable and at ease. This allowed the collection of rich and meaningful information about the role of mentorship in South African development and progression under 19 cricketers to professional cricket and to distinguish any differences in the mentoring experience for successful and unsuccessful players.

Qualitative research has distinct advantages over other research methods and provides insights on topics that are not measurable per se. Rahman (2016) highlighted a few:
- The qualitative research approach produces a detailed description of participants' feelings, opinions, and experiences and:
- Allows participants to elaborate on personal experiences.
- Achieves more in-depth and more extensive insight into issues related to the topic.
- Interprets and understands the human experience in specific settings.
- Interviews allow the researcher a sense of control over responses by the way the questions are posed.

While qualitative research has advantages, it is essential to highlight the disadvantages of interviewing. Lums (2016) highlighted the following:
- Small sample sizes.
- Conclusions need to be carefully hedged.
- The researcher may be biased in choosing participants.
- The interviewer may become dominant and lead the participant in the interview.
- The analysis might be complicated and depends on the quality of the findings from the responses.

The researcher focused on the interview guide when conducting the interviews, and participants were selected from a specific group as previously mentioned. Interviewers can use structured, semi-structured, or open-ended interviews. For this study, the interview was arranged as a semi-structured framework, where the researcher grouped themed questions for the participants. This structure allows for flexibility in the order of asking the questions. A semi-structured approach is explained in the following section.

A semi-structured approach is best when a researcher has a set of questions to be addressed in the form of an interview (Farber, 2006). Furthermore, semi-structured interviews allow for the emergence of essential themes that might not come through using a more structured format (Gratton and Jones, 2014). The semi-structured interview guide consisted of demographic and open-ended questions related to mentorship and career progression, with the opportunity for follow-up questions through open communication. During the interviews, the researcher wrote notes outlining the researcher's initial interpretations of what was heard. These interpretations guided the follow-up questions.

Table 3.3 outlines the semi-structured interview processors' strengths, weaknesses, and applications of other different interview approaches.

Table 3.3 Strengths, weaknesses, and applications of interview approaches (Lochrie, Curran and O'Gorman, 2015:119)

Strengths	Weaknesses	Applicability
Unstructured		
- Provides rich information - Explores previously unknown themes that arise from the interview - Creates relationships that may lead to more information - Uses natural language	- Very time consuming - Resource-intensive - Lacking in generalizability - Can generate lots of often irrelevant data - Susceptible to interviewer bias	Exploratory research investigating past events when subjective views and experiences are sought in conjunction with other research methods
Semi-structured		
- Questions prepared in advance to cover critical points, useful when the researcher is inexperienced - Interviewees still retain freedom and flexibility to express their views - Increased reliability and scope for comparability - The interviewee can respond in language natural to them	- Time-consuming - Resource-intensive. - Needs excellent interview skills to keep on topic - Interview questions are open to researcher bias - May lack in generalizability	- Multiple interviewers - Only one chance to conduct the interview - The researcher has some knowledge of the topic - In conjunction with other research methods
Structured		
- It can produce consistent generalizable data. - Minimal risk of bias - Large sample size - It can be conducted quickly - Sophisticated interviewing skills not required	- Little opportunity for feedback - Question responses are limited and restrictive - Little scope to cater for the unforeseen - Real-time changes to the interviews cannot be made	- Clear focus and a question to be answered - High level of knowledge on a topic to allow for appropriate question formulation. - A well-developed literature

3.5.2 The interview design

It was essential to identify the appropriate questions for this semi-structured interview guide, consisting of a standard set of questions (Gratton and Jones, 2014). The interview was guided by a set of open-ended questions, which helped the interviewer probe and clarify any issues raised and explore the respondents' specific experiences or expertise.

The questionnaire consisted of demographic questions, definitions, career progression, and mentorship questions. The interviews began with some initial questions (that were not part of the interview guide), such as "How is the cricket going? ... How is your retirement from cricket going?" This was done to make the players feel relaxed and to build a rapport with them.

The questions pertaining to demographic information were asked first. This allowed the interviewer to get to know the participants' background, which led to the participants' career progression, and mentorship questions. The mentorship questions were based on the participants' perceptions; therefore, questions started with "Have you had", "Who", "What", and 'Has' (see Interview schedule, Appendix A). Despite allowing the participant to talk freely, the researcher needed to keep the conversation focused on ensuring that all topics were covered by the end of the interview.

3.5.3 The interview procedure

The interview process took place during June-September 2019. The interviews were scheduled around the availability of the participants, as set out below.

Table 3.4 Participant characteristic table

	Race	SA U19 Year	Age at interview	Successful/Unsuccessful
1	White	2008	31 years old	Successful
2	White	2008	31 years old	Successful
3	White	2007	32 years old	Successful
4	White	2000	36 years old	Successful
5	Indian	2000	36 years old	Successful
6	Black	2016	22 years old	Successful
7	Black	2008	31 years old	Successful
8	White	2013	24 years old	Successful
9	Coloured	2003	34 years old	Successful
10	White	2006	32 years old	Unsuccessful
11	Black	2004	34 years old	Unsuccessful
12	Black	2010	27 years old	Unsuccessful
13	Black	2000	35 years old	Unsuccessful
14	White	2011	26 years old	Unsuccessful
15	White	2016	22 years old	Unsuccessful

The anticipated duration of the interviews was between 30-45 minutes. Although most of the interviews did not exceed 40 minutes, one interview took 50 minutes.

The participants were emailed or sent a WhatsApp message to obtain permission to participate in the study. After that, time and date were set to conduct the interviews. The interviews were recorded, using a tape recorder and a Lenovo tablet, and then manually transcribed verbatim using MS Word. The interviews were then coded, with the assistance of a software programme, ATLAS.ti, which also served as a storage and reference facility for all the transcribed interviews.

3.6 Data analysis

The data was captured, on a voice recorder, transcribed verbatim, and then stored on a password-protected computer. Backups were made and secured. Data were coded using ATLAS.ti, a statistical software package that is used for analysis, particularly for large sections of text, visual, and audio data. The next section gives insights into the analysis of qualitative data.

Analysing qualitative data consists of three parts, as explained by Seidel (1998:2):

1. Notice things - There are two ways of noticing things, the first is the kinds of things you can and should notice in your data, and the second is how you should go about the process of noticing those things.

2. Collect things - This step involves sorting out the information you have noticed, putting the pieces together, and allocating the information into different categories.

3. Think about things - This step involves examining the information that you have collected. The goal is to make some sort of sense out of each collection, look for patterns and relationships within the data collected, and lastly, to make general discoveries about what you are researching.
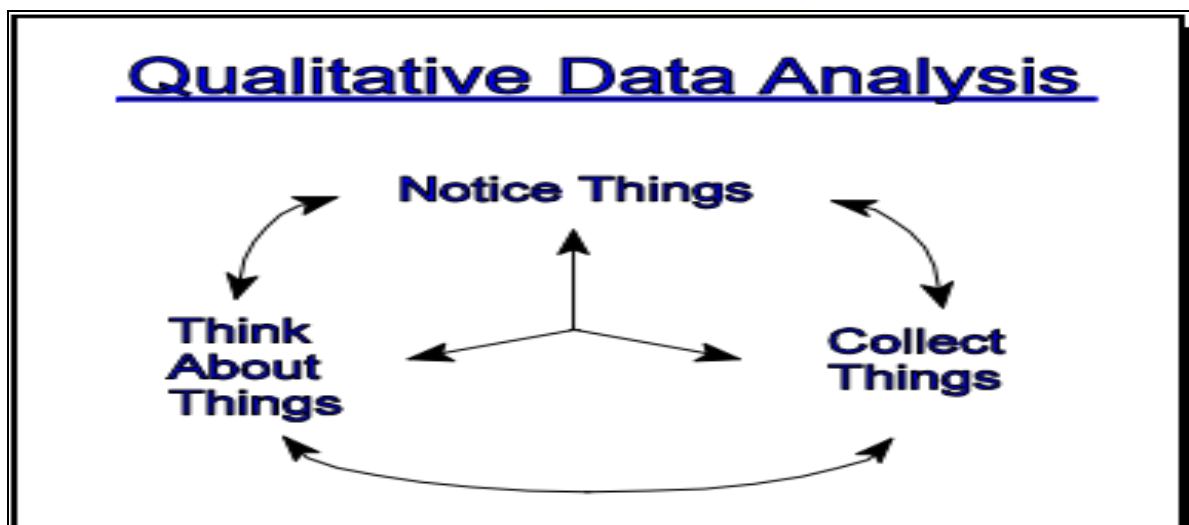
Figure 3.1: The data analysis process (Seidel, 1998:2)

The researcher took field notes when interviewing the participants and recorded the interviews. After listening to the recordings and reading the transcripts, the researcher

started the first step in the analysis, which involved coding the texts. The following section details the data analysis carried out by the coding process. The researcher used the analysis process outlined in Figure 3.1 above and found that following this process aided analysis of the data.

3.7 Data preparation and coding

After the data collection, three steps were followed to prepare the data (Miles & Huberman,1994:12). These steps were:

1. Data reduction;
2. Data display;
3. Drawing conclusions or verifying.
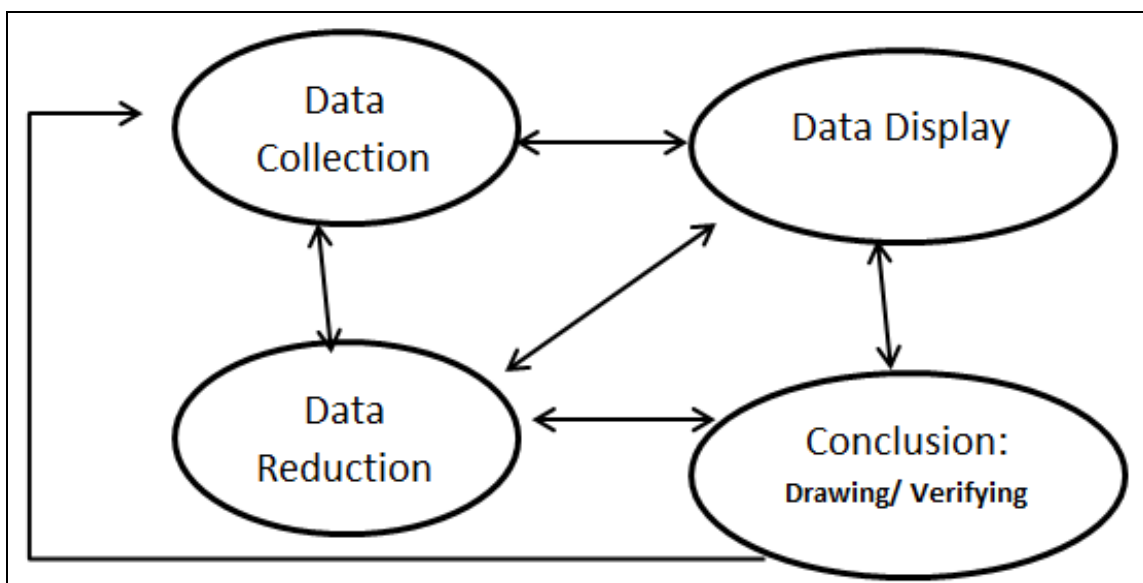
Figure 3.2: Components of data analysis (Miles & Huberman,1994:12)

1. Data reduction

Data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data that has been written up or transcribed (Gratton and Jones, 2014). Data reduction occurs throughout the qualitative project until the final report is completed. The process of data reduction is done by coding the information obtained during the interviews. During this stage, the researcher coded the interview transcripts using ATLAS.ti.

• Coding

In this stage, the researcher organised the raw data into a structure assigning codes/themes to the different transcript sections. The researcher carefully read the data and assigned a code to the relevant statement or sentence about the interview question, which is considered open coding. The researcher then reread the coded document and reduced and clustered categories by assigning more or new codes to the statements that might have been overlooked. He then categorised the codes with similar relationships under a family code. For the final stage, the

researcher chose data that showed contradictions and similarities. Codes should be insightful and should accurately reflect what is being researched (Gratton and Jones, 2014). An inductive or 'bottom-up' approach was used to the development of codes, meaning that keywords were selected and generally used as codes, with new codes being added for each new keyword that emerged from each new transcript. The "*constant comparative*" approach was used, with each new piece of data compared to the previously collected and coded data (Wagner et al. 2012, p.231).

The key codes that were formalised were:

- Life skills;
- Aiding external attributes;
- Barriers;
- Setbacks or disappointments;
- Beneficial programmes;
- Perfect balance for a school cricketer;
- The role of coaches or players;
- Interpretation of the professional environment;
- Pressure after participating in the South African under 19 squad;
- Pressure at franchise level;
- Description of a mentor;
- Roles mentors fulfil;
- Good attributes of a mentor;
- Mentors for cricketers;
- Assistance of mentorship outside cricket;
- Mentorship as a component of performance.

Figure 3.3 below illustrates the quotations from participants describing a mentor.

Q 19 Quotations for Code Describe a mentor..
- 1:1 I just think someone like you .. (1:544-1:832)
- 1:2 someone you can trust enough t.. (1:1039-1:1264)
- 1:14 It boils down to that one pers.. (4:373-4:639)
- 2:1 I think it's, I think it's pre.. (1:392-1:929)
- 2:2 We think what a mentor would b.. (1:1116-1:1659)
- 2:34 Yeah and that I think is the r.. (12:1344-12:2063)
- 3:1 mentorship with someone who's .. (1:339-1:751)
- 4:1 Mentor says that it's probably.. (1:375-1:912)
- 5:1 Well, in my, in my own words, .. (1:447-1:1480)
- 6:1 Someone who believes in you, s.. (1:409-1:749)
- 7:1 I think just someone you trust.. (1:354-1:539)
- 8:1 Someone who has an understandi.. (1:465-1:719)
- 9:1 Someone who takes a keen inter.. (1:427-1:1049)
- 10:1 Has the knowledge and experien.. (1:402-1:490)
- 11:1 Someone to look up to, the sec.. (1:439-1:534)
- 12:1 A mentor to me would probably .. (1:409-1:1091)
- 13:1 A mentor is someone who gives .. (1:467-1:640)
- 14:1 I think it's someone you trust.. (1:433-1:559)
- 15:1 Somebody who you can speak to .. (1:458-1:509)

Figure 3.3: Code for describing a mentor

Figure 3.4 below shows an example of data extracted by coding using ATLAS.ti software.
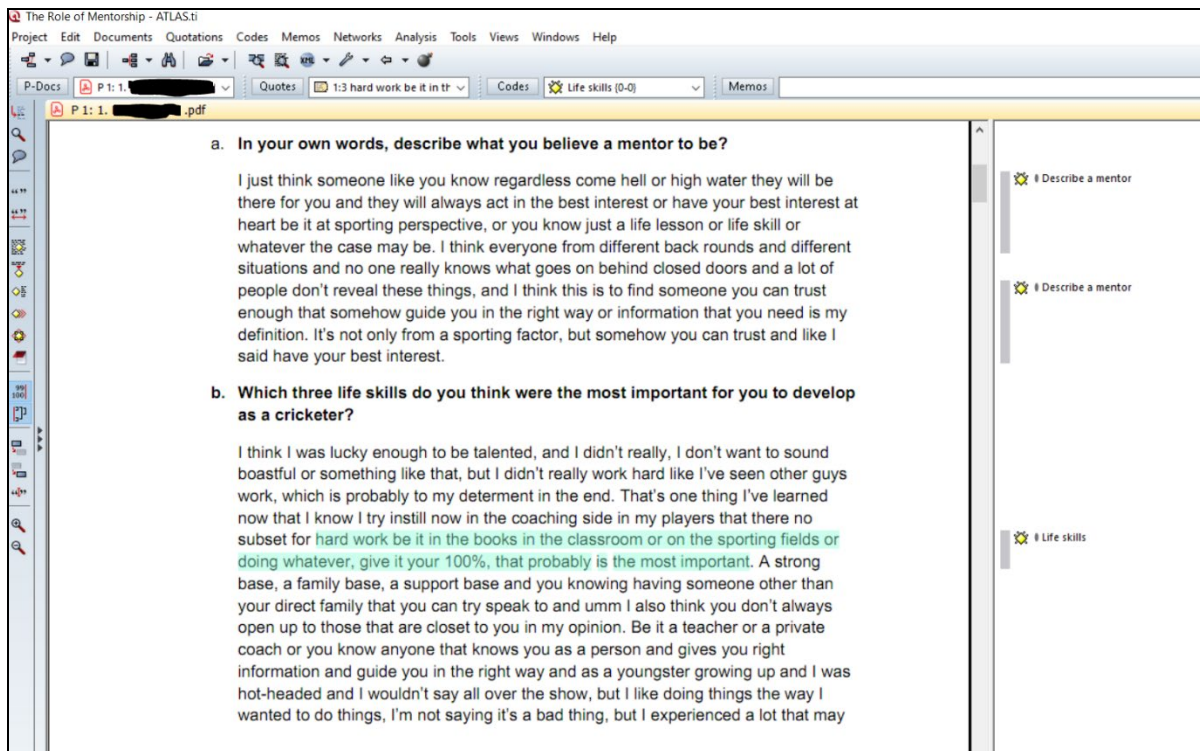
Figure 3.4: Example of data extract coding using ATLAS.ti software.

2. Data display

Data display is the second step. This step involves an organised display with compressed information which permits the drawing of conclusions and actions. The researcher summarised the collated data using written notes and ATLAS.ti software to extract and display relevant codes and themes. The researcher considered the displays and understood and analysed the data further.

3. Drawing conclusions or verifying

The final step is drawing conclusions/verifying, where the qualitative analyst begins to understand what the data means (Miles and Huberman 1994) from the start of the data collection. The researcher can conclude the study and verify the conclusions regarding the researcher's notes and discussion during the data collection. The researcher compared all field notes to the data coded and was able to verify insights drawn.

3.8 Validity and reliability of data

Construct validity is required to determine whether the research results are meaningful (Bruin, 2011). The validity of the findings in a qualitative research study means the researcher checks the respondents' accuracy, authenticity, trustworthiness, and credibility (Creswell, 2014:201).

"Validity" does not have the same connotations within qualitative data analysis as it does for quantitative analysis. Creswell (2014, p.201) explains that qualitative validity means that the researcher checks for the findings' accuracy by employing certain procedures. Other terms used to describe validity are trustworthiness; authenticity; and credibility (Creswell 2014, p.201). The question of validity was whether the respondents' actual views and opinions expressed in the interviews were their views and opinions outside the interview. All effort was made to ensure the data's validity. This was done for example by checking the transcribed interview.

Reliability refers to the consistency of the result (Gratton and Jones 2014). To ensure reliability, the researcher checked the interview transcripts thoroughly, compared them to the voice recordings and the researcher's notes during the interviews. Following the coding process, the researcher took steps to ensure no shift in the meaning or definition of codes by constantly comparing data with the codes. The earliest interviews to be coded were reviewed again at the end of the process to check for this consistency.

3.9 Ethical considerations

Ethical considerations are a vital part of the overall research process. For this study, aspects related to the participant's consent required careful ethical considerations. Each of the participants was over 18 years of age, and informed consent was given by each of the participants. The data from each interviewee remained anonymous. Permission to be interviewed was requested through email, and all participants signed consent letters, agreeing to participate in the study (Appendix B). The Research Ethics Committee at the Cape Peninsula University of Technology approved this study (see Ethical Clearance, Appendix C). Participants were informed that their participation in the study was entirely voluntary. Participants were asked if they were happy to be interviewed in English.

3.10 Reflexivity

Reflexivity is a researcher's own view and appraisal of his/her own research practice and is an essential element of effective research practice (Palaganas *et al.*, 2017). Also, reflexivity is a process of reflecting on yourself as a researcher to provide a more effective and impartial analysis (Wilkie, 2015). Furthermore, Wilkie (2015) identified five practical ways in which reflexivity can be incorporated into the research process:

1. For usability testing and depth interviews.
2. When you do not get the response or reaction you expected from a participant, inappropriate assumptions and preconceived ideas will be brought to light.
3. Keeping a diary of how you are feeling on each day of the research.

4. During the write-up of the findings, reflect on how you have interpreted what you heard during the interview.

5. As a learning exercise, a colleague watches a recording of yourself carrying out an interview.

While doing the interviews during this study, the researcher observed and noted any thoughts and feelings about the process. The interviews were tape-recorded, and notes were taken during the interview process. This was done to reflect on the interviews and avoid any influence on the researcher's reports. This process was carried out to reflect on the fieldwork or interviews and avoid reporting any data influenced by the researcher and. Furthermore, the researcher was aware of his position as a teacher and sports coach, and this ensured that these factors did not influence the outcomes or development of the research questions. The researchers' supervisors reviewed the interviews to avoid any bias.

3.11 Summary

This chapter discussed the qualitative research paradigm with semi-structured interviews that are often conducted in sport management research studies. It also outlined the data collection, coding, and data analysis processes and highlighted the sample group selected for this study. The study identified 15 participants who played for the South African under 19 cricket team for this research. It included nine players who progressed to play more than twenty professional cricket matches and six players who did not progress to play more than twenty matches at a professional level in South Africa.

This chapter also detailed the interview design and interview procedure used to prepare and implement stakeholder interviews by mapping out the semi-structured interview schedule. The data used the three procedures identified by Miles and Huberman (1994): data reduction, data display, and conclusion drawing/verification. The interviews were transcribed verbatim in MS Word, and, after that, the interviews were coded using ATLAS.ti software. The next section outlined the validity and reliability of the data, the ethical considerations and ends with the researcher's reflexivity within the data collection process.

CHAPTER FOUR
RESULTS

4.1 Introduction

A qualitative methodological approach was used to collect and analyse the data for this study. The researcher conducted semi-structured interviews with 15 participants. The interviewers are labelled from 1 to 15 to remain anonymous, and when interviewers mention a person's name, it has been replaced in brackets with a pseudonym. The rich data from these interviews are presented in this chapter. This chapter first explores questions around mentorship and outlines the cricketer's views, opinions, and experiences regarding the role of mentorship in their cricketing progression and development. The chapter then focuses on career progression, development, and the pressure on a cricketer. The chapter further highlights the notable differences between successful and unsuccessful participants.

The first section below highlights the development of codes and is followed by keywords that appeared significantly across responses. The chapter identifies and outlines the similarities, contradictions, and significant findings from the data analysis.

4.1.1   Development of codes

Individual codes were assigned to the relevant passages of the transcripts. The researcher utilised an inductive, bottom-up coding approach to generate the codes (Wagner et al., 2012).   Individual codes were clustered under a family code with a similar theme, as presented in Table 4.1. The code names were developed according to significant themes that are presented as headings within this chapter.

Table 4.1 Codes and code families

Code family	Individual codes
Mentorship	- Describing a mentor - Roles fulfilled by mentors - Good attributes of a mentor - Mentors for cricketers - Assistance of mentorship outside cricket - Mentorship, a component of performance
Career progression and development	- Life skills - Aiding external attributes - Barriers that hindered progression - Setbacks or disappointments - Beneficial programmes - Perfect balance for a school cricketer - The role of coaches or players - Interpretation of the professional environment - Pressure after South African under 19 - Pressure at a franchise level

4.1.2 Keywords identified throughout all responses

Using the ATLAS.ti Word Cruncher, an analysis was done to identify the most frequently used keywords across all responses when describing the significance of the role of mentorship in players' progression and development. These keywords were clustered and are shown in Table 4.2, according to the total number of times each word was mentioned. Although there were more keywords mentioned, the table represents the essential words relevant to this study.

Table 4.2 Keywords identified throughout all responses

Words:	Total times mentioned:
Cricket/Cricketer	468
Mentorship	272
Coaches	176
Games	162
School	155
Career	88
Team	67
Professional	66
Academy	59
Sport/s	55
Franchisee	47
Young	41
Skills	38
Environment	37
Balance	35
Attributes	29
South Africa	28
Family	22
Barriers	20
Dad	19
Train	19

It is not surprising to see that the words cricket/cricketer and mentorship emerge as frequently as they do. Interestingly, the coach was mentioned more often than family when the participants discussed people who influenced their careers. In this chapter, the findings are reported as direct quotations to illustrate and explain a theme or subject.

4.2 Mentorship

Both successful and unsuccessful participants were asked a variety of questions on mentorship. These questions were essential to determine what mentorship meant to the players, the extent to which the players experienced mentorship, and any mentorship differences experienced by successful and unsuccessful cricketers.

4.2.1 Describing a mentor

The findings show that all the cricketers felt that a mentor is someone they could "trust" and someone who "guides" them or gives them "guidelines" in life. Participants also identified that a mentor helps to develop their lives, which holistically encompasses aspects beyond cricket.

Participant one: *"I think a mentor is someone who you can trust enough that guides you in the right way or with the right information that is needed".*

Participant six: *"A mentor is someone who believes in you, someone who you look up to, someone who gives you guidelines in terms of more life lessons than cricket, the cricket will come, if you learn the values off the field, then the values on the field will make a lot of sense and help you with your cricket".*

Participant two: *"A mentor is someone who would be able to holistically look at you as an individual and try to grow you and guide you in a way that would aid you not only in cricket but as a human being. A mentor needs to understand what drives and what motivates you, what your level of thinking is, and what level of in-depth conversation is required for you as a player to overcome a specific barrier".*

From the interviews, an interesting observation was that one successful participant felt that it was hard to distinguish between a coach and a mentor. This could indicate that mentors' roles are not always explicit and that coaches often fill a mentoring role. The same respondent noted that mentorship "was crucial for players, going through different stages of their career", describing a mentor as "a personal sounding board". Participant two said that, while he had different mentors, he didn't always have the correct mentors at the right stage in his career, and if he did, it would have helped him be a much better cricketer. He felt that a wrong mentor could provide more damage than assistance and even suggested another research project looking at how to pick the right mentor.

Participant fifteen: "*Picking the right mentor is also, I suppose, probably another research idea by itself. You find out that the wrong mentor could do damage to you if they don't understand you as an individual".*

Another interesting observation was that one unsuccessful participant, whose mother is isiXhosa, felt that a mentor was vital in speaking up for you. In the Xhosa culture, it was rude to speak back to an older person and question their decision. Another unsuccessful player who felt a transparent relationship was necessary echoed these feelings. Being able to chat

about various things was an essential factor in the role the mentor played for him. He also stressed that a mentee needs to drive this relationship.

Participant nine: *"The communication has to be two ways and the person who wants to be mentored needs to go through that process and must have an open and transparent relationship with his or her mentor and must be able to chat about a variety of different things and the mentee must be open to any type of advice and the mentor must be there to guide and support the person through tough times".*

Participant five: *"Sometimes as a cricketer, you find it difficult, most especially as a Xhosa player, the way we are born we are taught at home is that you can never speak back to an older person".*

All participants offered a similar description of a mentor. Participants stated that they needed to trust their mentor, and it must be someone who guides them in cricket and life, suggesting that a mentor plays a role in the holistic development of a person. In summary, participants describe mentors as follows:

- A mentor is someone who can be trusted;
- The mentor is someone who believes in you and can guide you with life lessons;
- A mentor allows for communication both ways and an open and transparent relationship;
- A mentor needs to develop you holistically, which encompasses aspects beyond cricket.

4.2.2 Roles fulfilled by mentors

Participants were asked what roles their mentors fulfilled to determine their role in the player's development. A common response from both successful and unsuccessful players to this question was goal setting, advice, assisting with developing life skills, character building, and promoting well-being. Furthermore, when the players' mentors were also the coach, they also helped build technical aspects of their cricket. The coach was highlighted the most in the data as holding a mentor position compared to the individual's family, teachers, teammates, and retired cricket players. Only two participants acknowledged having an external mentor beyond these groups listed above.

Participant ten: *"[Coach 1] was more the technical side, and [coach 2] was more of a sense of accountability".*

Participant one: *"I think goal-setting, communication, and just being able to speak your mind to him. I think my mentors were more my mental side than the technical side from a cricket perspective"*.

Participant eleven: *"I think my mentors assisted me with my strike rotation and helped me with my confidence and also helped with my power-hitting"*.

Participant one: *"[Coach] but more from a lifestyle point of view. He would instil as a cricket coach a lot of life skills and that you don't only use from a cricketing perspective but things like punctuality, appearance, all those things that are just general life skills"*.

Participant thirteen: *"I would chat with him and get advice from him, and life in general, and I have always thought cricket as a reflection of life and all the cricket advice he had given me, I can apply to my life"*.

Participant six: *"He played a massive role; he used to encourage me and inspire me and use to sit down with me and talk about life"*.

Participant six indicated that his mentor had a similar personality to him and had assisted with more life and off-the-field aspects, which related to his cricket game. He also said that his mentor instilled self-belief and built his confidence levels as a person.

Participant six: *"Our personalities are quite similar because when I was at school, I was a quiet guy. I didn't really interact with a lot of people, and I didn't really like being around people. Still, I was forced to be around people, because that was required of me and he gave me that self-confidence that self-belief, that thing of I need to start speaking up more and be heard, so he brought that into my game"*.

These points were echoed again by another participant, who felt his mentor helped him relax and actively encouraged him to contribute to cricket areas. He stressed that he is a firm believer in the importance of mentorship in cricket to develop young players properly.

Participants, successful and unsuccessful, responded that mentors played a role in developing their life skills, mental aspects, and those whose mentors were their cricket coaches assisted with the cricket technical side. The findings suggest that mentors helped in the holistic development of the participants. In summary, the participants described the following aspects of the roles their mentors fulfilled:

- Goal setting;
- Assisting with developing life skills;
- Character building;
- Promotion of mental wellbeing;
- Mentors who were cricket coaches developed the technical aspects of their cricket.

4.2.3 Good attributes of a mentor

All participants were asked what good attributes their mentors had. The responses show that, according to both successful and unsuccessful participants, the good attributes their mentors portrayed were care and interest shown in getting the best out of the players; and they were supportive, had good people skills, and were passionate, loyal and confident in their ability as a person.

Participant seven: *"Two things that I could tell, they were genuinely interested in my development, and they wanted the best for me".*

Participant one: *"So they could bring the best out of me, that is one thing, is they knew they could say the right things or put me into the right sort of state of mind, where I felt okay, I could do this, whatever the challenge was".*

Participant nine: *"He basically believed that you could do it and welcomed you in that environment and made you feel like you belonged there".*

One successful participant responded that a mentor is not always there to guide them with information that they wanted to hear but instead to challenge them to maximize their growth and development. A successful participant described his mentor as someone who took the time to care, and when combined with his technical expertise, they were able to create a powerful relationship.

Participant six: *"I felt I was good, and I was quick, but he brought that extra fire in me, and he brought that extra skill set for me to think better".*

Participant two: *"It was the taking time, and he cared enough for me, and when you start combining that with technical expertise, you start generating a really powerful relationship, and I think that's what my mentors showed".*

Participant three felt his mentor had exceptional people skills and had a degree of respect for a player as a person, always looking at ways to improve their game.

Participant three: *"[Coach] has very good people's skills, you almost felt like as you had that degree of respect, but he related very well to us and always looked forward and wanting to take the game forward"*.

Successful and unsuccessful cricketers described similar good attributes that their mentors possessed. The question focused on the ideal qualities that mentors should demonstrate for cricketers. The participants described the following good attributes of mentors:

- Care and interest in getting the best out of the player;
- Being supportive;
- Good people skills;
- Being passionate, loyal, and confident in their ability as a person.

4.2.4 Ideal mentors for cricketers

Participants were asked to describe an ideal mentor for a cricketer like themselves. Several participants responded that mentors should be approachable, have people skills, and help them understand themselves, and always be honest. Furthermore, participants felt that while mentors guide and help players, a mentor also needs to share their experiences and expertise and help the mentee overcome any struggles. When asked this question, one unsuccessful participant explained that a good cricket mentor is there to assist you with your cricket development and take a keen interest in your academic life and expose you to other 'things' besides cricket life. He further emphasised that a good mentor needs to explain the balance between cricket and academic life.

Participant three: *"Mentors need to be approachable, have people skills and personally for me to be able to speak to them, and they need to be open-minded"*.

Participant four: *"I think someone who knows you, honest, but I think caring at the same time. I think there's got to be caring effect because I mean mentors are there to help you understand yourself and understand how things work and not just [be] there to say you're doing this wrong but explaining why it's wrong"*.

Participant fourteen: *"The mentor needs to be trustworthy, honest, and someone, who if I'm struggling with cricket, it's the last thing I feel like doing is speaking about cricket and just someone who I could chat with about random things"*.

Unsuccessful participant six responded that the great [retired South African bowler] would have been a good mentor. If he had him around for the South African under 19 Cricket World Cup, it would have boosted his confidence, giving him more insight into the professional arena and what it entails.

Participant six: *"I would have loved [retired South African bowler], to be honest, he was the guy I looked up to. I would have loved having him there before the World Cup and hear how he did things, and it would have given me more confidence and boosted me even more as a bowler because everything he would say to me would be gold"*.

These points were echoed again by participants who felt mentors would need to prepare players for what was expected of them in their cricket journey and encourage them to maintain perspective around winning and losing. A mentor needs to be interested in other aspects of their lives and not just cricket, and to advise players on academic and other issues.

Participant nine: *"A mentor would be there to explain to me what the path ahead would entail and keep me focused on where I want to end up and make me understand that a couple of failures along the way is not the end of the world and that it shouldn't affect my confidence"*.

Participant eight: *"I want to emphasise that someone needs to explain the road ahead and hope you get the balance between everything because when kids get hooked on cricket, they get hooked, and it's hard to get them to focus on the books"*.

In summary, the ideal mentor for cricketers is described in the following terms:
- The mentor should be approachable;
- The mentor should demonstrate good people skills;
- The mentor should help the cricketers understand themselves and explain the road ahead;
- The mentor should guide the cricketers and be trustworthy and honest to the cricketer;
- The mentor should expose mentees to other 'things' and explain the balance between cricket and academic study.

4.2.5 Assistance of mentorship outside of cricket

Participants were asked if they felt mentorship assisted them outside the game of cricket. All participants felt that mentorship helped them outside cricket, describing how mentors gave them a "perspective on life" and helped develop their life skills. Several participants felt that mentorship had also helped them with their career decisions and dealing with different

people. They mentioned how they used their strengths gained from mentorship at work and other daily activities outside of cricket.

Participant six: *"Yes, it assisted with the little things like helping the lady at the airport with the trolleys and how to carry yourself, how to speak to others, and think about ideas outside of cricket".*

Participant four: *"Definitely, I have people outside of cricket that I trust as mentors, he doesn't actually understand cricket, just sort of a general understanding of professional sport, and we speak about life and career decisions and stuff like that".*

It was interesting to note that successful participant seven, who has retired from professional cricket, mentioned that his mentors still treat him the same, now that he had retired, as when he was playing professional cricket.

Participant seven: *"Yeah, I mean I just look at my mentors now and they both successful in what they've done, their families are happy, and they still treat me the same since I've retired compared to back then and that to me is a sign that they weren't just in it for whatever other reasons".*

It is evident from the participants' responses that successful and unsuccessful cricketers both feel that mentorship assistance outside cricket is critical. The question then leads to understanding if mentorship plays a role in future performance as a cricketer.

4.2.6 Mentorship - a component of future performance

Participants were asked whether they thought mentorship was an essential component of the future performance of a cricketer. Every interviewee said they felt that mentorship is a critical component in future performance. Participants emphasised that this is especially relevant for cricket, which they described as one of the toughest mental sports. They also highlighted the importance of soft skills development that mentors assist with, such as reassurance, character development, accelerating personal growth, learning, and career planning.

Participant one: *"I think so because you can't go wrong if you have somebody reassuring you that you're good enough and you deserve to be there because you've done x, y, and z to get there".*

Participant two: *"Mentorship accelerates your path towards growth and your path towards where you want to be and often when you sit back and listen and learn from other people's mistakes and try and miss those pitfalls".*

An unsuccessful participant stressed that cricket is extremely demanding, with lots of pressure, including understanding and coping with the game's mental side. He felt that this is where mentorship plays a significant role, in a player's development, by giving direction on how to deal with demanding situations.

Participant five: *"Of course, remember we're not just talking about any game here, cricket is the most difficult game, and there is so much pressure, there's so much mental stuff that goes through you".*

A successful participant, who is now a coach himself, mentioned that agents are a poor substitute for mentorship in the professional arena. They are driven by the financial aspect of the relationships with each player. He felt that managing his career successfully needed supporting skills. He went on to say that his role, now as a coach, is to provide a mentorship role, especially for the younger players.

Participant nine: *"Yes, I think it is, in the professional era where agents are a poor substitute for mentorship because agents are only concerned about the monetary value of each player, but managing his career is a particular skill".*

Several participants confirmed that mentorship, across all aspects of their lives, was crucial. Participant four added that mentorship is vital today, as the younger players are driven to be competitive at an early age when their character is still underdeveloped. It is easy to lose a talented player in the system if there is not a strong person to mentor him through the process.

Participant four: *"So I think it's vital because you see a lot of people, especially young people being pushed early, and your characters aren't developed, and you need someone helping you develop your character".*

Participant thirteen: *"Definitely and not just for cricket, but someone to play such a massive role and I don't know where I would be without my mentor and what I like is that he isn't just there for the good times but also the tough times, which is fantastic".*

Participant eight: *"Yes, I think mentorship perspective, you need one not just from a cricket side but life in general and when I say general, I mean things like diet and the academic side and just guide them and expose them to different aspects of the world".*

Unsuccessful participant felt strongly that South African cricket needs more players with strong match temperament, rather than just players with cricket-playing talent. He believes that top cricketers can play the game well, but not all can play under pressure when it matters most. This needs strong, mature personalities, and that is where mentorship would help build the character of a player.

Participant six: *"Without a doubt! We need more character players rather than skillful players because we all can play, but not everyone can play under pressure when it matters most, and that's when your character comes in, and that's where mentorship would help you build that character".*

An interesting observation from a successful participant, who played professional cricket for 15 years in South Africa, confirmed how important mentorship is to accelerate the players' growth. He interestingly expressed concern that players like him, who played at a professional level for an extended period, are not being used thoroughly in South African cricket. He said that the stalwart cricketers are not around in the cricket system anymore. In the past, they would educate and guide the up-and-coming cricketers to be successful at the professional level.

Participant seven: *"Mentorship is so important! It just speeds up your learning and assists you with avoiding making mistakes! I don't think they're getting the right mentorship at the under 19 level now. For me, that's where the problems are for Cricket South Africa and with all unions. I mean, I finished my playing career two years ago and no sour grapes or anything, but guys like me really should be kept in the system".*

In summary, the participants felt the following about mentorship as a component of future performance:
- Mentors play a role in the development of soft skills (reassurance, character development, accelerating personal growth, career planning).
- Mentors assist with the learning and avoid making mistakes.
- Mentors assist with the mental side of cricket and assisting with tools to deal with pressure.

4.3 Career progression and development

This section reports the key themes for career progression and development from successful and unsuccessful cricketers. The participants were asked a variety of different questions based on their career progression and development. It was important to gauge the participants' career progression and development background to understand better how or if mentorship influenced their career progression and development.

4.3.1 Life skills

All participants were asked which life skills they felt were the most important to develop as a cricketer. Participants identified "determination", "work ethic", "listening", "being coachable", "patience", and "self-belief". This question was essential to understand the participants' life skills that were important to develop as a cricketer. While the participants have similar life skills, it was interesting to know which life skills their mentors helped them develop.

Participant one: *"[Coach] but more from a lifestyle point of view, you know, he would instil as a cricket coach a lot of life skills, and that you don't only use from a cricketing perspective when you know, punctuality, appearance, all those things that are just general life skills. But you can use them on a cricket field".*

Participant five: *"I think the one thing about my mentor is, that when we chatted, I often felt relaxed, and his message to me was always to wherever you go, you should add value to the system, wherever it may be, on the field or in the change room. He always inspired me to help others grow, and I am a firm believer in mentorship in cricket".*

Participant seven: *"I think listening, definitely listening because I feel when guys make the South African under 19 team, they a bit resistant to listening, taking advice, being open-minded and coachable".*

Participant six: "*I think, you know, being able to identify what's important and what's not important. Having a focus and then having a belief to follow that focus. I think another life skill that you need is to be driven and then to put in the time".*

Participant twelve: *"Attributes are being hardworking. I can be the most talented person, but if you don't work as hard as the guy next to you, the guy next to you will catch up through hard work; also ethics are very important and for my discipline in every single department, making sure I do the small things".*

Participant fifteen, who played international cricket, felt that dealing with success and failure and communicating with your coaches and mentors about your development is critical. An interesting observation from one participant from the successful group, and one participant from the unsuccessful group, was that they both felt that dealing with, understanding, and respecting different cultures was vital in a South African environment.

Participant nine: *"I think as a player, you need to learn to play with other individual players and have an understanding of the different cultures and how they approach things because my background is very different".*

In summary, both successful and unsuccessful cricketers identified similar life skills that they felt were essential for development. The words "determination", "work ethic", "listening, "being coachable", and "patience" were the key skills identified by the participants as important, and that assisted in their development and progress.

4.3.2 Aiding external attributes

Successful participants were asked what other external attributes, besides mentorship, assisted with their school progression to professional cricket. Many participants identified their "school system and facilities", "provincial system", and the "backing of the coach", which, in several cases, was also the person they considered their mentor. These external attributes contributed a lot to their progression to professional cricket. An interesting observation was from successful participant two, who felt it was difficult to look at any external factors outside his control.

Participant seven: *"I went to a good cricketing school, and there was competition, especially versus my good friend, we always wanted to score more runs than each other".*

Participant twelve: *"Being in the Eastern Province system, most people know who you are and being at a school such as Grey High gives you a boost".*

Participant thirteen: *"I think being in the system from a young age and [my coach] played a big part, and he still is my mentor now, and he instilled a lot of confidence in me. I think I always felt like I belonged because I was the South African Under 19 player of the year and National Academy player of the year".*

In relation to successful and unsuccessful cricketers, the above question shows both groups experienced similar aiding external factors. This question leads to what barriers successful and unsuccessful cricketers experienced through their development and progression. It was essential to understand whether mentorship played a role in assisting the participants in dealing with these barriers, which hindered progression.

4.3.3 Barriers that hindered progression

The questions allowed the interviewer to understand what barriers the participants experienced that hindered their professional cricket progression. It was important to find out if there were any differences in the barriers to progression that successful participants experienced versus unsuccessful participants, and the role the mentor played or could have played in their progression. Several common barriers hindered the cricketer's development and progression, from South African under 19 cricket to the next level, for both successful and unsuccessful cricketers. These barriers were; injuries, contract, poor coaching, family support, ethnicity. A successful participant identified not going to a boys' sporting school as one of his barriers. Ultimately, this did not limit his progression, but it could be a barrier for some.

Participant one: *"I had the opportunity to go to a boys' schools, but I didn't, and I think if I did go, then things could have been different. I could have been channelled a bit better attitude-wise and mentality-wise and my work ethic, and this would have helped in the progression in the professional area".*

This comment was interesting as out of the 15 players interviewed, participant one, who was successful, was the only player who did not go to a sporting school. However, participant two, who went to a sporting school, felt this was a barrier in his case. He was always in a competitive environment and expected to get results all the time. This hampered his growth, both as a person and a player.

Injuries were a common challenge among both successful and unsuccessful cricketers. While injuries and the loss of form are part of the game, one successful participant felt the pressure of losing his contract after he got injured. Injuries were a factor that the participants described as barriers that hindered their progression and development.

Participant four: *"I really struggled the first half of the season, so I knew like I was going to lose my contract, but the worst thing was it was almost like I was neglected".*

Participant twelve: *"I think my stress fracture in my matric year".*

It was interesting to find that successful participant six felt he had a favourable path throughout his early career and did not have any barriers that hindered his progression and development. Participant seven felt there was nothing that slowed his career progression and development. However, once he made the professional arena, he was dropped from a strong Western Province team when members of the Proteas came back from international duty, regardless of whether he had been performing or not.

Participant seven: *"I progressed quite quickly. I played a season for Western Province men's' B-side and played a lot for the A-side. At the same time, it was quite tricky at the beginning of the first few years because the South African guys would come back and play for Western Province, and I would get dropped. It frustrated me, but I completely understood. I think there are some good coaches but like no real guidance or mentorship just in terms of technical stuff, how to get yourself out of a rut, how to compile an innings how to you know to switch from playing four-day cricket to one day, the guys just don't learn".*

Furthermore, he felt being labelled a four-day player was a barrier to his success, and he spent several seasons trying to change his game, even though he thought he was not suited to the 50 over and twenty-twenty over format of the game. It negatively impacted his progress to a steady career in the South African national senior team. Successful participant eight felt poor coaching, and the lack of organisation had slowed his progression and development. He went on to say that, between the ages of 15 to 20 years, the guidance was not there for a transition to senior cricket.

Participant eight: *"I think poor coaching, a lack of understanding, a lack of planning, or understanding the path that a cricketer will take were definite stumbling blocks. I think at around 15 or 16 years old, the goalposts changed because you know I was going to be a professional cricketer, but I didn't really understand what was going on".*

An additional theme that came across from two successful and two unsuccessful cricketers was family support and having someone to speak to during the challenging times in their careers, which sometimes led to a lack of self-belief. One successful participant mentioned that because his family was not particularly interested in sport and sport was not regarded as a career path, he did not have anyone to talk to whenever he had disappointments, and this was particularly hard on his development as a cricketer. Another participant mentioned that an additional factor affecting his self-belief was being labelled a player of colour. Although his batting average showed he was a good player, he felt pressured when he was out of form. He did not have a father figure, which he felt was also a negative factor, as he had no one he could speak to about the pressure he was experiencing. The family role and support's

importance was echoed again by unsuccessful participant five, who never had any family member come and watch his games. He felt that this affected him when he struggled with form and had no one from his family to discuss the pressure he was feeling.

Participant five: *"I think I did well and had the confidence but being labelled as a player of colour, which I never thought I was, it really got me down because I always felt that I was good enough to play. When that got mentioned, it killed my confidence because I never thought that before, and I started doubting my ability. I struggled for a couple of years, and it was something I tried to work on, but I grew up and had no one to speak to about this kind of stuff"*.

Participant eight: *"But at the end of the day people can come up with any excuses like I don't have the correct bat or the correct size boots, but you can find a way to make it work without making the circumstances around you dictate how far you go. Maybe the change of the cricket system when it went into franchise cricket affected me, but if I were exceptional - I would have made my way to the top and not fallen through the cracks"*.

Successful and unsuccessful participants had similar barriers that hindered their progression; however, several common barriers were experienced among the successful and unsuccessful participants. An interesting observation from this question is that most successful cricketers explained that they did not experience any real barriers to progressing from playing for the South African under 19 team to professional cricket. Still, most described the barriers once they were in the professional cricket setup. These common barriers were the actual pressure of the contract system and losing those contracts the next season. Successful participants one and eight explained that they quickly progressed from South Africa under 19 cricket to professional cricket. Still, looking back, they felt that their years at school did not prepare them well enough for the professional environment.

This question was vital in understanding these barriers further and understanding how mentorship played a role in assisting these players in overcoming these barriers. Several successful and unsuccessful participants described the lack of support from their family as a barrier to their progression and development. It was interesting to note that while players experienced these barriers, the lack of mentorship during this time was evident.

4.3.4 Dealing with setbacks or disappointments

The participants were asked about their setbacks or disappointments. This question was essential to understand better the general setbacks and disappointments the players experienced and establish to what extent mentorships might have helped them deal with these setbacks and disappointments. Successful and unsuccessful cricketers mostly identified injuries as the major setbacks in their careers. Interestingly, participant one identified being a strong cricketer at school, and progressing into professional cricket a year later, had been a big setback for him. He then understood how good some players are and still needed to learn a lot about cricket. Participant one also described this as a barrier to the previous question when asked about the barriers that hindered progression.

Participant one: *"At school, I had no real setbacks, but when I became a professional, and you come from being a hotshot schoolboy cricketer and being in the top 20 players in South Africa in your age group. You then go to the professional area where you are at the bottom of the food chain again. You start to understand how good some of these guys are, and I thought that was a big learning curve for me".*

Participant two interestingly mentioned that while he had many disappointments, he felt the critical aspect was acknowledging them early on. Another successful participant said that if he could go back in time, he would have worked on the basics more, and even when his form took a dip, he would go back and work on the basics.

Participant two: *"So I had a lot of disappointments. I think the important thing is to acknowledge them early on. So, I think there is a lot of times in my career that I was kind of like, it's fine, it just continues and then kind of lingers in your brain in your subconscious. It really is debilitating in a way, so I would almost say to acknowledge the failure or acknowledge the disappointment straight away. I think I was fortunate that I had a lot of really good coaches and I had some senior mentors that were really great to be around".*

A significant setback for participant 12 was a serious car accident he had when he was 22 years old. The accident shifted his mindset from having to score runs to just enjoying playing cricket. He said that since then, his mindset has changed to enjoying the game, and he has since progressed to being a permanent member of the Cape Cobras franchise team.

Participant fifteen, who played international cricket for 15 years, mentioned that he had no real setbacks in his early career progression and development as he played professional cricket from a teenager. He said that he had what people would call setbacks. His first real setback was being dropped from the national team back to the franchise team. With regards

to disappointment, he felt it was at the Cricket World Cup. He mentioned that he had his support structure during this setback, which consisted of his family, close friends, mentors, and life coach. Interestingly, this participant was the only participant to mention that he was in a formal mentoring programme.

Participant Fifteen: "*The World Cup we lost in the semi-final. I felt that probably I was the reason to why we lost, and how I got through that was the close people around me, who were my support structure, were honest with me and saying yes, you had a part to play in getting knocked out of the World Cup, and they helped me look forward and see how I can get better*".

4.3.5 Beneficial programmes

Successful participants were asked what programmes they felt assisted them with their progression and development to the professional arena and what aspects of these programmes were beneficial to them. All participants felt that the provincial youth system helped them with their progression and development to the South African under 19 team. Several participants also identified their school structure as programmes that assisted.

When analysing the answers to this question, it was important to acknowledge that all participants were exposed to similar programmes throughout their school and adult cricket career. However, while successful and unsuccessful participants went through similar school programmes, the successful participants experienced more adult cricket programmes than the unsuccessful participants. The question set the basis for further exploring how, or if, mentorship played a role in their progression and development through the similar programmes the players went through as school-age cricketers and young adults.

Participant one: "*I think the school structure was good, and they put a lot of effort and time into you. My first-team coach, who I also consider my mentor today, played a big part in my life*".

Participant two: "*I think I was quite fortunate that I went to a school that had sport and absolute excellence, so I was fortunate in my schooling and upbringing that the level of excellence within the sport was great. Then obviously, playing a provincial sport, you are involved in an environment that pushed excellence and hard work.*

Several participants also mentioned that their provincial academy training programmes and the South African National Academy had assisted them with their progression and development.

Participant four: *"My first two years' out of school I went to the Eastern Cape Academy, and it was helpful, we did a various number of things, a lot of gym work and skill work".*

Participant thirteen: *"Yes, I think the National Academy and the Titans environment was very competitive, and you had to go out of your comfort zone". My coach at the National Academy and who is my mentor still today played a big part in this programme".*

Furthermore, participants felt that these programmes helped develop their skill level, and their coaches were vital in these programmes and put their time and effort into assisting them to improve. All participants acknowledged that the coaches were responsible for taking their game to the next level although they were all talented. It was also worth noting that playing with more skilled players made them work harder and competing with stronger players encouraged competition.

Participant one: *"I followed the Western Province Youth programme, and I was blessed to have good coaches and the right people in place to give me the right information, that went hand in hand with my natural talent and made it easy for me to grasp what they were asking from me. At that stage, everyone around you is good and skilful, and that's how I enhanced my skills because guys were good, maybe even better, and I always felt I needed to lift my game".*

Participant fourteen: *"I think the school system was good, and they put a lot of time into you. I think there is a big gap between schoolboy cricket and the next step, and if you have a bad run of games and go back and play club cricket, the pitches and opposition aren't great. You are expected to perform, and I think there should be a structure between school and the next level, maybe an under 23 ... setup. I think it's not great playing club cricket, and that's why people give up easily".*

One of the participants, who coaches at a national level now, mentioned he was put in a developmental structure run by the Kwazulu-Natal Cricket Union, where they would have programmes run by competent coaches. He further compared that to the current system, where the focus is on transformation and growing the game in previously disadvantaged communities. However, he feels that it is more about increasing the number of people playing cricket than individual coaches investing time in developing each cricketer and producing quality cricketers.

Participant seven echoed these thoughts and felt that the quality of coaches, many of whom he considered his mentors, were experienced people with a lot of knowledge. However, he

feels there is plenty of talent available, but not enough guidance and nurturing of these talents.

4.3.6 Perfect balance for a school cricketer

Successful and unsuccessful participants were asked what their understanding is of the perfect balance for a school cricketer. The keywords, coming through from both successful and unsuccessful participants, were: "not to specialise too early", "to develop holistically", and "enjoyment". All participants spoke about finding the "right balance" between academic life and sport as being essential. An interesting observation was that a few of the participants mentioned several times that their mentors explained to them the importance of developing a holistic approach and stressed the academic study's importance.

Several participants identified developing holistically, not specialising in cricket too early, and playing other sports, as this developed their hand-eye coordination and broadened their way of thinking. Players echoed this, saying that fewer cricketers make it to the professional arena by putting too much emphasis on only their cricketing ability, which could also see them lose the opportunity to study further after school.

Participant two: *"The perfect balance would be to play every single sport you can and make sure that you develop holistically, and I think there needs to be a real, very good balance between academics and sport".*

Participant one: *"Not to look too far ahead, not to specialise too early, in my opinion, because ultimately if you don't achieve those goals come matric or just after matric, you put some unnecessary pressure on yourself".*

One unsuccessful participant described a perfect balance as being a good student and ensuring that one surrounds oneself with people who have the same passion. This is echoed by one successful cricketer who mentioned it is vital to have a good group of friends. Other participants described their academic life as essential and were told, by their coaches, not to come to the practice if their academic performance was poor.

Participant six: *"The academics were vital! The coaches told us the first thing was that we are not going to come to the practice if we have failed in our academics because they said that we couldn't focus on the cricket when it's cricket time if we had done poorly in our academics".*

One successful cricketer, who played international cricket for 15 years for South Africa, mentioned the importance of study. While cricket takes up a lot of time, each person is up to find the balance and make it work. One's cricket career will come to an end, and players need something to fall back on.

Participant fifteen: *"I think it's important not to put all your eggs into one basket, academics are as important as your professional sporting career".*

An unsuccessful participant, who is now a primary school teacher, responded that enjoyment is vital for young players and that if they are not enjoying it, they will stop playing the game. He also mentioned that coaches need to have an open mind about young players' development and that it is essential to educate children about building their individuality and strengths.

Participant three: *"I think one of the biggest things is enjoyment; if kids aren't enjoying it, they're not going to follow through with it. I think the better coaches have a more open-minded approach to coaching. If the guys have a slightly different technique and it works, then they work around it. Some youngsters need to embrace their uniqueness if that makes any sense, so don't be scared to embrace your strengths but also be brave enough to accept that you have certain flaws and try work on it, I suppose".*

4.3.7 The role of senior players or coaches

Successful participants were asked if any players, or coaches, played a significant role in their development and progression. All participants responded that they had more than one coach and several senior players who played a significant role in their professional development and progress. Familiar roles played by several coaches were highlighted as their "man-management skills", being able to "get the best out of a player", being "honest", and getting players to levels that they thought they couldn't reach. Several players also found senior players helped observe their preparation methods and how they went about their matchday routine. Several of these participants mentioned that their coaches and senior players were often considered mentors and played a significant role in their progression and development.

Participant two: *"Somebody I look up to today and is still a very good friend, probably the best captain and leader that I've ever played under, and he was fantastic. He was a player that understood his game and seeing how meticulous he was in his preparation was good to see".*

Participant four: *"[The captain] was nearing the end of his career, a very good captain, good player, good leader, and he was a good mentor that I learned a lot from him about playing professional cricket".*

Participant fourteen: *"I think in school it was [a certain teacher], he was very honest, and I feel honesty and trust is big, and he was very honest. I don't want people to say I look fine, but then when it comes to the match, I'm not prepared".*

Participant four: *"Quite funny because I didn't actually like him at the time when I was playing under 19 cricket. [He] was the coach, and I mean, I don't want to say he was a bastard, but a really hard man. They're not good fun; it was just, he was really tough on me and critical as well. But I suppose that's how he got the best out of his players but wasn't a very good technical coach. But he's all about fitness, and I suppose that made me a sort of a tough character just being under him for a few months".*

Participant two mentioned that his two school coaches, who were also his mentors, had played a significant role in his development. These two coaches identified his mistakes and communicated about them so that he understood how to improve his batting and bowling. He interestingly mentioned that while he had different coaches after school who played a role in his development and progression, sometimes those coaches did not always understand what he needed as his school coaches did.

4.3.8 Interpretation of the professional environment

All participants were asked whether they understood the professional environment before advancing to those levels and what they perceived it to be. Seven out of the nine successful cricketers felt they had no idea what the professional environment was like before they reached that level. Three out of the six unsuccessful cricketers mentioned that they had a good understanding of the school's professional environment. From both successful and unsuccessful participants, several cricketers felt that being part of the South African under 19 cricket team and the National Academy helped them understand the professional environment. Often, their coaches, who many considered their mentors, assisted them in understanding the professional environment.

Participant one: *"I did have a perceived idea before I got to the professional environment through being in the Academy. [The South African under 19 cricket coach] was a commander and often told us how hard it is and how often they train".*

Interestingly, this participant said that when he went into the franchise set-up a year after playing for the South African Under 19 Cricket team at the World Cup, he had a perception that it was going to be hard. He has a perception of an organised practice structure it turned out to be very different, as players needed to manage their training at practice, and there was a lot of free time after practice, which was very different from what he thought it would be and the environment was more of independent training sessions.

Participant one: *"When I got to the [franchise], I had that perceived idea that it was going to be hard, but actually it was so opposite. You basically rocked up at cricket practice, and you would have your hit and one on one with your coach and then you would enjoy the rest of your day".*

Participant eleven: *"The South African under 19 team gave me a good idea of what a professional setup was like, but I think what was key for me that I found in a professional setup, you are left to train yourself, you could do your own sessions".*

Participant six: *"I honestly didn't, but the fact that I went to the National Academy the year after school, after the World Cup, that gave me an idea of how professional cricket works. This is how it is, this is how the pressure is, and this is how you need to be as an elite sportsman".*

Successful participant two believed that, from a young age, he was exposed to a professional environment at his school, where there was structure, focus, and intensity. To his dismay, when he attended Northerns/Titans cricket, it was not organised, and each player needed to drive their practice routines. Successful participant four, who also had a professional environment at school. He felt that while he was up against skilful players at school, the step up to professional cricket was tough, with the realisation that he was playing against strong, mature men who had been playing professional cricket for several years.

Participant four: *"Probably the biggest realisation was playing against tough men who were in their late twenties, early thirties and had been playing professional cricket for a while and the understanding was like this is tough cricket, and at school, you played against skilled players, but it wasn't tough.*

In contrast to this, two successful cricketers mentioned that cricket demands at school were limited to practices twice a week and a match at the weekend. It was more demanding and having a full-time job at a franchise cricket, where there was practice every day, working on

all aspects that affect playing performance (fitness, health, wellness, mental, tactical, and technical aspects).

Participant twelve: "*Honestly, no, not until I got into franchise cricket. At school, you practice twice a week and have a game on the weekend, where now in franchise cricket, especially, it's a job where you go to work every single day*".

Participant nine: "*I had no idea. I played schoolboy cricket on the weekend and practiced a few times. I didn't know anything about fitness or looking after my body and being a professional*".

It was interesting to note that this participant said he was offered a professional contract straight after school, as he showed the potential to be successful in the professional arena. However, he felt that the coach did not want him to be there, and he struggled to understand the dynamics of the professional environment.

One unsuccessful participant said he had no idea what the professional environment entailed. At school, he had loved cricket, and it had been a great deal of fun. However, he soon realised that the professional environment was exhausting, and players had to have a real level of passion. He added that this was the reason a stable working career became more appealing to him and why he stopped pursuing a professional cricket career.

Participant ten: "*No, I got it so wrong! The aspect of becoming a professional sportsman is a gruelling task where especially if you want to get to the highest level, you've got to become insane, and it's an obsession. There are some distractions and elements in life which pull in different directions. That's one thing I wasn't perfect at, and that's why a working career became more appealing, as I knew that you could create a path in your journey and not have those uncertainties when it came to selection, whether I was capable or not*".

4.3.9 Pressure after South African under 19
Unsuccessful participants were asked if they felt pressure after playing for the South African under 19 cricket team. It was clear from the findings that all players felt the pressure after playing for the under 19 team.

Participant three felt a huge pressure on himself, as he won Batsmen of the Tournament at the Coca Cola Under 19 week, and then was selected for the South African under 19 team to play at the World Cup. He did not have a good World Cup experience and started questioning whether he was good enough to be there and felt very out of place. He also

mentioned that he thought he had been given the opportunity to play for the South African under 19 team and now needed to take full advantage of this opportunity.

Participant three*: "While I was at the World Cup I started to question if I was good enough to be there. Then coming back to South Africa, I had this tag and knew there was an opportunity because you have played for the South African under 19, and you got a foot in the door, so you need to make the most of it, and you are younger, so you feel you've got to do it quickly".*

Participant eleven felt more pressure at the Coca-Cola week, as a batsman who bowlers were targeting than after playing for the South African under 19 team. It was interesting to note that this player moved provinces and was selected for the Nelson Mandela University 2nd team despite having played for the South African under 19 team. He had to start at the bottom and work hard to get into the 1st team.

Participant eleven: *"I felt more pressure at the Coke week because a lot of people knew you there and wanted your wicket more than someone else's wicket. Maybe when I came down to Port Elizabeth to play for the Nelson Mandela University. I played for the 2nd team, and it was a sink or swim approach; it was tough not going to the Varsity cup, but I guess no one looked at the fact you played for South Africa under 19s because everyone has played there already".*

Participant nine felt the pressure of being part of the top player group, where there was a lot of attention and publicity. He stated that team places were limited, and he could concentrate on the importance of his studies and the opportunities they would offer him more than trying to pursue a career in cricket.

Participant nine: *"Only a certain number of players can make the team, and I guess I reminded myself that my studies would offer me more guarantees".*

4.3.10 Pressure at franchise level

This question was asked of the successful participants who progressed from South African under 19 to franchise cricket. A common theme that came through was the "contract system in South Africa", where players are often offered annual contracts. If players were out of form, the pressure increased, as they always felt that their contracts would not be renewed.

Participant one: *"The one thing about contracts in South Africa is the terms of the contracts and the length of them. It's more pressurised than other places; for example, guys in England*

get three- to four-year deals, and they have job security, so you can go and play with freedom. Where in South Africa you get a contract for one maybe two years and the pressure you know to retain the contract does really start playing on your mind".

Participant two, who did not grow up in a wealthy family and felt the financial pressure when he moved to play in Cape Town, echoes this. He felt he needed to perform and get exposure and make the most of the opportunities to establish himself in the franchise setup. Participant fourteen felt that he was being paid to play cricket for the first time, and it was the first time the franchise expected a return on their investment. After his car accident, he realised that it was just a game, and the fact he was also studying made a big difference.

Participant two: *"Yeah, so not that I don't think externally, but for me, I just put more pressure on myself okay, because reality came, I didn't grow up in a wealthy family".*

Participant fourteen: *"I think the only pressure really is now you are being paid to play cricket, and it's the first-time people expect a return on their investment. But I had my car accident a while ago, and that changed my mindset and a reminder that it was just a game. Obviously studying and that assisted me and, knowing I have a degree to fall back on, makes such a difference and takes a lot of pressure away from me having to achieve in cricket".*

An additional pressure, experienced by successful participant eight, who was trying to be the 'finished product,' was working so hard to succeed that it impacted his game as a player.

Participant eight *"Yes, there was a lot of pressure, people were expecting you to be this finished article and understand everything, and mistakes weren't really tolerated. You were expected to perform at a level for a youngster that was a lot of pressure to deal with, and I didn't have any way to deal with it".*

Participant thirteen felt there was a lot of talk about him becoming the next South African wicket-keeper, and this put a great deal of internal pressure on him to succeed so that when he failed, he kept feeling like he was not good enough.

Participant thirteen: *"There was talk of [South Africa cricketer] retiring, and I wanted to play so badly for South Africa, and I put a lot of internal pressure on myself, and when I failed, I kept saying it's because you are not good enough. So, no real external pressure but more from myself".*

It was interesting to note that participant six felt that while pressure is natural for sportspeople when he came back from the under 19 Cricket World Cup as part of the South African team, he felt massive pressure in his first game back playing for his school.

Participant six: *"The expectation was quite high, and I didn't really have anyone when I had that setback, and I felt I was on my own, to be honest, I didn't really have anything or someone who came and spoke to me at that time".*

It was important to understand the pressure the participants faced as players when competing at the South Africa under 19 level, and for the successful cricketers at the franchise level. It was critical to view if the mentors could assist the players with these pressures and how they helped the players deal with the pressure. The findings indicate that mentors did assist the participants with dealing with these pressures.

4.4 Summary

This chapter set out the findings from participants' responses concerning the role of mentorship in South African progression from under 19 to professional cricket. The first section consisted of questions about mentorship and the understanding of mentorship to players and the role mentorship played in their progression and development. Both successful and unsuccessful participants reported that mentorship played a significant role in their development as players.

Finally, the last section consisted of questions to address pressure as a cricketer. Unsuccessful cricketers were asked if they felt pressure after representing the South African under 19 team. In contrast, the successful cricketers were asked if they felt pressure once they had progressed to the franchise level. It was evident in both the participants' responses that pressure was undoubtedly felt for unsuccessful cricketers after playing for the South African under 19 team and the successful cricketers at a franchise level. The following chapter discusses these findings with regard to the aims of this study and the literature and compares the participants' responses in key areas.

CHAPTER FIVE
DISCUSSION

5.1 Introduction

This study aimed to determine the role of mentorship in the progression of South African under 19 cricketers to professional cricketers. The secondary aim was to establish if there were any differences in the mentorship experienced by successful and unsuccessful cricketers. The study looked at successful cricketers, who played for South African under 19 cricket and progressed to play more than 20 games at a professional level, and unsuccessful cricketers who played for South African under 19 cricket and did not play more than 20 games at a professional level. The previous chapter revealed that mentorship had undoubtedly played a role in the participants' progression and development. It was found that mentorship played a role in the cricketers' careers and played a role in their life outside of cricket. This chapter builds on the findings presented in the previous chapter, combined with the literature reviewed in Chapter Two, to discuss the main themes that emerged from this study in answer to the study's research questions and objectives. The core themes to be discussed within this chapter are listed below in Table 5.1.

Table 5.1 Core themes of discussion

• Describing a mentor
• Roles fulfilled by mentors
• Mentorship a component of future performance
• Good attributes of a mentor
• Mentors for cricketers
• The mentorship relationship
• Career progression and development
• Beneficial programmes

5.2 Describing a mentor

In general, mentorship can be defined as a process by which a person who is experienced, wise, and trusted guides an inexperienced individual (Hodgson and Scanlan, 2013). This partnership between mentee and mentor shares common goals, expectations, focus, mutual trust for each other, and the commitment to the mentoring process (Robinson, 2014). The participants felt that mentors were someone who they could "trust"; someone who "guided" them or gave them "guidelines" in life, and that the relationship was transparent and allowed for the mentee to communicate about a variety of different matters with the mentor.

Participants also felt that mentors helped to develop their lives to encompass aspects beyond cricket holistically.

Participant six: *"A mentor is someone who believes in you, someone who you look up to, someone who gives you guidelines in terms of more life lessons than cricket; the cricket will come, if you learn the values off the field, then the values on the field will make a lot of sense and help you with your cricket".*

The relationship needs to be transparent to allow the mentee to chat about a variety of different matters. Additionally, in various studies discussed above, the participants described their mentors as people who helped them achieve holistic development. While comparing the literature and participants' responses, the participants describe their mentor's role as someone who focuses on the person's holistic development, which correlates with the literature. The findings of this question show that players understood what describing a mentor means. This question was important for the study as it showed that the participants would understand further questions on mentorship.

In summary, participants described mentors as trustworthy, who provided guidelines in life, had a transparent relationship, allowed for communication both ways, and assisted in the mentees' holistic development.

5.3 Roles fulfilled by mentors

Nora and Crisp (2008) consider mentorship as a means of progression in a profession, and that mentors fulfil a specific role for the mentee to achieve their set goals. These roles are particularly crucial for cricketers, as they require several goal-setting sessions throughout their careers. While mentorship's primary purpose is to maximize success, the integration of personal life is as important (Bozionelos et al., 2014). This validates the participants' statements concerning the important role that mentors play in developing the whole person. Furthermore, the roles of mentors are explained below:

- **Psychological support:** As found in Holmes (2016) research, cricket is an emotional and psychologically stressful game, making effective mentorship within cricket essential.
- **Role model:** The mentor needs to be a role model in the mentee's life and demonstrate good ethics and values (Schultz, 2019).
- **Supporter:** The mentor, as a supporter, provides the student with professional and moral support whenever required (Ali and Panther, 2013)**.**
- **Problem solver:** The mentor helps the mentee solve his or her own problems, rather than giving them direction (Pearson, 2018)

- **Teacher:** "As a teacher, the mentor shares his or her knowledge and experience with the student, identifies the student's individual learning needs and learning style to maximise learning" (Ali and Panther, 2013:36).
- **Guide:** The mentor merely guides the mentee in the right direction but does not give a detailed map to the mentee to achieve their set goals (Reh, 2019).

Participants identified that mentors assisted with setting goals and then assisted with the tools to achieve those goals through communication, encouragement, psychological preparation, shaping one's character, and general life skills development.

Participant one: *"I think goal-setting, communication, and just being able to speak your mind to him. I think my mentors were more my mental side than the technical side from a cricket perspective".*

When analysing the participants' responses to this question, the respondents often described their mentor as someone who would guide them in the right direction, assist with goal setting, build their character, provide psychological support, and was also a general supporter. While no participant described their mentor as a role model, one would assume that people follow role models, and it was seen in the study that participants often followed the examples of their mentors. Further to this, participants often described the roles their mentors played in assisting them with their general life skills and character building. This indicates that mentors played the role of a teacher in the participant's life. Mentors in this study, who were also the participants' cricket coaches, developed the technical aspect of their cricket game, and this was the only notable difference between the literature and findings. In summary, the findings suggest that mentors helped in the participants' holistic development, which correlates with the literature.

5.4 Mentorship, a component of future performance

Mentorship components are presumed to improve mentees' social and emotional development, enhancing cognitive development and positive identity development (Rhodes and DuBois, 2008). Mentorship has been seen to improve a person's actions, and decision-making and consists of a long-term relationship focused on supporting the mentee's growth and development (Raisbeck, 2012). When analysing the game of cricket and comparing batsmen to bowlers, there might be room to identify if batsmen require a different or more specific type of mentoring to bowlers due to the nature of the role played in the cricket team. Batsmen face the risk of instant dismissal, unlike bowlers who continue to bowl even if the previous ball was hit for a six, for example.

While the literature on the correlation between mentorship and the component of future performance is limited in sport. Nora and Crisp (2008) investigated college student mentoring and found several benefits of mentorship for the mentee; one of these benefits is the student's improved performance and productivity. Participants agreed that while mentorship assists in goal setting and provides the necessary support to the mentees, mentorship in a cricketer's future technical performance is strongly supported. Participants further mentioned that having someone reassure them that they were good enough, that their career path was on the right track, and instilling the required discipline was vital in the relationship.

Participant four (successful) affirmed that mentorship was important for future performance. He added that mentorship is vital today, as the younger players are driven to be competitive at such an early age when their character is still underdeveloped. He also said that in South Africa, with the abundant talent the country has, it is easy to lose a talented player in the system if there is no reliable person to mentor them through becoming a professional cricketer.

A fascinating insight was from participant five (unsuccessful), who stressed that the game of cricket is exceptionally demanding and is a highly pressurised sport. A player needs to understand and cope with the mental side of the game. He felt that this is where mentorship plays a significant role in a player's development by giving direction on how to deal with difficult situations. These statements were echoed by another unsuccessful participant, who felt that South African cricket needs more players with strong match temperament, rather than just players with cricket playing talent. He stated that top cricketers could play the game well, but not all can perform under pressure when it matters most, and this is where mentorship would help build the character of a player and support the player if he doubted his ability. At the same time, participants all agreed that mentors played a role in their performance as a cricketer. It was interesting to find that first understanding the person and building their character and improving their actions, and decision making ultimately played a role in their development as a cricketer.

The views of the successful and unsuccessful were similar when analysing this question. The one notable common theme from successful and unsuccessful cricketers is the need for mentorship for young players. The belief is that South Africa has an abundance of talent, but players are often pushed too early, which affects their progression and development. Thus, based on the literature and the participants' responses, mentorship is critical in the mentees' performance, particularly for young teenagers and adults. This assists with the tools to advance one's chance of progressing and achieving at a high-performance level.

In summary of this chapter, when analysing the mentorship experience of both successful and unsuccessful participants, all described the importance of mentorship as a component of future performance. However, more detail is required to identify what type of mentorship will impact cricketers' performance. As mentioned, batsmen might require different mentorship types to a bowler or an all-around cricketer who is a batsman and a bowler. Although players might have experienced the benefits of mentorship, due to the nature of cricket and the limited number of places available in a team, a player will often have to compete for that one place. It could come down to factors beyond the tools that mentorship has provided for a player to perform and succeed.

5.5 Good attributes of a mentor

Mentors typically demonstrate specific attributes such as motivation and emotional support, attributes that assist with the mentee's development and growth and provide a basis for action plans to achieve specific career goals (Schultz, 2019). Dixon (2001) identified communication, patience, and active listening as good attributes of a mentor.

Participants felt that their mentors cared, showed interest, were supportive, had good people and communication skills, were passionate about their development, and were confident in their ability as persons. When analysing the participants' responses, it was notable that these attributes mentioned were in line with a cricket study done by Dixon (2001). The highlight of this section is that a mentor's ability to communicate and listen effectively and provide care to the participants were critical factors of a mentor's good attributes. It further suggests that a mentee who receives mentorship presents similar attributes to those found in the literature.

In summary, the mentors cared for the mentees. They had overall good communication and listening skills and possessed excellent people skills and always supported the mentee's development and growth as people and as cricketers. These attributes allowed the mentor to gain mentees' respect. In previous sections, forming a relationship based on respect was essential in the mentorship relationship's effectiveness.

5.6 Mentors for cricketers

There seems to be limited research on mentorship in the world of cricket. One study in South Africa by Dixon (2001) and one English study by Holmes (2016) was found by the time this study was conducted in 2020. Both studies found that mentors should be trained and display good interpersonal and intrapersonal skills. The researcher asked the participants to explain a mentor for a cricketer like themselves. It was evident that they felt that people skills, communication, listening skills, being approachable, the ability to look holistically at cricket and life, and guidance were essential in a mentor and would be beneficial to them. These

statements were in line with the attributes the participants had experienced from their mentors and thus showed no real difference between what they experienced and what they would want a mentor to be. Further to this, it suggests, as previously mentioned in the above section, that their perceptions of a mentor were similar to the attributes defined in the literature.

Participant eight: *"I think mentorship perspective you need one not just from a cricket side but life in general and when I say general, I mean things like diet and the academic side and just guide them and expose them to different aspects of the world"*.

Dove (2018) found that mentorship was critical to successful progression in cricket to provide guidance, direction, nurturing, and an understanding of a high-level cricketer's requirements. The findings indicate consistency in opinion regarding cricketers' mentors and mentors' need in cricketers' career development and progression. These points were echoed by another successful participant, who felt his mentor helped him relax and encouraged him to contribute to other parts of his life. He stressed that he was a firm believer in the importance of mentorship in cricket to develop young players properly. Two participants stated that having a mentor explain the road ahead was beneficial for their career path and helped them understand what lay ahead.

An interesting observation was made by a successful participant who played professional cricket for 15 years in South Africa, which confirmed how important mentorship is in accelerating a players' growth. He expressed concern that players like him, who had played at a professional level for an extended period, are not fully utilised in South African cricket. He went on to say that stalwart cricketers are not around anymore, and in the past, they would have been there to educate and guide the up-and-coming cricketers to be successful at the professional level.

Participant seven: *"Mentorship is so important! It just speeds up your learning and assists you with avoiding making mistakes! I don't think they're getting the right mentorship at the under 19 level now. For me, that's where the problems are for Cricket South Africa and with all unions. I mean, I finished my playing career two years ago and no sour grapes or anything, but guys like me really should be kept in the system"*.

Further to the above comment, the desired mentorship traits in coaches are described by Jones, Harris, and Miles (2009) as support, guidance, and facilitate action, which leads to mentoring being associated with a wide range of positive outcomes for protégés (Eby *et al.*, 2008). These traits are beneficial to young cricketers who require support and guidance from

more experienced players who have experienced the system or older people who have more life experience.

These points were echoed again by participants who felt mentors would need to prepare players for what was expected of them in their cricket journey and encourage them to maintain perspective about winning and losing. A mentor needs to be interested in other aspects of their lives, not just cricket, and advise players on academic issues. Dove (2018:214) also mentioned that "mentoring would seem to be a constructive intervention for all cricketers. However, the diversity of cricket and life experiences among South African players suggests that an organised mentoring programme would provide additional assistance to those players who have not had the same cricketing and life opportunities and support".

In summary, this supports the findings of this study on the importance of mentorship and identifies the necessary qualities that mentors require to impact cricketers' development in South African cricket. In general, the mentorship qualities are similar to those found in mentors of businesspeople, medical personnel, or anyone outside cricket and sport.

5.7 Mentorship relationship

DuBois and Silverthorn (2005) found that those who reported having had a mentoring relationship during adolescence exhibited significantly better outcomes within the domains of education, work, mental health, problem-solving behaviour, and health. Mentorship programmes can either be formal or informal in structure depending on the relationship's stage and nature (Wright and Smith, 2000). Informal mentoring develops naturally through unstructured social interactions, while formal mentoring programmes involve mentors and mentees being assigned to each other (Watson *et al.*, 2009)

Dixon (2001) found it is important to form a relationship between the mentor and mentee before any mentorship can occur. Mentorship is a two-way relationship with the more senior person being the mentor, and when the relationship is based on mutual respect, the mentee's learning is enhanced (Ali and Panther, 2013).

While not all participants in the study had any formal mentoring programmes, the question was to identify what type of relationship the participants had with their mentors and if any senior players or coaches played a significant role in their careers. The findings indicate that the participants identified their mentors as their cricket coaches, current and ex-players, fathers, and teachers.

Dixon (2001), when critically evaluating the Sibanye Mentoring programme, found that all the mentors were current players. Still, the study concluded that retired players might be more suitable as mentors. In contrast, coaches or ex-players who were unrelated and not involved in a specific team, were perceived as more suitable as mentors than current players by young elite English cricketers (Holmes, 2016).

Two participants mentioned they had had mentors other than the people discussed above, namely cricket coaches, current and ex-players, fathers, and teachers. One participant felt that, although he had several people who were his mentors, his sister was the person he learned the most from, and she was the person who instilled his work ethic.

When analysing the similarities and differences between Dixon (2001) and Holmes (2016), there could be some flexibility required in appointing a suitable mentor, considering the different cultures, personalities, contexts, requirements, and circumstances of the mentee. Throughout the study, it was found that participants required different types of mentors and different mentors' characters at various stages of their lives. One successful participant mentioned that his mentors still treated him the same as they did when he was young. However, he had retired from professional cricket several years before, and he felt that it shows that they weren't just mentoring him as a professional cricketer.

Participant one: *"[The coach], but more from a lifestyle point of view, you know, he would instil as a cricket coach a lot of life skills, and that, you don't only use from a cricketing perspective when you know, punctuality, appearance, all those things that are just general life skills. But you can use them on a cricket field"*.

5.8 Career progression and development

Athletes who are involved in talent development programmes are considered to have the potential to reach the highest standard in their sport, however, here is no guarantee that they will actually rise to the professional level (Swan, Moran, Piggott, 2015:18). Further to this thought, not all athletes are in such talent development programmes and can often rise to the professional level without being in a notable talent development programme. The athlete's care and wellness, training specificity, and finding a holistic balance between academic life, sport, culture, social life, and time management are understood to influence an athlete's progression. These socio-emotional factors play a critical role in athletic development and are often overlooked concepts of an athlete's progression. Dove (2018) found several contributing factors that influence South African cricketers' athletic progression, including place of birth, role models, television role in the exposure to cricket, and initial cricketing success. The themes that came across strongly in the study were their family support and

having someone to speak to during challenging times in their careers, which sometimes leads to a lack of self-belief.

Participant nine mentioned that because his family was not particularly interested in sport and sport was not regarded as a career path at the time, he had no one to talk to whenever he had disappointments, and this was particularly hard on his development as a cricketer. It was interesting to note that participant eight mentioned that facilities and equipment were his barriers; however, he felt exceptional players would make it to the professional area despite their absence.

Participant eight: *"But at the end of the day people can come up with any excuses like I don't have the correct bat or the correct size boots, but you can find a way to make it work without making the circumstances around you dictate how far you go".*

While these factors have been identified as significant influences on cricketers' progression in a South African environment, these are not the only factors that play a role in progression. Traditionally, research on athletic success has focused on physical factors such as conditioning and nutritional intake, and genetic markers (Guth and Roth, 2013).

Other aspects that could limit an athlete's progression and development in sport could include the limited number of available contracts. This limitation is prominent in the South African context, where contracts are generally granted for only one or two-year periods, which provides the players with inadequate security (Dove, 2018). The findings supported this statement and identified that contracts were often only for a season or two, which added pressure on the players to develop and play to their potential. A common theme that came through was the "contract system in South Africa", whereby players are often offered yearly contracts, and if the player was out of form, the pressure increased as they always felt that their contracts would not be renewed for another year. Injuries were a common challenge among both successful and unsuccessful cricketers.

Participant one: *"The one thing about contracts in South Africa is the terms of the contracts and the length of them. It's more pressurised than other places; for example, guys in England get three to four-year deals, and they have job security, so you can go and play with freedom. Where in South Africa you get a contract for one maybe two years and the pressure you know to retain the contract does really start playing on your mind".*

Additional factors include a significant lack of interest in pursuing professional sport than further tertiary education (Oppenheimer, 2015). Education is the conventional and safer route to follow compared to sport, which is a high-risk career, with injury and lack of performance being areas of concern (Popat, 2012). One participant identified that having studied it relieved him of a lot of pressure when playing, while another player retired due to him feeling that his education and finding a working career would be more of a sustainable career.

5.9 Beneficial programmes

The cricketing structure in South Africa has five steps before the national team (Ferreira, 2011). Successful participants were asked what programmes they felt assisted them in their progression and development. All participants identified their provincial system, while several participants also identified their school structure as programmes that assisted them with their progression and development. Participants also mentioned that their provincial academy training programmes and the South African National Academy helped them develop.

Furthermore, participants felt that these programmes helped develop their skill level, that their coaches were vital in these programmes, and put their time and effort into assisting them to improve. Participants all acknowledged that while they were all talented, the coaches were responsible for taking their game to the next level, and often, these coaches also played a role as mentors to them. It was also worth noting that playing with more skilled players made them work and compete harder, providing an incentive to improve.

In summary, all successful participants experienced these programmes, which indicates that they all had a similar pipeline and exposure when going through the South Africa cricket structure. Formal mentorship programmes could provide the players with a multidisciplinary mentorship team. Each mentor in the team focuses on a specialised department to assist the players' development and success at a professional level.

5.10 Summary

This chapter critically discussed the study's findings with the participants' responses, compared with the literature reviewed. The study has revealed that participants all identified the importance of mentorship. The secondary aim was focused on the difference experiences between successful and unsuccessful cricketers and the findings show that all participants experienced the same type of mentorship, coaches and programmes. This chapter concludes with the summary of the main themes presented in the introduction at the start of the chapter.

Describing a mentor

A mentor gives a player guidance in terms of life lessons and values and looks to develop the player as a person in a holistic manner.

Roles mentors fulfil

Mentors assist with a person's goal setting and the necessary life skills in developing a person and enabling them to achieve those set goals.

Mentorship, a component of future performance

Mentorship assists with one's path towards growth and the development of one's character.

Good attributes of a mentor

Mentors show a genuine interest in their development and relate to the mentee, and have good people skills.

Mentors for cricketers

Mentors for cricketers are approachable, have good people skills, and assist cricketers with their holistic development in different aspects of the world.

The Mentorship relationship

The findings indicate that the participants identified their mentors as their school and provincial coaches, teachers, fathers, and senior players.

Career progression and development

The athlete's care and wellness, training specificity, finding a holistic balance between academic life, sport, culture, social life, and time management are understood to influence an athlete's progression and physical factors such as conditioning and nutritional intake.

Beneficial programmes

School structure, the provincial system, provincial academy training programmes and the South African National Academy.

The following chapter concludes this study by reflecting on the work presented. It provides recommendations for mentorship in South Africa for cricketers and makes recommendations for scholars and practitioners who wish to conduct further research into this area of mentorship in sport and cricket.

CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.1 Revisiting the research question, objectives of the study, and methods used

In previous research, mentorship is clearly portrayed as beneficial to anyone who has experienced mentorship; however, the lack of literature about the role of mentorship in cricket needed to be researched. The study's primary aim was to examine the role of mentorship in South African development and progression under 19 cricketers to professional cricket and to establish to what extent the participants experienced mentorship. The secondary aim was to establish whether there were differences in successful and unsuccessful players' mentoring experience. The main question was divided into the following sub-questions:

- What is the players' understanding of mentorship?
- What forms of mentorship have the players experienced?
- What impact has mentorship had on the players?
- Are there any differences in the mentorship experience for successful and unsuccessful players?

Further linked to the research questions are the following objectives:
- To explore what mentorship means to the players;
- To explore the extent of the impact of mentorship on the players;
- To explore any differences in the extent of the experience of mentorship for successful and unsuccessful players.

6.2 Conclusions based on selected key findings

This section sets out conclusions based on the findings and discussion in order to fulfil the study's objectives.

1. To determine what mentorship means to South African cricket players:

A mentor gives a player guidance in terms of life lessons and values and looks to develop the player as a person in a holistic manner. All participants described similar attributes that their mentors demonstrated, namely good people skills, effective communication skills, and being approachable. Further attributes described by participants were that their mentors showed deep concern for them and were generally interested in their progression and development as a cricketer and a person.

These attributes are in line with what was found in the research literature of the attributes of a mentor and provides an understanding of the general attributes required to be a mentor for cricketers. The findings further highlight that mentors demonstrating the key attributes of good people skills, effective communication, and being approachable are critical in impacting the mentor relationship and are key components that influence the mentorship experience's application.

Despite the players' different backgrounds and professional progressions, all participants felt that mentorship played a major role in their progression and development throughout their cricketing careers. Beyond their professional progression, participants described that mentors were there to guide them and assist in their holistic personal development too. Therefore, this study suggests that mentors first aim to get to know their mentees and understand what drives and motivates them before focusing on their professional progression. The literature often suggests that the mentorship relationship has a more specific goal in a particular area of the mentee's life and does not always focus on the holistic development. The findings of this study indicate that, while the mentors' focus was on their cricketing development, the focus was also on the holistic development of the person beyond cricketing and the development of intrapersonal skills, which particularly pertinent to the South African context and diversity in cricketers in several areas. Thus, showing the cricket mentor's role is not just focused on one specific goal, as indicated in the literature.

All participants felt that mentorship helped them with their cricket game and gave them perspective on life outside the game. The mentors' role was often to develop skills, such as punctuality, appearance, communication skills, and, most notably, the world's importance beyond cricket.

The mentors played a role in ensuring that players found a holistic balance: sport, training, diet, social life, and, most importantly, academic life when they had mentors at school level. There were a variety of common roles that mentors fulfilled. These roles often assisted in developing one's character and development as a person. Mentors played a significant role in helping the players set goals and provided those tools necessary to achieve the set goals through communication and encouragement. The additional roles that mentors played were to support players with everyday challenges and assist with the life skills necessary to progress beyond cricket. Mentorship often helped with accelerating a player's path towards growth and towards their goals. When mentors were also their coaches, players mentioned that mental support was also an important part of the mentoring relationship. It's worth noting that the mentors' role focused on the person's overall development and not on one specific area, as often suggested in the literature.

2. To determine the extent of mentorship experienced by South African cricket players.

All players interviewed in this study identified that a mentor had played a role in their cricket progression. This role was at different stages in their progression, starting at school level cricket going right through to the National team.

While no participants had formal mentorship, all participants had various mentors throughout their progression. The mentoring had various time frames, with no set periods, and was different for each player at their different progression levels. No participant had a mentor beyond his family or direct involvement with a person, i.e., teacher or coach. The participants' responses highlight the importance of mentorship and more emphasis needs to be placed on ensuring that suitable mentors are available to assist the players during the different stages of their development.

3. To determine any differences in the extent of mentorship experienced between successful and unsuccessful South African players.

From the onset of this research, the aim was to investigate the differences in mentorship experienced by successful and unsuccessful cricketers. When studying participants' responses, no apparent differences in mentorship were experienced by the participants.

All participants described similar attributes of their mentors, what mentorship meant to them individually, the role that mentorship played, and the extent of mentorship experienced by them was similar.

Therefore, this study concludes that mentorship alone cannot be considered to be a key influencing factor in whether talented under-19 cricketers progress to professional levels in South Africa.

6.3 Impact of this study
This study provides solid evidence of the impact mentorship has on the lives of cricketers. Furthermore, the mentors' positive roles in developing individuals and the overall benefits of mentorship are undoubtedly critical in cricketers' development and progression in South Africa. While the study only examined informal mentorship, based on the study's findings of the benefits of mentoring players, CSA could investigate the benefits of implementing formal mentoring programmes at all levels. There is currently no formal programme in place for cricket. The mentorship programme should be age-specific and adapted to the stage of each

cricketer's career. The programme should also focus on each cricketer's unique background and ensure they receive the correct mentorship and guidance throughout their development.

It is acknowledged that several additional factors could play a role in the progression and development of cricketers, particularly in the South African environment, where there is a distinct difference in the path and experience of players coming through the cricket pipeline. The study identifies the necessary mentoring and provides the tools required to educate mentors to assist with the South African cricketers' unique environmental challenges.

This study further helps understand the mentorship experiences for cricketers who have played for the South African under 19 team. It also provides a guideline for CSA to implement a policy for cricketing mentorship in South Africa. The study gives coaches, and managers insights into the positive role mentorship play in cricketers' development and the importance of offering general mentoring support to younger age players and more specific mentoring for older teenagers, focusing on the cricketers' holistic development. The study further provides a platform for CSA to implement a formal mentoring programme within the current CSA pipeline and provides the necessary mentoring attributes required for the cricketers.

6.4 Limitations of this study

While the study focused on the mentorship role, the study's limitation was identifying the duration of the mentorships that the players experienced. Furthermore, the study did not look at the timeframe when mentorship was the most impactful on the participants' progression and development. An additional limitation of this study is the extent to which it focused on cricketers' career development paths. However, this is necessary for a unique environment like South Africa with its daily challenges, and further research could focus not only on mentorship but also on the environment and the pipeline Cricket South Africa has implemented.

6.5 Recommendations for future research

Future research could focus on the duration of mentorship for players and at what stage mentorship is required to impact their development. Further research on such a topic could also focus on who can be a mentor and the attributes required of these mentors. Most of the mentors described in this study were teachers, coaches, senior players, or family members. This suggests that mentors outside the game of cricket could be the subject of research, as this would give players a different perspective of mentorship. An additional recommendation for further research is to investigate what stage mentorship proves to be most impactful in the development of cricketers.

6.6 Final remarks

Through a qualitative research approach, this study has investigated the role of mentorship in the progression and development of South African under 19 cricketers to professional cricket and the differences of mentorship between successful and unsuccessful cricketers. This research has identified that mentorship does play a role in the progression and development of cricketers. There is no difference in mentorship experienced by successful and unsuccessful cricketers.

The research available on mentorship is consistent with the findings in this research. Mentorship is informal and largely utilised by cricket coaches and teachers - education programmes could be aimed at upskilling current coaches while investigating the benefit of more external, formal mentorship programmes.

REFERENCES

Allen, T. & Eby, L. 2008. Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior*, 72(2): 254–267.

Ali, PA. & Panther, W. 2013. Professional development and the role of mentorship. *Nursing Standard*, 22(42): 35–39.

APM Sports – Athlete Performance Management. 2018. Available at: http://www.apmsports.co.za/ (Accessed: 25 May 2019).

Athletes Canada. n.d. *Long Term Athlete Development. Available at: https://athletics.ca/wp-content/uploads/2015/01/LTAD_EN.pdf (Accessed 29 May 2019).*

Beres, J. 2010. Examining Mentoring Relationships within the Sport Management Academy: perspectives of mentors and protégés. Master's dissertation, University of Windsor.

Bluckert, P. 2005. Critical factors in executive coaching: The coaching relationship. *Industrial and Commercial Training*, 37(7): 336–340.

Bozionelos, N., Bozionelos, G., Polychroniou, P & Kostopouplos, K. 2014. Mentoring receipt and personality: Evidence for non-linear relationships. *Journal of Business Research,* 67(2): 171-181.

Bruin, D. 2011. Exploring how objects used in a Picture Vocabulary Test influence validity. Master's dissertation. University of Pretoria.

Calman, L. 2014. What is Grounded Theory? Nurse Education today. School of Nursing, *Midwifery and Social Work*.

Castelli, D., Glowacki, E., Barcelona, J., Calvert, H & Hwang, J. 2015. Active education: Growing evidence on physical activity and academic performance. San Diego, CA. Active Living Research Available at: www.activelivingresearch.org (Accessed 20 March 2019).

Cho, C., Ramanan, A. & Feldman, D. 2011. Defining the ideal qualities of mentorship: A qualitative analysis of the characteristics of outstanding mentors, *American Journal of Medicine*. Elsevier Inc., 124(5): 453–458.

Choi, E., Park, J., Jo, K. & Lee, O. 2015. The influence of a sports mentoring program on children's life skills development. *Journal of Physical Education and Sport*, 15(2): 264–271.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publication.

Creswell, J. W., 2014. Research Design: Qualitative, quantitative and mixed methods approaches (4th ed.). London: Sage.Creswell, J. 2015. *A Concise Introduction to Mixed Methods Research.University of Nebraska-Lincoln: SAGE.*

Cricket South Africa. 2020. Available at: https://cricket.co.za/item/1789/High-Performance (Accessed: 20 March 2020).

Cruz, A. 2017. Sport coaches learn to coach in Hong Kong. *Advances in Physical Education*, 7(04): 425–443.

Cohen, D. & Crabtree B. 2006. Qualitative Research Guidelines Project. Available: http://www.qualres.org/HomeSemi-3629.html [Accessed on 20 January 2020].

Dagar, V. & Yadav, A. 2016. Constructivism: A paradigm for teaching and learning, *Arts and Social Sciences Journal*, 7(4): 1-4.

Darwin, A. 2000. Critical reflections on mentoring in work settings. *Adult Education Quarterly* 50(3): 197–211.

Department of Sport and Recreation. 2012. *Sport and Recreation White Pape*r. Available at: https://www.gov.za/documents/sport-and-recreation-white-paper (Accessed: 31 August 2019).

Disabilities, Opportunities, Internetworking, and Technology. 2019. What is the role of a mentor?. Available at: https://www.washington.edu/doit/what-role-mentor [Accessed: 10 August 2019].

Dixon, B.N.J. 2001. A critical evaluation of the sibanye mentoring programme implemented by the Border Cricket Board. Master's dissertation, Port Elizabeth Technikon.

Dove, M., Draper, C., Taliep, M. & Gray, J. 2016. Transformation in cricket: the black African experience. *South African Journal of Sports Medicine*, 28(1): 1-6.

Dove, M. 2018. Socio-ecological factors in talent development in cricketers in a diverse society. Ph.D. thesis, University of Cape Town.

DuBois, D. L. & Silverthorn, N. 2005. Natural mentoring relationships and adolescent health: Evidence from a national study. *American Journal of Public Health*, 95(3): 518.

Eby, L., Allen, T., Hoffman, B., Baranik, L., Sauer, J., Baldwin, S., Morrison, A., Kinkade, K., Maher, C., Curtis, S. & Evans, S. 2013. An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring. *Psychological Bulletin*, 139(2): 441–476.

English, C., Nash, C & Martindale, R. The effects of structural change: An investigation into the South African cricket development pathway.

Ensher, E. A. & Murphy, S. E. 2011. The mentoring relationship challenges scale: The impact of mentoring stage, type, and gender. *Journal of Vocational Behavior*, 79(1): 253–266.

Farber, N. 2006. Conducting Qualitative Research: A Practical Guide for School Counselors. *Professional School Counseling*, 9(4): 367-375.

Ferreira, A. 2011. Long-Term Participant Development Program from Grassroots to Proteas. Available at: http://www.sascoc.co.za/wp-content/uploads/2013/04/Cricket-LTPD-Nov-2011.pdf [Accessed 20 March 2020].

Garvey, B. and Garrett-Harris, R., 2005. The benefits of mentoring: A literature review. In *Report for East Mentors Forum. Sheffield Hallam University, Sheffield: Mentoring and Coaching Research Unit*.

Glaser, B.G. & Strauss, A. 1967. *The discovery of grounded theory: strategies for qualitative inquiry.* Chicago: Aldine Publishing Company.

Gorman, K. O. & Macintosh, R. 2013. *Research Methods for Business & Management. A Guide to writing your Dissertation*. Oxford: Goodfellow Publishers Limited.

Goodman, M & Homansky, E. 2009. Professional Athlete. In: Kordi R., Maffulli N., Wrobe R.R., Wallace W.A. (eds) Combat Sports Medicine. Springer, London: 173-192.

Gratton, C & Jones, I. 2014. Research Methods for Sports Studies. *Research Methods for Sports Studies*. London: Routledge.

Guth, L. M. & Roth, S. M. 2013. Genetic influence on athletic performance. *Current Opinion in Pediatrics*, 25(6): 653–638.

Harrison, K., Comeaux, E. & Plecha, M. 2013. Faculty and male football and basketball players on university campuses: An Empirical Investigation of the "Intellectual" as a mentor to the Student Athlete.. *Research Quarterly for Exercise and Sport*, 77(2): 277–284.

Henriksen, K., Stambulova, N. & Roessler, K. 2010. Holistic approach to athletic talent development environments: A successful sailing milieu. *Psychology of Sport and Exercise*, 11(3): 212–222.

Hodgson, A. K. & Scanlan, J. M. 2013. A concept analysis of mentoring in nursing leadership. *Open Journal of Nursing*, 03(05): 389–394.

Hoffmann, M. D. & Loughead, T. M. 2016. Investigating athlete mentoring functions and their association with leadership behaviours and protégé satisfaction. *International Journal of Sport and Exercise Psychology*, 14(1): 85–102.

Holmes, G. 2016. What Makes an Effective Mentor From the Perspective of the Mentee in a Young, Elite Cricketing Environment? Degree of Bachelor of Science, Honours, Cardiff Metropolitan University.

International Paralympic Committee. 2013c. *IPC Policy on development.* Available at: https://www.paralympic.org/sites/default/files/document/141113163819508_2014_10 [Accessed 23 March 2020].

Janse van Rensburg, K. & Roodt, G. 2005. A normative instrument for assessing the mentoring role. *SA Journal of Human Resource Management*, 4(1): 10–19.

Johnson, B. 2017. The Economic, Social, and Emotional Impacts of Sports in the United States. Bachelor of Integrated Studies, Murray State University.

Jones, R. L., Harris, R. & Miles, A. 2009. Mentoring in sports coaching: a review of the literature. *Physical Education & Sport Pedagogy*, 14(3): 67–284.

Karcher, M. 2016. *Peer-to-Peer Mentorship Among Youth Athletes - Global Sports Development*. Available at: http://globalsportsdevelopment.org/2016/04/07/peer-to-peer-mentorship-among-youth-athletes/ (Accessed: 1 May 2019).

Labuschagne, P. 2004. The role of sport in post-apartheid South Africa - Nation-building or nationalisation? *Journal for Contemporary History,* 29 (1): 119-130.

LeBlanc, P. R. 2010. A practical approach to qualitative interviews. Q*ualitative Report*, 15(6): 1621–1623.

Leck, J. & Orser, B. 2013. Fostering trust in mentoring relationships: An exploratory study. *Equality, Diversity and Inclusion: An International Journal*, 32: 410-425.

Lefebvre, J., Bloom, G. & Loughead, T. 2020. A citation network analysis of career mentoring across disciplines: A roadmap for mentoring research in sport. *Psychology of Sport and Exercise*, 49: 1-15

Lochrie, S., Curran, R. & O'Gorman, K. 2015. Chapter 7 Qualitative Data Gathering. In: O&apos: Gorman, K.D. & MacIntosh, R. (ed). Oxford: Goodfellow Publishers.

Lums. 2016. LUMS Effective Learning: Qualitative and Quantitative Research: 1–2. Available at: https://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/learning-skills/quantitativevqualitativeresearchanswers.pdf (Accessed 20 January 2020).

Makarov, I. n.d. Professional sport is, first and foremost, a business*. Available at: http://igormakarov.org/professional-sport-is-first-and-foremost-a-business/ (Accessed on 15 August 2019).*

Malanga, C. 2018. Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school. Masters (Counselling Psychology), University of Pretoria.

Mandela, N. 2000. *Sport has the power to change the world. Laureus Lifetime Achievement Award. Available at: https://speakola.com/sports/nelson-mandela-laureus-lifetime-achievement-award-2000 (Accessed: 20 December 2019).*

Manders, T. 2005. Professional sport in the internal market. T.M.C. Asser Instituut, The Hage, The Netherlands.

Miles, M. & Huberman, M. 1994*. Qualitative Data Analysis: SAGE.*

Mole, G. n.d. Decision making in sport. Condor Performance. Available at: https://condorperformance.com/decision-making-sport/ (Accessed: 20 August 2020).

Mullen, C. A. 2016. Alternative mentoring types. *Kappa Delta Pi Record*, 52(3): 132–136.

Nash, C. 2003. Development of a mentoring system within coaching practice. *The Journal of Hospitality Leisure Sport and Tourism*, 2(2): 39–47.

National Treasury, Republic of South Africa. 2013. Mentorship Programme Mentor and Manual. Available at: http://www.treasury.gov.za/publications/other/scm/Annexure%20C-Mentorship%20Manual/Annexure%20C_%20Mentorship%20Maual%20for%20the%20Mentor%20and%20Mentee.pdf [Accessed: 3 March 2020].

Nemanick, R.C. 2000*. Comparing formal and informal mentors: Does type make a difference? *The Academy of Management Executive, 14(3): 136-138.*

Nora, A. & Crisp, G. 2008. Mentoring students: Conceptualizing and validating the multi-dimensions of a support system. *Journal of College Student Retention: Research, Theory & Practice*, 9(3): 337–356.

Oppenheimer, D. 2015. *Why Student Athletes Continue to Fail | Essay | Zócalo Public Square*. Available at: https://www.zocalopublicsquare.org/2015/04/28/why-student-athletes-continue-to-fail/ideas/nexus/ (Accessed: 1 May 2019).

Palaganas, E., Sanchez, C., Molintas, M., Visitacion, P., & Caricativo., R. 2017. Reflexivity in qualitative research: A journey of learning. *Qualitative Report*, 22(2), pp. 426–438.

Palinkas, L. A. 2014. Qualitative and mixed methods in mental health services and implementation research. *Journal of Clinical Child and Adolescent Psycholog*y, 43(6): 851–61.

Papachroni, A. & Lochrie, S. 2015. Case Studies and Data. In Gorman, K, & MacIntosh, R. (eds). *Research Methods for Business and Management*: a guide to writing your dissertation, Oxford: Goodfellow Publishers: 75-92.

Pearson, T. 2017. Be a mentor. *AADE in Practice*, 5(1): 6–8. Available at: https://wsba.org/connect-serve/mentorship/be-a-mentor (Accessed: 21 March 2020).
Pinho, S.D.C., Coetsee, M., & Schreuder, D. 2005. Formal mentoring: Mentee and mentor expectations and perceived challenges. *SA Journal of Human Resource Management*, 3(3): 20-26.

Podlog, L. & Eklund, R. C. 2006. A longitudinal investigation of competitive athletes' return to sport following serious injury. *Journal of Applied Sport Psychology*, 18(1): 44–68.

Popat, A. 2012. Sports or education? How do you choose? Available at: https://www.firstpost.com/sports/sports-or-education-how-do-you-choose-102273.html [Accessed: 1 July 2019].

Phaahla, J. 2020. Ministerial task team on sport: A high performance sports system for South Africa. Available at: https://www.gov.za/sites/default/files/gcis_document/201409/sport1.pdf [Accessed: 2 July 2019).

Ragins, B. R., Cotton, J. L. & Miller, J. S. 2000. Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes', *Academy of Management Journal*, 43(5): 1177–1194.

Ragins, B. R. 2002. Understanding diversified mentoring relationships: Definitions, challenges and strategies. In D. Clutterbuck & B. R. Ragins (Eds.), Mentoring and diversity: An international perspective: 23–53. Oxford: Butterworth.

Rahman, M. S. 2016. The advantages and disadvantages of using qualitative and quantitative approaches and methods in language "testing and assessment" research: A literature review. *Journal of Education and Learning*, 6(1): 102-108.

Raisbeck, E. 2012. How to mentor and be mentored. *Nurse Leade*r, 10(1): 51–53.

Reh, J. 2019. Understanding the role of a mentor. Available at: https://www.thebalancecareers.com/a-guide-to-understanding-the-role-of-a-mentor-2275318 (Accessed: 10 August 2019).

Renaissance Personnel Group. 2016. 7 Common mentorship challenges and ways to save the relationship. Available at: https://www.renaissancepersonnel.com/7-common-mentorship-challenges-ways-save-relationship/ [Accessed: 30 March 2020].

Rhodes, J. & DuBois, D. 2008. Mentoring relationships and programs for youth. *Current Directions in Psychological Science*, 17(4): 254–258.

Robinson, J. 2014. Guidance and Program Plan. United states Department of Energy Office of Learning and Workforce Development. Available at: https://www.energy.gov/sites/prod/files/2014/11/f19/DOE_Mentoring%20Guidance%20%20P grm%20Plan2_0.pdf [Accessed: 12 March 2019].

Schultz, H. 2019. What Is a mentor? MasterClass. Available at: https://www.masterclass.com/articles/what-is-a-mentor (Accessed: 10 August 2019).

Seidel, J. V. 1998. Qualitative Data Analysis. Qualis Research. *The Ethnograph*, 4(c): 1–15. Available at: ftp://ftp.qualisresearch.com/pub/qda.pdf. [Accessed: 10 August 2019].

Shorten, A. & Moorley, C. 2014. Selecting the sample. *Evidence-Based Nursing*, 17(2): 32–33.

Smith, W., Howard, J. & Harrington, K. 2005. Essential formal mentor characteristics and functions in governmental and non-governmental organizations from the program administrator's and the mentor's perspective. *Public Personnel Management*, 34(1): 31–58.

South Coast Sun | Sports against crime on the ball*. 2020. Available at: https://southcoastsun.co.za/40015/sports-crime-ball/ (Accessed: 1 September 20120).

Sport24. 2019, Domestic cricket in SA set for dramatic restructure? Available at: https://www.sport24.co.za/Cricket/Proteas/domestic-cricket-in-sa-set-for-dramatic-restructure-20190405 (Accessed on 15 August 2019).

Swanepoel, O. 2012. The effect of mentoring on the development of leaders: A qualitative study. MCom in Industrial Psychology, University of Pretoria.

Swann, C., Moran, A. & Piggott, D. 2015. Defining elite athletes: Issues in the study of expert performance in sport psychology, *Psychology of Sport and Exercise*, 16(1): 3–14.

UkGuardianship*. 2019,* What is Academic Mentoring? *A*vailable at: https://ukguardianship.com/what-is-academic-mentoring/ [Accessed 15 March 2020].

Vickers, E. 2014. *Pressure in sport: How real is it?* BelievePerform, Available at: https://believeperform.com/performance/pressure-in-sport-how-real-is-it/ (Accessed: 9 July 2019).

Wagner, C., Garner, M., and Kawulich, B., 2012. The state of the art of teaching research methods in the social sciences: towards a pedagogical culture. Studies in Higher Education, 36 (1), 75-88.

Watson, J. Clement, D. Blom, L. & Grindley, E. 2009. Mentoring: Processes and perceptions of sport and exercise psychology graduate students. *Journal of Applied Sport Psychology*, 21(2): 231–246.

White, J., Schempp, P., McCullick, B., Berger, B & Elliott, J. Mentoring relationships in sport from the protégé's perspective, *International Journal of Evidence-Based Coaching and Mentoring*, 15(1) (February): 152–168.

Wilkie, A. 2015. Improve your research technique - Reflexive thinking, 5 practical tips. Available at: https://www.cxpartners.co.uk/our-thinking/improve-your-research-technique-reflexive-thinking-5-practical-tips/ (Accessed: 20 December 2019).

Wilkins, P. *2019.* What is mentoring? Personal and Professional Development. Available at: https://www.ppd.admin.cam.ac.uk/professional-development/mentoring-university-cambridge/what-mentoring (Accessed: 31 October 2019).

Wood, R. & Young, E.M. 2019. Exploratory study of essential life skills for adolescent slite athletes in South Africa. University of Western Cape.

Wright, S. & Smith, D. 2000. A case for formalized mentoring. A National Association for Physical Education in Higher Education, Quest 52 (2): 200-213.

APPENDIX A: INTERVIEW SCHEDULE

![Cape Peninsula University of Technology logo]

The primary aim of this study is to examine the role of mentorship in the progression of South African Under 19 cricketers to professional cricket. Mentorship in this research will be defined as guiding, providing support, and care of a cricketer.

1. **Demographic information**

   a. What is your age?
   b. What age did you start playing cricket?
   c. Did you play provincial school cricket, and if so, at what age did you represent your province?
   d. How many matches have you played at a franchise level in all formats?

2. **Definitions**

   a. In your own words, describe what you believe a mentor to be?
   b. Which life skills do you think were the most important for you to develop as a cricketer?
   c. What is your understanding of a perfect balance for a school cricketer?

3. **Career progression**

   3.1: Players who have played more than 20 games at a franchise level.

   a. What personal attributes and external factors do you feel have helped you progress to the professional level?
   b. Describe any programs that you were part of that assisted you with your overall cricket progression and development? What made these successful/unsuccessful?
   c. Were there any barriers that hindered you from progressing and developing in your cricket career?
   d. Did you have any setbacks and disappointments and if so, how did you deal with them?

e. Have any senior players or coaches played a significant role in your progression and development as a player? And, if so, how have they played a part in your progress and development as a player?

f. Did you understand what the professional cricket environment was like? And what did you perceive it to be like?

g. Once you made it to the franchise level, was there extra pressure and if so, how did you deal with it?

3.2 Players who have played less than 20 games at a franchise level.

a. Were there any barriers that hindered you from progressing and developing in your cricket career?

b. Did you have any setbacks and disappointments and if so, how did you deal with them?

c. Did you understand what the professional cricket environment was like? And what did you perceive it to be like?

d. After playing for SA u19, did you feel extra pressure or expectation, and if so, how did you deal with it?

4. Mentorship

a. Have you had someone you consider to be a mentor in your life or cricket development? Who is/was your mentor? And did you have different mentors?

b. What good attributes did you feel your mentor has?

c. Who do you think a mentor could be for a cricketer like yourself?

d. What roles did your mentor fulfill?

e. Do you feel that mentorship is an essential component of future performance for a cricketer? Explain why or why not.

f. Has mentorship assisted you outside cricket?

APPENDIX B: LETTER OF CONSENT

7 February 2019

Dear Dr Taliep

RE: Proposed project to investigate the role of mentorship in cricket

Study title: The role of mentorship in the progression of South Africa under 19 cricketers to professional cricket.

Thank you for providing the project summary of the study above. You have indicated that the overriding aim of the study is to investigate the role of mentorship in the progression of U19 cricketers to professional cricket. The specific objectives are:

1. Determine what mentorship means for each young cricketer.
2. To discover the experience of mentorship among young cricketers.
3. Evaluate if mentorship has helped with young cricketers' progression and development.
4. Identify what factors have played a role in the young cricketers' progression and development.

Cricket South Africa acknowledges the importance of mentors in cricket progression and would support a study of this nature.

Kind regards

Dr Janine Gray
082 498 3178
janineg@cricket.co.za

APPENDIX C: ETHICAL CLEARANCE

Cape Peninsula
University of Technology

P.O. Box 1906 • Bellville 7535 South Africa •Tel: +27 21 4603291 • Email: fbmsethics@cput.ac.za
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty:	BUSINESS AND MANAGEMENT SCIENCES

At a meeting of the Faculty's Research Ethics Committee on **19 February 2019**, Ethics **Approval** was granted to **Christopher Lanval Ekron (213042703)** for research activities of **Master of Sport Management** at Cape Peninsula University of Technology.
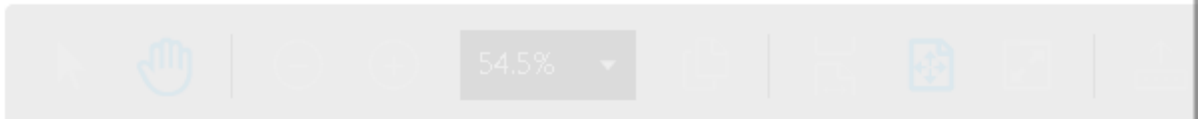
Title of dissertation/thesis/project:	THE ROLE OF MENTORSHIP IN THE PROGRESSION OF SOUTH AFRIC AN UNDER 19 CRICKETERS TO PROFESSIONAL CRICKET Lead Researcher/Supervisor: Prof B Knott

Comments:

Decision: Approved

	7 May 2019
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No | 2019FBREC641

95

Appendix D: Language editors' certificate

Ken Barris, PhD

Editing and research writing services

18 Doris Road, Claremont 7708, Cape Town, South Africa
ken.barris@gmail.com
+27(0)829289038

5 November 2020

To whom it may concern

This is to certify that I have edited the following thesis by Chris Ekron to professional standards:

The role of mentorship in the progression of South African under 19 cricketers to professional cricket.

Best regards

KEN BARRIS

Appendix E: Turnitin report

The role of mentorship in the progression of South African under 19 cricketers to professional cricket

by Chris Ekron

The role of mentorship in the progression of South African under 19 cricketers to professional cricket

9%	7%	2%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1 Submitted to Heriot-Watt University
Student Paper
1%

2 www.cxpartners.co.uk
Internet Source
<1%

3 ir.cput.ac.za
Internet Source
<1%

4 www.tandfonline.com
Internet Source
<1%

5 Submitted to American Sentinel University
Student Paper
<1%

6 Submitted to University of Wales Institute, Cardiff
Student Paper
<1%

7 scholarworks.waldenu.edu
Internet Source
<1%

8 pdfs.semanticscholar.org
Internet Source
<1%

9   Jordan S. Lefebvre, Gordon A. Bloom, Todd M. Loughead. "A citation network analysis of career mentoring across disciplines: A roadmap for mentoring research in sport", Psychology of Sport and Exercise, 2020
Publication   <1%

10   M Dove. "Transformation in cricket: the black African experience", South African Journal of Sports Medicine, 2016
Publication   <1%

11   P. D. Leboea, E. O. Adu, K. O. Adu. "Organisation Policy and School Management Team's (SMT's) Job Performance in South Africa: A Literature Review", Journal of Social Sciences, 2017
Publication   <1%

12   Submitted to South African National War College
Student Paper   <1%

13   Submitted to Nelson Mandela Metropolitan University
Student Paper   <1%

14   Allison Shorten, Calvin Moorley. "Selecting the sample", Evidence Based Nursing, 2014
Publication   <1%

15   www.masterclass.com
Internet Source   <1%

16 Christian Swann, Aidan Moran, David Piggott. "Defining elite athletes: Issues in the study of expert performance in sport psychology", Psychology of Sport and Exercise, 2015
Publication

<1%

17 scholar.sun.ac.za
Internet Source

<1%

18 edelweisspublications.com
Internet Source

<1%

19 www.napier.ac.uk
Internet Source

<1%

20 dx.doi.org
Internet Source

<1%

21 repository.radenintan.ac.id
Internet Source

<1%

22 Submitted to School of Letters, Arts, and Sciences
Student Paper

<1%

23 www.savebantamsklip.org
Internet Source

<1%

24 scholar.uoa.gr
Internet Source

<1%

25 Submitted to Rutgers University, New Brunswick
Student Paper

<1%

37	ulspace.ul.ac.za Internet Source	<1%
38	mro.massey.ac.nz Internet Source	<1%
39	Submitted to Indiana Wesleyan University Student Paper	<1%
40	globalsportsdevelopment.org Internet Source	<1%
41	ellenensher.com Internet Source	<1%
42	Submitted to The University of Manchester Student Paper	<1%
43	Submitted to University of Chichester Student Paper	<1%
44	Submitted to University of Derby Student Paper	<1%
45	Lillian Turner de Tormes Eby, Tammy D. Allen, Brian J. Hoffman, Lisa E. Baranik et al. "An interdisciplinary meta-analysis of the potential antecedents, correlates, and consequences of protégé perceptions of mentoring.", Psychological Bulletin, 2013 Publication	<1%
46	Submitted to Oxford Brookes University Student Paper	<1%

47	summit.sfu.ca Internet Source	<1%
48	www.diplomarbeiten24.de Internet Source	<1%
49	Submitted to University of Western Australia Student Paper	<1%
50	Submitted to University of Huddersfield Student Paper	<1%
51	Submitted to Helderberg College Student Paper	<1%
52	Submitted to Arizona State University Student Paper	<1%
53	scholarworks.uno.edu Internet Source	<1%
54	ulir.ul.ie Internet Source	<1%
55	ira.lib.polyu.edu.hk Internet Source	<1%
56	Submitted to Napier University Student Paper	<1%
57	open.uct.ac.za Internet Source	<1%

Submitted to Regis College

58	Student Paper	<1%
59	wiredspace.wits.ac.za Internet Source	<1%
60	Submitted to Varsity College Student Paper	<1%
61	edoc.site Internet Source	<1%
62	Mina Tajvidi, Azhdar Karami. "Product Development Strategy", Springer Science and Business Media LLC, 2015 Publication	<1%
63	moam.info Internet Source	<1%
64	scholar.uwindsor.ca Internet Source	<1%
65	www.dougen.jp Internet Source	<1%
66	www.vgtu.lt Internet Source	<1%
67	Submitted to Institute of Research & Postgraduate Studies, Universiti Kuala Lumpur Student Paper	<1%
68	Submitted to Azusa Pacific University	

Student Paper

<1%

69   www.educor.co.za
      Internet Source

<1%

70   Submitted to University of Bradford
      Student Paper

<1%

71   Submitted to Mont Blanc Palace
      Student Paper

<1%

72   Yafit Sulimani-Aidan, Eran Melkman, Johanna
      K.P. Greeson. "The contribution of mentoring to
      the life skills of youth leaving care in Israel",
      Child & Family Social Work, 2020
      Publication

<1%

73   oro.open.ac.uk
      Internet Source

<1%

74   Submitted to South Gloucestershire and Stroud
      College
      Student Paper

<1%

75   Submitted to University of Pretoria
      Student Paper

<1%

76   openaccess.city.ac.uk
      Internet Source

<1%

77   Submitted to University of Northampton
      Student Paper

<1%

89 digitalcommons.pepperdine.edu
Internet Source
<1%

90 unitec.researchbank.ac.nz
Internet Source
<1%

91 digitalcommons.brandman.edu
Internet Source
<1%

92 bib.irb.hr
Internet Source
<1%

93 John Edmonstone. "On the nature of problems in action learning", Action Learning: Research and Practice, 2014
Publication
<1%

94 projekter.aau.dk
Internet Source
<1%

95 digitalcommons.liberty.edu
Internet Source
<1%

96 Jimoh Shehu, Martin M. Mokgwathi. "A discourse analysis of the National Sport and Recreation Policy for Botswana", Sport, Education and Society, 2007
Publication
<1%

97 www.scirp.org
Internet Source
<1%

98 plankcenter.ua.edu
Internet Source
<1%

| 99 | datascience.codata.org
Internet Source | <1% |

| 100 | Submitted to University of Strathclyde
Student Paper | <1% |

| 101 | Janse van Rensburg, Karen, and Gert Roodt. "A Normative Instrument For Assessing The Mentoring Role", SA Journal of Human Resource Management, 2005.
Publication | <1% |

| 102 | id.123dok.com
Internet Source | <1% |

| 103 | library.olympic.org
Internet Source | <1% |

| 104 | fisherpub.sjfc.edu
Internet Source | <1% |

| 105 | media.proquest.com
Internet Source | <1% |

| 106 | core.ac.uk
Internet Source | <1% |

| 107 | journals.humankinetics.com
Internet Source | <1% |

| 108 | digitalcommons.usu.edu
Internet Source | <1% |

digitalcommons.acu.edu

109 Internet Source <1%

110 dspace.stir.ac.uk
Internet Source <1%

111 www.thieme-connect.com
Internet Source <1%

112 prism.ucalgary.ca
Internet Source <1%

113 ecommons.luc.edu
Internet Source <1%

114 researchspace.ukzn.ac.za
Internet Source <1%

115 cathsseta.org.za
Internet Source <1%

116 umpir.ump.edu.my
Internet Source <1%

117 sajhrm.co.za
Internet Source <1%

118 onlinelibrary.wiley.com
Internet Source <1%

119 emrbi.org
Internet Source <1%

120 www.cfc.forces.gc.ca
Internet Source <1%

121 eprints.glos.ac.uk
Internet Source
<1%

122 spel3.upm.edu.my
Internet Source
<1%

123 Mary B. Curtis, Eileen Z. Taylor. "Developmental mentoring, affective organizational commitment, and knowledge sharing in public accounting firms", Journal of Knowledge Management, 2018
Publication
<1%

124 Submitted to Edge Hill University
Student Paper
<1%

125 Jean E. Rhodes, David L. DuBois. "Mentoring Relationships and Programs for Youth", Current Directions in Psychological Science, 2008
Publication
<1%

126 Lars R. Dzedek. "Initiatives by Subsidiaries of Multinational Corporations", Springer Science and Business Media LLC, 2018
Publication
<1%

Exclude quotes   On   Exclude matches   < 6 words
Exclude bibliography On