A CRITICAL EVALUATION OF THE SIBANYE
MENTORING PROGRAMME IMPLEMENTED BY THE
BORDER CRICKET BOARD

BY

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Submitted to the Faculty of Management in accordance with the
requirements of the degree

MAGISTER TECHNOLOGIAE
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PROMOTER: Mr. T.S. Hutton

December 2001

Port Elizabeth
DECLARATION

I Barry Dixon hereby declare that:

A CRITICAL EVALUATION OF THE SIBANYE MENTORING PROGRAMME
IMPLEMENTED BY THE BORDER CRICKET BOARD

Is my own work and all sources used or quoted have been acknowledged by means of complete references. I have not previously submitted this thesis for a degree at another university or technikon.

_________________________  _______________________
B.N.J. Dixon                                       Date
The successful completion of this study would have been impossible without the support, advice, assistance and encouragement of others. My sincere and grateful thanks are extended to all those individuals and organisations who contributed to the successful completion of this study. In particular the assistance of the following is acknowledged:

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ABSTRACT

The research problem addressed in this study was critically evaluate whether the Sibanye Mentoring Project of the Border Cricket Board is an effective tool in the development of black cricket players. To achieve this objective an analysis was made as to why mentoring is essential in today's business.

The study discussed the implications of mentoring and how to use it to enhance employment equity. An integrated model for mentoring was investigated using relevant literature to identify the key elements in developing and maintaining a successful mentoring programme.

Each factor of the model was broken down into dimensions that were then analysed using sources researched during the literature study. The theoretical model was then used to develop a questionnaire to test the degree to which the implementation of the Sibanye Mentoring Project of the Border Cricket Board concurred with the literature study.

The empirical results obtained indicate a strong concurrence with the theoretical model for mentoring. The conclusions drawn and the recommendations suggested in the study proved without a doubt that mentoring can be an effective tool in the development of young black cricketers.
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CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT AND DEFINITION OF CONCEPTS

1.1 INTRODUCTION

The effect of apartheid in South Africa has permeated all aspects of life in the country and sport has been no exception. The legacies of apartheid and the social divisions it generated has meant that the ongoing transformation of South African sport is not an easy one. Divisions along the lines of race, class and gender entrenched under the apartheid system will take time to be eradicated.

The anomalies created by the implementation of discriminatory practices restricted the access to sport for the majority of South Africans, and thus the opportunity to excel at the highest level was denied. In an attempt to redress these imbalances, all stakeholders in sport have reached consensus that the implementation of sports development programmes would be the ideal manner in which to address and rectify the disparities of the past.

It is against this background that the Border Cricket Board has acted on the need to find a means of advancing the development of previously disadvantaged young cricketers. In many cases young players, drafted from the most rural areas of the region, are overawed by any environment other than their home. As a result their cricketing ability fails to flourish. Hence the need to facilitate a progression towards a formalised cricket environment has become imperative.
This transition has far greater implications other than simply the improvement of the game of cricket. The Sibanye (We are one) Mentoring Project therefore seeks to address the development of players’ life-skills that need to complement their advancement as cricketers.

1.2 **MAIN PROBLEM**

The utilisation of professional cricketers as mentors has proven to be problematic as their careers are demanding and the role as mentor places more demands on their time. This has led to the identification of the problem to be researched:

Is the mentoring project of the Border Cricket Board an effective tool in the development of black cricketers?

1.3 **SUB-PROBLEMS**

In order to develop a research strategy to deal with and solve the main problem, the following sub-problems have been identified:

1.3.1 To what extent does the Sibanye Programme adhere to the criteria for mentorship as prescribed in the literature study?

1.3.2 How can the mentoring process facilitate the affirmative action effort of the United Cricket Board of South Africa?
1.3.3 What is the opinion of knowledgeable people regarding mentoring as a means of developing black cricketers?

1.3.4 To what extent do participants in the Sibanye Mentoring Programme display the mutual skills and competencies required of mentor and protégé as prescribed by the literature study?

1.4 DELIMITATION OF RESEARCH

In order to ensure that the research project is of a manageable size, it is necessary to demarcate the research to the areas that fall under the administration of the Border Cricket Board. In doing so it does not imply that research on the same topic is not needed in other regions and business sectors.

1.4.1 SIZE AND DEMARCATION OF ORGANISATIONS TO BE RESEARCHED

The scope of this research is limited to the Border Cricket Board’s development programme, which has instituted the Sibanye Mentoring Project. The project comprises ten mentors and ten protégés. The protégés are chosen from the Border Cricket Board’s development programme which provides cricket coaching to approximately two thousand young cricketers in the greater Border Region.
1.4.2 GEOGRAPHIC DEMARCATION

The organisation researched operates in the greater Border Region. This includes the areas falling under the control of the Amatola District Council.

1.4.3 ORGANISATIONAL LEVEL OF THE PARTICIPANTS ON THE PROGRAMME.

The age of a protégé varies from 17 to 20 years of age and the age of a mentor varies from 24 to 30 years old. The mentors are selected from a group of 30 senior first class cricketers.

1.5. DEFINITION OF KEY TERMS

Before entering into the body of research, key terms need to be identified. The terms defined below are “mentoring”, and “development programme”. Each will be defined in order to provide a clear insight into the meaning of the terms.

1.5.1 Mentoring

Louw and Moerdyk (1989:24) define mentoring as “…the generic name of a process involving a one-to-one relationship usually between a more senior, more knowledgeable person (the mentor) and a junior, less knowledgeable person (the
protégé).” Four specific modes of mentoring are also highlighted by Louw and Moerdyk (1998:24) as being, teaching, counseling, intervening and sponsorship. These methods provide the protégé with personal growth, protection and career advancement respectively.

Stoner and Freeman (1992: 584) recall the origin of the word mentor as recounted by the poet Homer in “The Odyssey”. Mentor was the servant of Odysseus entrusted with a wide range of responsibilities in the care and training of Odysseus’ son, Telemachus. In effect, this describes the role of a mentor in modern day society.

Bell (1996: 5) defines a mentor as follows “Mentor: the word conjures up an image of a seasoned corporate sage conversing with a naive, wet-behind-the-ears young recruit”. Bell (1996: 6) continues that mentoring becomes less connected to privilege and is used to promote affirmative action where individuals from minority groups are assigned to a mentor who will then expedite his/her route through glass ceilings.

### 1.5.2 Development Programme

The Border Cricket Board is an affiliate of the United Cricket Board of South Africa (UCBSA), hence it subscribes to the principles of the development programme as set out by the UCBSA.

The following is a definition of the development programme of the United Cricket Board of South Africa as quoted by Bacher (19991).
“The development programme of the United Cricket Board is the most important of all its structures. It is here that the imbalances of the past will be redressed and the strengths of the future will be determined. And it is here that the UCBSA will be able to offer South Africa, and the world, an example that will go far beyond the playing fields. Essentially, the development programme has these aims:

- To broaden the base of cricket into all communities in a unified, non-racial and democratic way;
- To provide, through cricket, new opportunities for the overall development of disadvantaged people. To create equal opportunities through facilities, coaching and equipment for all those who want to play cricket;
- To tap all resources available to cricket to strengthen the overall standard of the game.

1.6 THE SIGNIFICANCE OF THE RESEARCH

Mentoring is a process of transmitting knowledge, skills and abilities to perform certain tasks. There are various ways of mentoring: formal, informal or unstructured. One important factor is that mentoring occurs primarily between two people, one being the senior or more experienced (mentor) and the other being a less experienced or junior person (mentee). The focus of mentoring lies in the close interpersonal relationship between the two individuals. Mentoring is more of an on-the-job training process, where skills and/or knowledge is transferred to a designated person while performing the task.
According to Ivancevich and Matteson (1999:87), mentoring is an integral part of the individual socialisation stage. Although it is not essential, mentoring can boost the individual performance.

The role of the mentor is primarily to assist the individual to be trained and developed to his/her full potential. Mentors also give advice based on practical experience.

The main advantages are as follows:

- it is conducive to management succession planning,
- first hand experience training is undertaken,
- company loyalty for both mentor and mentee is enhanced and increased
- performance is boosted,
- management style is correctly learned and therefore maintained,
- confidence levels of both mentor and mentee is boosted,
- managerial levels, and
- leadership skills are developed.

Of the myriad coaching methods available, Hellriegel, Jackson and Slocum (1999:525) prefer mentoring, albeit the more expensive option. Managers that want to develop into effective leaders, find mentorship to be the more natural way of training and learning managerial skills. Hellriegel et al (1999:525) place emphasis on the help that a mentor can give to a mentee, with regard to understanding how others respond to certain behaviour. Mentors can also point out personal weaknesses or blind spots. When these are eradicated, the mentor can demonstrate how to be a more effective
leader. The role model played by the mentor is also an important aspect of the mentee learning process, especially where leadership qualities are essential.

The mentoring goal stems around the development of individuals who have shown potential and willingness to be developed. These individuals are assisted, trained and developed with the purpose of advancing them through the ranks of the organisation in reasonable time. During this stage of development, they experience work stimulation, fulfilment and personal growth.

For the mentoring goal to succeed, certain critical success factors have to be met. These are as follows:

- time-focused goals,
- clear and specific goals,
- management support and commitment,
- training and support of mentors and mentees, and finally,
- evaluation and review.

The proposed study will evaluate the extent to which the Sibanye Mentoring Project conforms to the norms of the mentoring process. The knowledge gained from the literature study coupled with data collected from the empirical study will form the basis for a critical appraisal of the current project and enable the researcher to make recommendations for the improvement of the mentoring project.
1.7 RESEARCH DESIGN

In this section the methodology to be followed in the research project is described.

1.7.1 RESEARCH METHODOLOGY

In conducting the research project the following procedure will be adopted to solve the main problem and the sub-problems.

1.7.2 LITERATURE STUDY

A literature study will be conducted in order to identify the key elements in developing and maintaining a successful mentoring programme. This literature study will be conducted using literature obtained from the libraries of Border Technikon, Rhodes University (E.L.), Port Elizabeth Technikon, and the University of Port Elizabeth. In addition to this, information will be obtained from the internet.

1.7.3 EMPIRICAL STUDY

The empirical study will comprise two parts as follows:

♦ A survey will be conducted in the delimited area to determine the problem areas as identified in the implementation of the mentoring programme. The measuring instruments to be used in the aforementioned survey will be a comprehensive questionnaire developed by the researcher based on information gained from the literature study to determine areas of concern and lack of performance as well as areas of success. The sample will comprise the mentors, mentees and officials of the programme.

♦ An interview will be conducted with the co-ordinator of the Sibanye Programme.
1.8 PROPOSED PROGRAMME OF STUDY

The research has been planned to include the following chapters.

Chapter 1 The problem statement and definition of key terms.
Chapter 2 Theory of mentoring.
Chapter 3 Integration of the mentoring process to facilitate affirmative action in the context of South African Cricket.
Chapter 4 Description of the design of the empirical study followed by a discussion of the results which follow.
Chapter 5 Integration of the findings from the survey with the literature study in order to draw conclusions and provide recommendations.

Chapter Two will look at the mentoring process, roles of both mentor and protégé and will also include an analysis of an integrated mentoring model.
CHAPTER TWO

THE MENTORING PROCESS, ROLES OF MENTOR AND PROTÉGÉ AND AN
ANALYSIS OF AN INTEGRATED MENTORING MODEL.

2.1 INTRODUCTION

Bell (1996:19) states that Mentoring implies a certain relationship between individuals. Each mentoring arrangement will be unique and its particular nature will be established according to the very personalities of the two individuals concerned. Mentoring is a learning process. It is part of the system in which we engage, when life poses questions for which we are not prepared.

Summarised in the following sections is the mentoring process, which involves the areas of focus, mentor roles, criteria and skills required for mentorship.

The research continues with an analysis on why mentoring is essential in today’s business. The implications of mentoring and how to use it to enhance employment equity are then discussed and the Chapter concludes with an integrated model for mentoring, how it is to be established and implemented.
2.2 THE MENTORING PROCESS

This process entails mentor areas of focus, mentor roles, mentorship criteria and competencies. Over and above this process there are also phases that the mentoring process moves through. Gibson, Ivancevich and Donnelly (1997: 42) outline these phases as follows:

- **Initiation:** A period of six months to a year during which time the relationship gets started and begins to have importance for both parties.

- **Cultivation:** A period of two to five years during which time the career and psychosocial functions provided expand to a maximum.

- **Separation:** A period of six months to two years after a significant change in the structural role relationship and/or in the emotional experience of the relationship.

- **Redefinition:** An indefinite period after the separation phase during which time the relationship is ended or takes on significantly different characteristics, making it a more peerlike friendship.

2.2.1 AREAS OF FOCUS FOR MENTORS

According to Murray and Owen (1991:14) quoted by Erasmus and Kapp (1998.12), mentoring pairs a more experienced or skilled person with a lesser skilled or inexperienced one. This is done in order to have the lesser skilled person grow and develop specific competencies.
This process is consequently accepted to involve “… a senior knowledgeable person in an organisation who shares advice, guidance, knowledge and support with another usually more junior person, and acting as a role model in the same organisation”, Wood (1997:27) as quoted by Erasmus and Kapp (1998:13).

Logic then follows that mentoring programmes will frequently focus on the following aspects:

- developing the talents and skills of employees for the benefit of both the individual and the organisation;
- the induction and assimilation of new or junior staff members;
- providing equal opportunities for all employees (and particularly the historically neglected groups) to develop their full potential; and
- empowering employees to cope with a rapidly changing environment.

These areas of focus play a significant role in the extent to which a mentoring programme achieves its desired outcomes.

2.2.2 ROLES MENTORS PLAY

Mentors fulfil a wider role as they perform both career and psychosocial functions (Ehrich, 1994:17; O’Neill, Middlewood & Glover, 1994:67) quoted by Buchner and Hay (1998:23). It is however, stressed that the role of the mentor should not involve formal assessment of the mentee (for purpose of tenure or promotion) as this is the responsibility of the first line manager.
The career functions include sponsorship, exposure and visibility, coaching, challenging assignments and consultancy. Psychosocially, a mentor is a non-judgemental friend, role model, counselor, supporter, parent figure and this particular personal relationship should exist within a general framework of professional development. “They render advice, encourage and criticise, and are guides whom the mentees can relate to”, Buchner and Hay (1998:23) quoting Cole and Mcnay (1998:10-11); Healy (1989:32-33); Lilley and Newton (1990:73) and Murdoch (1997:120).

2.3 CRITERIA FOR MENTORSHIP

Bell (1996: 26) outlines several qualities that are important in establishing and maintaining a good mentor-protégé partnership:

2.3.1 BALANCE

Unlike a relationship based on power and control, a learning partnership is a balanced alliance grounded in mutuality, interdependence and respect. Power-seeking mentors tend to mentor with credentials and sovereignty; partnership-driven mentors seek to mentor with authenticity and openness. In a balanced learning partnership, energy is given early in the relationship to role clarity and communication of expectations; there is a spirit of generosity and acceptance rather than a focus on rules and rights. Partners recognise their differences while respecting their common needs and objectives.
2.3.2 TRUTH

Bell (1996:26) asserts that there must be clear and accurate communication. Partnership communication has one additional quality - it is clean, pure, and characterised by the highest level of integrity and honesty. Truth-seekers work not only to ensure that their words are pure (the truth and nothing but the truth), but also to help others communicate with equal purity. When a mentor works hard to give feedback to a protégé in a way that is caringly frank and compassionately straightforward, it is in pursuit of clean communication. When a mentor implores the protégé for candid feedback, it is a plea for clean communication. The path of learning begins with the mentor’s genuineness and candour.

2.3.3 TRUST

According to Bell (1996:27) trust begins with experience; experience begins with a leap of faith. Perfect monologues, even with airtight proof and solid support documentation, do not foster a climate of experimentation and risk taking. They foster passive acceptance, not personal investment. If a protégé sees their mentor taking risks, the protégé will follow suit. A trust-full partnership is one in which error is accepted as a necessary step on the path from novice to master.

2.3.4 ABUNDANCE

Bell (1996:27) states that partnership-driven mentors exude generosity. There is a giver orientation that finds enchantment in sharing wisdom. Great mentors love learning and are happiest when they are around its occurrence. A partnership grounded in abundance is one between people who never take each other for
granted. Such relationships are celebratory and affirming. As a mentor gives, the protege reciprocates and abundance begins to characterise the relationship.

2.3.5 PASSION

Bell (1996:27) continues by stating that great mentoring partnerships are filled with passion; are guided by mentors with deep feelings and a willingness to communicate those feelings. Passionate mentors recognise that effective learning has a vitality about it that is not logical, or rational, or orderly. Such mentors get carried away with the spirit of the partnership and their feelings about the process of learning. Some may exude emotion quietly, but their cause-driven energy is clearly present. Mentors not only love the learning process, they love what the protege can become, and they passionately demonstrate that devotion.

2.3.6 COURAGE

Mentoring takes courage; learning takes courage. Great mentors are allies of courage; they cultivate a partnership of courageousness. They take risks with learning, showing boldness in their efforts and elicit courage in proteges by the examples they set. The preamble to learning is risk, the willingness to take a shaky step without the security of perfection. The preamble to risk is courage.

2.3.7 PARTNERSHIPS

Bell (1996:28) states that partnerships are the expectancy of the best in our abilities, attitudes and aspirations. In a learning partnership, the mentor is not only helping the protégé but continually communicating a belief that the mentor is a fan of the
learner. Partnerships are far more than good synergy. Great partnerships go beyond "greater than" to a realm of unforeseen worth. Worth in a mentoring partnership is laced with the equity of balance, the clarity of truth, the security of trust, the affirmation of abundance, the energy of passion and the boldness of courage. The whole effectively becomes greater than the sum of its parts.

Beardwell (1994:327) states that there are really only four requirements for effective mentoring. These are as follows:

- **The status and characteristics of the mentor.** Mentors will generally be senior to proteges in status, experience and probably age. They should not have a line relationship with their protégé because the element of control inherent in it would conflict with the developmental nature of the mentoring relationship. It is highly desirable that senior managers act as mentors and that top management be involved with the programme. Mentors should have the skills and qualities that protégés respect, good emphatic and people-developing skills, good organisational knowledge and personal networks, patience and the humility necessary to be able to learn from the protege. Not all managers, therefore, would make appropriate mentors.

- **The protégé.** Protégés should have potential and be hungry to learn and develop in order to realise said potential. There will be many more potential protégés in the organisation than can be mentored. It is, therefore, commonly noted that mentoring is elitist. Hunt (1991:17) asserts that prospective protégés are not
automatically effective learners. Protégés need learning and listening skills, as well as political awareness and how to receive constructive feedback.

- **The relationship.** The relationship should be one of mutual trust and will develop over time. Unless the mentoring programme sets limits, it will continue until the protégé no longer needs its support. Sometimes it develops into a full friendship. According to Hunt (1991: 30) careful selection is essential for mutual trust and respect to develop. Good communication is also important in the development of healthy relationships. As a result of such good communication trust is built by helping subordinates in their career and life development.

- **The activities.** Mentors encourage their protégés to analyse their task performance and to identify weaknesses and strengths. They give feedback and guidance on how weaknesses can be eliminated or neutralised. Hunt (1991: 18) is of the opinion that mentors spark the process of learning in younger colleagues by utilising daily experiences and on-the-job activities which form the basis of activities for generating questions and lessons to learn from.

According to the Pierre Fauchard Academy (1998:2) there are many interpretations of mentoring. They include the following:

**Mentorship means to:**

- Counsel
- Advise
- Help
• Support
• Aid
• Be a Friend
• Not be a Legal Advisor

To Introduce the Protégé:

• To the Profession
• To the Community
• To the Organisation
• To Society
• To Suppliers

To Inform the Protege of Local:

• Customs in Ethics
• Advertising
• Third Party Coverage
• Company Culture and Politics

To Aid whenever possible.
2.4 SKILLS AND COMPETENCIES REQUIRED BY MENTORS

Each mentor and protégé requires certain skills and competencies. These are set out below and discussed.

2.4.1 COMPETENCIES

Bell (1996:11) states that great mentoring requires four core competencies each of which can be applied in many ways. All four the competencies have been selected for their effective blend with “power free” learning facilitation. They are surrendering, accepting, gifting and extending. Each is discussed below.

♦ Surrendering: Most leaders are socially conditioned to drive the progress of learning; great mentors surrender to it. Driving the process has many unfortunate effects. It tends to cause resistance; it minimises the potential for sequential growth, and it tilts the focus from competence to control.

If there is one word many leaders hate, it is the word "surrender". However, by surrendering it does not mean losing, but yielding to a flow greater than either player in the process. Mentors who attempt to hold, own, or control the process deprive it of the freedom needed to foster discovery.

♦ Accepting: Bell (1996: 29) states that accepting is the act of inclusion. The verb "accept" implies ridding oneself of bias, preconceived judgements, and human labelling. Accepting is embracing, rather than evaluating or judging.
♦ **Gifting:** Gifting is the act of generosity. Gifting, as opposed to giving, means bestowing something of value upon another without expecting anything in return. Mentors have many gifts to share. When they bestow those gifts abundantly and unconditionally, they strengthen the relationship and keep it healthy. Gifting is the antithesis of taking or using manipulatively. It is at the opposite end of the spectrum to greed.

♦ **Extending:** This implies pushing the relationship beyond its expected boundaries. Mentors who extend are those who are willing to give up the relationship in the interest of growth, or to seek alternative ways to foster growth. They recognise that the protégés learning can occur and be enhanced in many and mysterious ways.

The sequence of the aforementioned four competencies is important. The process of mentoring begins with surrendering and ends with extending.

Bell (1996:12) concludes that mentoring is an honour. Except for love, there is no greater gift one can give another than the gift of growth. It is a rare privilege to help another learn, have the relevant wisdom useful to another and have someone who can benefit from that wisdom.

The skills which mentors need are reflected in the roles that they play in the process of mentoring. Mentors need to be able to assess needs, to counsel and
to negotiate. In order to be successful in these roles, the mentor must have confidence in his communication skills.

A mentor requires certain qualities and characteristics as well as skills. These can be put together to form a profile, although the uniqueness of any mentoring relationship will alter the profile.

These skills are categorised and each respective skill is set out below as follows:

2.4.2 **CORE SKILLS**

Fisher (1994:20) sets out the following core skills that are needed by mentors.

- **Communication:** Listening is the most vital of all the skills of communication. However good the presentation, it is meaningless unless someone hears and understands what is being said. Being able to extract the essence of what is said and to interpret it as the speaker intended, is not as simple as listening. Also important is the manner in which something is said. To be able to detect the strain in someone’s voice, to identify emotion or confidence, one must be able to interpret the tone or the volume level used in speech. All these signals will offer mentors an opportunity to formulate a thoroughly competent response and enable them to offer a constructive reply to the protégé.
**Effective or active listening:** This needs practice. People speak at a pace four times slower than the brain can process the words. There is therefore spare mental capacity when listening. If a mentor allows his mind to wander when listening to a point made by a protégé, there is a danger of destroying some of the trust that is essential for the relationship to succeed. Mentoring should not be contemplated if one not only finishes peoples' sentences, but also provides the end of their questions for them. The skill of listening is shown by a person's ability to paraphrase or repeat what has been said in a way that confirms the protégé's meaning. This is also a way to elicit more information, which will help in the next stage of listening.

### 2.4.3 ANALYTICAL SKILLS

In addition to the above skills the mentor needs to interpret behaviour: In order to make an informed response, the listener needs to digest what has been said. This will lead to better understanding and to the next stage of the process.

**Creative Thinking:** Creative thinking is necessary for mentors, who will need to absorb another's thinking process, and thus unblock some of their own mind sets. The ability to think divergently and to include optional answers to questions that a protégé may pose, is another skill that must be acquired and practised. Creative thinking requires individuals to adopt an imaginative and an intuitive approach, to consider alternative answers to a problem and to take more time over the evaluation of a problem. A mentor will need to challenge the immediate reactions of a protege. In
order to justify this, mentors will need to have considered the various solutions themselves, compensating in some way for the inexperience of the protege. There is a model for creative decision thinking. The four stages are as follows:

- The question
- The alternatives
- The consequences, and
- The decision.

The evaluation of information requires the application of knowledge and experience, as well as familiarity with the situation and necessitates identification of the real issues. "Seeing the wood for the trees" will allow the mentor to respond appropriately to the protégé. The mentor's analysis is a critical factor in the evaluation process.

2.4.4 INTERPERSONAL SKILLS

The following interpersonal skills are critical to the mentor.

- **Observation**: A mentor must be able to interpret behaviour accurately. The mentor must be aware of body language, facial expressions, tone of voice, be sensitive to language used and indeed to the need for temper language, though not so much that the personality changes. Behaviour can change when a person's work or actions are under scrutiny. A mentor will need to develop a sensitivity to
behavioural changes in the protégé and an ability to be accurate in the mentor’s assessment of what is said and what is meant.

♦ Questioning: Fisher (1994: 20) states that the ability to ask questions in order to take the protégé into areas of self-exploration of the situation is essential. These questions must be structured and meaningful. The interviewing skills of asking open and direct questions and offering prompts without leading the conversation, must be developed. The process of questioning (which leads into the understanding of the problem by the protégé) is the most rewarding situation for the mentor in the early stages of a mentoring relationship.

2.4.5 THE MENTOR’S APPLICATION OF THE SKILLS

When applying the skills, the mentor must identify the facts as well as the emotions behind a situation. These situations will now be analysed and discussed.

♦ Assessment of needs: One measure of the value of a mentor/protégé relationship will be found by establishing experience and then assessing the needs. The mentor will also have needs, but will have experienced more of those same needs and their satisfaction than the protégé articulates. Although each individual has a unique set of needs, the mentor who can empathise and identify with the protégé stands a greater chance of successfully assessing the needs of that person as they move from a problem to its solution.
- **Counselling**: Counselling requires the mentor to identify the situation or problem and to illustrate how it can be controlled. In some cases the actual situation has not been recognised by the protégé and the mentor has to guide and identify the process without making the protégé feel inadequate. The next stage of counselling is to take the protégé through possible outcomes and to enable him to make an informed decision. The final stage requires action to effect any change in the situation. At all times control must remain with the protégé. It is his situation, his decision and his outcome. Mentoring is enabling, not instructing.

- **Negotiation**: Mentoring is a continual process. Therefore, the action required of a mentor may result in the need to extend the relationship beyond the one originally established with the protégé. In formal systems of mentoring, some form of feedback to others who are instrumental in the development of the protégé will be necessary. There will be occasions when the mentor has to discuss the needs analysis which he has made of the protégé with the line manager or others in the development/training departments. Negotiation implies that some amount of persuasion will be required and that compromise may need to be reached. The skills of negotiation, can therefore, require conflict management as tension in situations must be dealt with. This may arise through personality clashes, as well as differences in interpretations of the situation. Training for negotiation is an imperative.

- **Dealing with conflict**: A mentor must know how to pre-empt conflict, how to recognise the early stages and how to take avoiding action. Occasions may arise
when the mentor may find the protégé’s analysis of his/her situation naive and certainly the protégé may feel resentful of the mentor and his/her experience and achievements. Being able to handle conflict and confrontation is a difficult skill to acquire. To establish a position and to give assertive justification for it is necessary in many management situations. A good example, set within the trusting nature of the mentoring relationship, will indicate to the protégé how these situations can be resolved successfully. It is not always possible to avoid conflict and if it does arise, a mentor must be prepared to resolve it. The first step is to examine the stages that lead up to conflict and to identify any previous indications that it was about to happen. Pin-pointing the exact nature of the conflict is important, so that the solution matches the problem. Scapegoats are easy to present and can mask the real root of the difficulty. The reasons for the conflict must be elicited from the protégé and listening skills must be employed. A summary of possible actions and reasons for them should then be given and the protégé should be encouraged to agree to a specific course of action to rectify the position.

♦ **Timing:** It is helpful to establish a timetable in difficult situations. Vague agreement 'to do it sometime' can indicate a lack of acceptance of the action, and it may not happen. To show support and confidence in the protégé’s ability to take the action is critical to the relationship. It must be articulated and not implied or taken as read. It is in respect of such critical matters that relationships succeed or fail.

♦ **Offering Feedback:** Mentoring depends on the giving and receiving of feedback and criticism. This is another extremely hard skill to acquire, because it requires
honesty, which may be hurtful to an inexperienced person. Feedback must be constructive; comments, which cannot usefully be incorporated into the protege’s future work, are not justified.

2.4.6 QUALITIES OF MENTORS

Mentors, according to Hunt (1991: 24), require positive qualities. These include the following:

a) **Understanding**: This concept is complicated by the necessity not only to understand, but also to ensure that the protege understands.

b) **Thoughtfulness**: The ability to offer time, uninterrupted quality one-on-one time is essential. By diverting phone calls and placing notices on office doors so that any sessions are not disturbed. It is necessary to understand the cultural behaviour acceptable to the protégé and this can alter if the mentor and protégé do not share a common background.

c) **Sensitivity to setting**: Mentors must be aware of the interpretations that may be made about body language. They should accept that some protégés would need more physical space to feel at ease. An honest approach, friendly openness and a willingness to concede to requests for particular seating arrangements or locations, should be adopted in the interests of achieving success. It is important to acknowledge that eye contact and the different meanings which can be conveyed
at the same time by verbal and non-verbal signals, may be interpreted in a particular way, especially by those unused to such a situation. At the same time, it is important to be natural and not self-conscious. Practice should enhance this particular skill.

d) **Lack of Prejudice:** De-prejudice yourself! It is easy to be trapped by accents and dress, in addition to the unacceptable prejudices of age, race and sex. One is liable to misjudge certain situations or people at some time. Skilled mentors will be able to prevent this from happening in the mentoring situation and will be aware of their own prejudices even if they have not eradicated them.

e) **Enthusiasm:** It is doubtful if anyone can be a successful mentor without enthusiasm. A joy in people and their achievements will stem from a confidence and maturity of outlook. Having chosen a profession and enjoyed it, it is easy to impart that feeling to others.

f) **Confidence building:** Building confidence requires facing the negative aspects, as well as capitalising on the positive areas of one’s personality. Talking about oneself is very difficult for some people and mentors must appreciate this fact. Natural reticence, or learned modesty, can mean an unsuccessful articulation of an individual’s good points. When a protégé faces failure the mentor can provide the encouragement and motivation required to take the next positive step. It is at this stage that offering ideas is vital. Offering help once a course of action has been identified by the protégé is appropriate; taking control and doing it for them is not.
g) **Insight:** This is partly analysis and understanding and partly intelligent application of those skills which allow the right judgement to be made about the situation and the relevant options available to individuals. A mentor must understand why mentoring is different from any of the other roles which one plays. Knowledge of what it takes to be a good mentor will guide many to an appropriate understanding of how to undertake the role. One of the most beneficial insights that any mentor will be expected to anticipate is when the relationship has run its natural course and achieved all the aims and objectives set. This requires both insight and tact and is not unlike the understanding which parents must achieve if their children are to go out into the world and attain independence.

Bell (1996:25), summarises that any person wishing to become a mentor for another must first understand the essential skills which are required for the various roles which may be required. By assessing the skills needed, potential mentors can examine their strengths and weaknesses and attend to the skills training which should be undertaken.

Skills are only the first step, as there are qualities that a mentor needs to exhibit which must also be acquired. This stage of becoming a mentor is the hardest, as it needs a particular kind of personality to accept that a protégé may behave differently from oneself in any situation. The accommodation of different views and reactions can result in conflict that must be handled without the situation becoming
personal. The qualities of honesty and integrity, coupled with good communication skills, will take potential mentors a long way forward in their training.

2.4.7 SKILLS AND COMPETENCIES REQUIRED BY PROTÉGÉS

Not only does the mentor need specific skills, but the protégé too needs certain skills in order to benefit effectively from the mentoring process. Bell (1996:16) sets out the following skills that the protégé needs to acquire:

a) Articulate communication with all persons with whom the protégé comes into contact, including the mentor.

b) The ability to produce accurate descriptions of circumstances and feelings about situation.

c) Realistic understanding of the mentoring relationship.

d) Understanding of the ground rules of the mentoring process.

Hunt (1991:19) adds the following skills: self-appraisal, interpersonal negotiations, political awareness, assertiveness, conflict resolution and role clarity to name a few.

2.5 AN INTEGRATED MODEL FOR MENTORING

Hunt (1994:50) proposes a model using “six S’s”. The “six S’s” he bases his framework around are strategy, selection, support, skills, savvy and status. The diagram over the page puts these six S’s into perspective.
2.5.1 STRATEGY

Hunt (1994:51) suggests that strategy in mentoring programmes comprise a learning culture where mentoring is one of many programmes in place being implemented to achieve the organisations goals. Hunt (1994: 52) states that a mentoring programme should not operate in isolation, but as part of a total commitment to a superordinate goal, such as satisfying the demand for qualified managers or organisational survival.

2.5.2 SELECTION AND MATCHING

Hunt (1994:52) combines selection and matching in his framework. There is no exact formula for matching mentors and protégé in terms of age and experience but Hunt (1994.52) found that a successful partnership would most likely arise from a mentor with approximately four to ten years more experience. Less experience was perceived as being insufficient to facilitate and influence political processes such as placing one’s protégé on a key committee. A gap larger than 10 years could result in the mentor and protégé being from different worlds with incompatible frames of reference.
2.5.3 SUPPORT, SKILLS AND ‘SAVVY’

Hunt (1994:53) outlines a process of four steps.

a) **Selection and Initiation:** Selection of mentors and protégés lead into the initiation stage of mentoring relationships. During this early stage, potential mentors may seek to benefit by increasing their personal political bases of power within an organisation by grooming and placing protégés in key positions.

b) **Development and Break-up:** (Stages two and three). Mentors advocate and support their protégés for key positions, often having insider knowledge of key positions available. The protégés help their case by being at the right place at the right time. Promotion occurs at the later stages of mentee development when he is ready to leave the nest. A mentor’s efforts to successfully promote a mentee depends on his position, power and rank. Break-ups can be successful or bitter. Bitter break-ups occur when the mentor feels overshadowed by the mentees success and resists efforts by the mentee to break ties and become released from the mentor’s control.

c) **Friendship:** Hunt (1994:57) states that a long-term friendship emerges when a power balance is achieved between mentors and protégés.

2.5.4 STATUS

Here, outcomes are monitored and assessed. To learn for future programmes, necessary adjustments are made to avoid similar mistakes, which, at the extreme could hinder or cost a mentee his career.
2.6 Implementing The Mentorship Programme.

Based on the framework explained by Hunt (1994:55), the following guidelines are essential to initiate, develop, maintain and terminate a mentorship programme successfully:

- Establish clear goals of the mentorship programme and where it fits into the organisational goals,
- Ensure that the blessing of all stakeholders is acquired,
- Upfront, ensure that there are opportunities for advancement within the organisation for graduate mentees,
- Ensure that all mentors and mentees are happy with the selection process,
- Examine the skills and commitment of both mentors and mentees,
- Ensure that the organisation provide a support system for the programme to ensure that cancellation of the programme only occurs in extreme conditions,
- Allow for cancellation of the programme if necessary and handle the matter diplomatically,
- Evaluate the programme regularly and consistently with a view to measuring mentor and mentee performance,
- Ensure that the termination process should follow a prescribed route, and
- Make adjustments for following programmes, if needed.
2.7 CONCLUSION

There are two ways to develop a mentoring programme. Namely; an informal programme or a structured programme. A structured programme is deemed to have more merit in that objectives are set against time frames, and consequently evaluated.

In the South African context, Hunt (1991: 20) warns against threats to a mentoring programme. Hunt (1991: 20) states that, of particular value to firms in South Africa, who are predominantly using planned mentoring to meet a shortage of managers, enhancement of black or minority advancement and equal opportunity are the elements of developing political awareness. Building trust and training/empowerment of mentors and mentees in order to make these relationships work is therefore doubly essential.

Mentoring offers many benefits to the organisation as well as to the mentee who is taught from experience how to cope competently with difficult situations. These benefits include the following:

- managerial succession planning,
- reduced labour turnover and increased productivity,
- career advancement,
- trust building, and
- spreading of the organisational culture and work ethic.
CHAPTER THREE
INTEGRATION OF THE MENTORING PROCESS TO FACILITATE AFFIRMATIVE ACTION IN SOUTH AFRICAN CRICKET.

3.1 INTRODUCTION

The literature reviewed in Chapter Two makes a compelling case for the advantages of mentoring, not only for the individual, but also for the benefit of the organisation. The United Cricket Board of South Africa, (UCBSA), like all National sports federations, is constantly being monitored in terms of its efforts to transform and to reflect the country’s demographic situation at all levels of the sport. In order to implement a successful development programme, the UCBSA must accept the affirmative action challenge that faces all facets of the ‘New South African’ Society.

This chapter will focus on mentoring as a tool for the adaptation and investiture of young black cricketers into senior and elite ranks of South African cricket. The fact that sport, and cricket specifically, is a huge industry, makes it important to view the development of cricket players from a strong business perspective. Hence, like big business, the UCBSA must ensure that it provides equal opportunities for all of its players who are their current and prospective employees. The provision of such opportunities means empowering young talented players to cope in a world which is, for most new players, extremely daunting.
This chapter will reflect on mentoring as a human resource investment opportunity and will focus on ways in which to implement successful and highly effective mentoring. The research will also consider the historical background of South African cricket in view of affirmative action and government intervention in terms of quota systems for South African sport.

### 3.2 MENTORING: HUMAN RESOURCE INVESTMENT

Thompson (1999:12) suggests that, irrespective of the type of mentoring being implemented, the sharing of skills is an integral part of the overall training process which is essential for individual, team and company development.

Just as there are different forms of mentoring, so each mentoring relationship varies in accordance with the specific characters and personalities of the individuals involved. Mentoring is regarded by some as a valuable reinvestment process, which requires that the mentor totally commits to the furthering of the trainee’s thinking and working ability. Mentoring not only provides for the sharing of experiences and knowledge, but also enables new employees to be oriented in their new environment.

According to Thompson (1996: 12), another method of mentoring is off-the-job coaching. This is normally accomplished outside the work environment in an off-site location, and is frequently provided by professional associations or consultants. The knowledge imparted at these events is fundamental to career development.
The fostering of the relationship between superior and subordinate will flourish into mentoring as a matter of course. This is encouraged by a mutual ability in both mentor and mentee to listen, notice and act. A sense of empathy with people and situations and an understanding of their needs, objectives and goals engenders a spirit of both respect and esteem.

3.3 FROM ROLE MODELING TO MENTORING: INGREDIENTS FOR SUCCESSFUL MENTORING

Walsh (cited by Struchen and May 1997: 1) states that “Mentoring programmes are a way to bridge the chasm between these young people and caring adults who could make a difference in their lives.” There are numerous negative consequences that arise from the isolation of young people. The lack of care has been cited by many school dropouts as the main reason as to why they left school. Such school-leavers had not developed any close attachments with teachers and staff.

Mentoring offers a popular method of targeting the needs of young people. Whereas one-to-one relationships have had a significant effect on children to some extent, the formation and maintenance of these relationships is not confined to any one method. Some relationships flourish exclusively on one-to-one time between the adult and the youth, yet others prosper entirely on group interactions.

Struchen and Porten (1997: 1) consider mentoring as a bond that occurs over a period of time. The development of this bond is facilitated by a one-to-one relationship on the
one hand, which is then augmented by a group on the other. Thus, mentoring occurs on a continuum. Struchen and Porten (1997: 1) further contend that mentoring can be viewed from two perspectives. Firstly, where there is exceptional commitment, emotional sincerity and intensity, this can be regarded as a primary relationship in which these partners are almost like family. Secondly, relationships are characterised by friendliness, but have limited veracity and are, therefore, less intense by nature.

A mentor wishes to see the protégé succeed. There should be no competition in the relationship, and the main objective of the mentor should be the provision of support and encouragement. The primary and secondary relationships can be viewed in terms of role-modeling as opposed to mentoring. Mentoring can be regarded as a process, whereby adult role-models provide values and decision making skills. The result of such role-modeling is that young people identify with a positive image, which they should find appealing. Mentoring, however goes beyond simply identifying with a positive image. When mentored, young people acquire these skills, they are empowered and enabled to fulfil this image.
3.3.1 BARRIERS TO EFFECTIVE MENTORING

With mentoring, as with most processes and situations, there are negative influences that impact on the eventual outcome. These are as follows:

- “Drive By” Mentoring
  Struchen and Porten (1997: 2) assert that drive-by mentoring takes place when mentors descend to the child from the unknown, stay a short time and disappear into an abyss. The increase in mentoring programmes greatly distends the occurrence of drive-by mentoring. There is great difficulty in ensuring that matches between mentor and protégé are retained, and that the relationships sustain their significance. The breakdown in a mentoring relationship is challenging for all concerned. One such difficulty is restoring trust after a mentor lets a protégé down. Often, new mentors keep their charges at arms length and do not commit fully to the relationship. These problems can be caused, conversely, by the protégé who can let the mentor down. The result of such unfortunate incidences is the inability of the partners to form any bonds, and negative feelings abound.

- Social Distance
  The problem of social distance can be a great barrier in the mentoring process. The danger exists that the protégé may regard the mentor’s milieu as irrelevant and nonsensical. The goals set for the protégé may also be perceived to be naïve and without consequence. An important advantage of having mentor and protégé
emanating from the same geographical area is the possibility of continued interaction between the partners.

3.3.2 PROGRAMME STRUCTURE

A successful mentoring programme also requires that structure and focus in addition to having quality mentors is essential. To ensure positive outcomes, the following aspects are vital:

- **Recognising needs:** According to Struchen and Porten (1997: 3), mentoring should take place naturally in different environments as the individual grows. However, due to the fact that each individual differs, what works for one does not necessarily apply to another. Some youngsters may merely need a “pal” whilst others may require a more holistic relationship embracing the entire family. Mentoring programmes must take the level of the needs of the protégé into consideration, and the satisfaction of said needs for a thorough bond to develop. Such a needs assessment will determine the efficacy of the programme.

- **Screening mentors:** These measures are important for the protection of the protégé and his family. When one-to-one relationships occur, issues regarding liability emerge when the mentor is unknown to the protégé. The screening process may be an advantage for mentors who may become more aware of the expectations that they are required to live up to. The screening process may also elucidate the operational environment of the mentor.
- **Scheduling time:** The screening process will identify potential mentors who have too many commitments, which will prevent them from planning for enough time with the protégé. Those mentors who have difficulties with time schedules, could consider other activities that do not require as much time as a one-to-one relationship.

- **Support and training for mentors:** Mentors can benefit from training in general and in specific areas where they can be of direct assistance to their proteges. Two important aspects are the expectations of the relationship, and the realization of the mentors that it is their responsibility to contact their protégé, and not conversely. Struchen and Porten (1997:3) state that relationships that are consistently supported and supervised benefit through regular meetings and ultimately these are the relationships that endure. It is essential that mentors themselves have someone to turn to for advice and support. Such support systems provide guidance when challenges emanate in the relationship. This type of support can be achieved through regular contact with the families of the protégé and the mentor.

- **Group support systems:** Providing specific activities for mentor / protégé matches to perform together can help break the ice. The presence of group activities provide a more holistic approach, which serves as a safety net of support in relationships that do not succeed. Struchen and Porten (1997: 3) assert that it is through groups that protégés experience a sense of belonging, and can receive
support from peers. These associations reveal to the protégé that they too can help others by giving and receiving. More importantly, the protégé will learn that they are not the only ones experiencing problems, and they thus learn how to cope on an interpersonal basis.

Struchen and Porten (1997: 4) make the following assertions about the impact of groups on the protégé:

- Groups are like a miniature society where members feel less alienated and experience a greater sense of belonging,
- Groups allow members the opportunity to be amongst others who share the same problem,
- Group members are allowed to observe how others deal with their problems and struggles,
- Groups foster feeling, caring, and respect for others, which promote the self-confidence needed to begin to behave in different ways, and
- Group approaches can save time and money. This is important in an environment of limited resources.

### 3.4 MATCHMAKING FOR YOUNG PEOPLE

“Talent without motivation is inert and of little use to the world... If we learn how to salvage any respectable fraction of these (motivational factors), we will have unlocked a great storehouse of talent.” (Gardner, J., 1984 as quoted by Scatz, 1999:2)
Schatz (1999:2) maintains that successful people have applied the concept of matchmaking to personal and professional development for centuries. This implies seeking advice from people who have been regarded as being wiser, more respected in their area of expertise and who are generally further along in their career path. These mentor / protégé relationships often occurred spontaneously, however, and in most instances, individuals have vigorously attempted making contact with the person they considered to be the right mentor.

Schatz (1999:2) further declares that eminent achievers acknowledge the part played by role-models in their relationships. Examples of these are Michelangelo serving as apprentice to Leonardo Da Vinci, and the role played by Professor J.S. Henslow in the development of Charles Darwin. Considering past events, these relationships had great significance, whether they were formal or not.

Merriam (1983 as cited by Schatz, 1999:2) asserts that no decisive definition of mentoring exists. As a result there is great uncertainty regarding the purpose for assessments.

Whilst there is a general acceptance of the benefits of mentoring there is also a need to take care in selecting appropriate evaluation methods before recommending mentoring as an intervention strategy in career development. According to Frey and Noller (1983 as cited by Schatz, 1999:2) planned mentoring has been occurring more frequently in recent times, and the success of these mentoring programs has largely hinged on the characteristics of the mentor, and not necessarily on whether or not the
programme was structured on a formal or informal basis. Frey and Noller (1983 as cited by Schatz, 1999:2) further suggest that the qualified mentor should be able to impart skills and knowledge. In addition, the mentor must care about the process, and indicate a willingness to commit to the relationship and all its required elements. The protégé must also show ambition, ability, trust and desire. Frey and Noller (1983 as cited by Schatz, 1999:2) have resolved that the protégé who reaches the pinnacle of success, has done so through mentoring relationships which proved invaluable to achieving success. This success is also greatly valued by the mentor.

Edlind and Haensley (1985 as cited by Schatz, 1999:2) focused on the benefits of mentorships for both protégé and mentor. Benefits for the protégé included the following:

i) career and interest advancement,
ii) increase in knowledge and skills,
iii) development of peripheral talents,
iv) combining talents productively,
v) enhancement of self-esteem and self-confidence,
vi) development of a personal ethic or set of standards,
vii) establishment of a special kind of friendship, and
viii) enhancement of creativity.

As far as the mentor is concerned, the following benefits were identified:

i) completion of work,
ii) stimulation of ideas and rejuvenation of the mentor,
iii) establishment of friendship, and
iv) personal gratification in contributing to the realization of the protégé’s dreams.

By making prospective mentors aware of these benefits they may be encouraged to undertake the mentor role more spontaneously.

### 3.5 A HISTORICAL PERSPECTIVE ON SOUTH AFRICAN CRICKET

Adams (1995:1) declares that cricket has been played in all communities in South Africa since the arrival of the British Settlers in the 1800s. The flourishing cricket culture among black communities was the result of the influence of British Missionaries in the Eastern Cape, where institutions like Lovedale College and Fort Hare University were established.

A love for the game was inculcated in the people, and, later the villagers took the game to black communities throughout the Eastern Cape, and to the mines on the Reef. It did not take long, however, for the tyranny of apartheid to decry the role of the game of cricket in the black communities. As a result, cricket prospered amongst white South Africans, and the involvement of blacks in the game was reduced to little more than social recreation.

According to Adams (1995:1) the establishment South African Cricket Union started a development programme in townships. On the other hand, the ant-apartheid South African Cricket Board had been instrumental in organising cricket on a non-racial basis. The perception of the South African Cricket Union was met with great
scepticism, as the perception of establishment cricket in the townships was justifiably negative.

The process of unifying all cricket structures in the country saw a greater acceptance for the role of development of young cricket players. There was a growing recognition that cricket had begun to play a positive role in South African society, and that it should be encouraged at all levels. Adams (1995:1) quotes Dr Ali Bacher as stating that: “…while many of our development players have the skills to do well, they have first to overcome a built-in inferiority complex, largely attributable to the apartheid system. The Conrad Hunte and Clive Rice academies are there to break down those barriers and to hasten the process between playing at top junior level and international level.”

3.6 THE DEVELOPMENT VISION FOR SOUTH AFRICAN CRICKET

According to Dr Ali Bacher, Managing Director of the United Cricket Board of South Africa (UCBSA), (1997:1) the UCBSA has three main objectives, namely; to make cricket the country’s national sport, that cricket reflects the demographics of the country and to forge South African cricket as the world’s best.

The initial duty of the UCBSA, though, is to amend past inequalities in terms of facilities and opportunities created by the apartheid system. This is regarded as the top priority of the UCBSA. Bacher (1997:1) asserts that the development programme of the UCBSA has made notable progress, as there are thousands of youngsters from disadvantaged communities participating in organised cricket.
Bacher (1997:1) observes with delight that all national representative teams include players of colour. This is merely a start, and sustainable growth in respect of representation is one of the UCBSA’s biggest hurdles. In addition to this, cricket faces a great challenge in improving its development structures to ensure that the best players from the disadvantaged communities graduate through the system into first class cricket. The challenge is exacerbated by the fact that many disadvantaged players do not have access to well-developed club structures which ought to serve as a stepping stone into provincial teams and, ultimately, the national team.

Bacher (1997:1) states that the alternative solutions to these challenges are the integration of the disadvantaged young players into existing clubs, or building club structures in those disadvantaged communities. Furthermore, the impact of young international players as role models in the development of the game, is significant. This is one reason why it is imperative that role models be produced for young disadvantaged cricketers. To this end, the establishment of a national cricket academy is regarded as a major developmental advancement. The primary objective of the academy is to hasten the process of turning a good young player into a good first class player.

3.6.1 AFFIRMATIVE ACTION AND QUOTA SYSTEMS

Bryden (1997:1) asserts that the UCBSA is confronted with concerns regarding affirmative action, and the lack of progression from grassroots development to representation at senior level. One school of thought entertains the idea of enforcing a
quota system at provincial level with a minimum of four black players in each team. Affirmative action steps have been implemented up to provincial “B” level. The problem cannot, however, be solved merely through forced selections. According to Dr Ali Bacher as quoted by Bryden (1997:1), “… attitude remains a crucial factor.”

An exposition by Bacher was cited by Bryden (1997:1) whereby affirmative action, being part of an under fifteen tournament, had been ignored by team managers. Team managers had left out the required two black players when it came to the final selection of teams to participate in a given match. Such actions are regarded as the antithesis of what is being attempted to be accomplished by the UCBSA. A key area of concern is the lack of absorption of black cricketers at senior club level. It points to a major cultural problem given the significant numbers of black players who have performed well at under nineteen age group levels, yet only eleven players played in the country’s most senior league by 1997.

3.6.2 GOVERNMENT INTERVENTION

Bavuma (1999:1) contends that South African cricket has been lauded for its development pogramme, yet, despite this, it has failed to produce a pool of good black players to represent South Africa. Bavuma (1999:1) further asserts that the treatment meted out to some black players is incongruent to the care given to promising white players. There is a definite perception of a different approach to promising black players. This is highlighted by the fact that a number of white players were given numerous chances to establish themselves in the national team, whereas black
players such as Herschelle Gibbs and Makhaya Ntini were being yanked in and out of the team without being given an extended opportunity to nurture their talent and develop confidence. These perceptions led to the indictment that cricket has not truly transformed. This intransigence argues Bavuma (1999:2), bears testimony to the fact that it is imperative for the government to intervene.

The transformation of sports organisations in Bavuma’s view cannot take place as a result of sheer goodwill by a few administrators. The government has to ensure that there is an equitable distribution of sports facilities in the disadvantaged communities to speed up the process.

Bryden, Jacobsen and Malala (1998:1) state that sports administrators are opposed to proposed legislation to enforce the implementation of racial quotas in South Africa’s National teams. Instead, there is a clarion call for the government to plough more money into the development of sport and to steer clear of interfering with the selection of teams.

Bryden et al (1998:1) contend that the stance taken by administrators is in response to an African National Congress parliamentary sports group. This group, under the leadership of Lulu Xingwana (cited by Bryden et al, 1998:1), strongly believed that the African National Congress would promote legislation to ensure sufficient representation of black players in national teams. According to Bryden et al (1998:1), past Sports Minister Steve Tshwete had contradicted Xingwana by confirming that no legislative steps would be taken to implement affirmative action. Instead, the
Establishment of a National Sports Commission would be given added authority to expedite transformation of national sports teams. Khaya Majola as quoted by Bryden et al (1998:1) stated that: “The government has a role to play but it should be in consultation with the sporting codes – not by enforcement. Cricket has put its own transformation process into place without any pressure from the government.”

Bryden et al (1998:2) contend that celebrated black cricket players such as Herschelle Gibbs, Roger Telemachus and Makhaya Ntini have all been outspoken in their opposition to the theory of racial quotas. These feelings are echoed by the following quotations as cited by Bryden et al (1998:2) : Gibbs stated, “I want to play because I deserve it, not because of the colour of my skin.” Whilst Telemachus is quoted as contending, “I want to think I’m in the team because I’m good enough to be there.” In addition, Makhaya Ntini asserts, “Nobody would be happy if they thought they were picked because of their colour.”

Xingwana as cited by Bryden et al (1998:2) remains adamant that the Employment Equity Bill would act as a guideline for new laws that will look at enforcing affirmative action steps by all sports bodies. The politicians draw an analogy with business whereby the Employment Equity Act forces business to utilize quotas in their hiring practices.
3.7 CONCLUSION

It is evident that there is growing frustration at the slow pace at which black sports people are coming to the fore at the highest level of the game. There appears to be widespread consensus that affirmative action legislation will not yield the desired outcomes. It is therefore imperative for sports managers to look at other means of accelerating the development of young black cricketers. The alternative solution offered by mentoring appears to be a workable option, provided it is implemented in a structured and coherent manner.

The modern approach to cricket requires that a player has to have a wide array of skills both on and off the field. This has prompted a holistic approach to the development of professional cricket players. The big challenge facing the UCBSA is to achieve representation of black players at the highest level without having to enforce legislation. Critics of the transformation in cricket feel strongly that the United Cricket Board of South Africa is unable to take its development programme to its logical conclusions.

Mentors come in all shapes and forms and more often than not, assume high-profile positions and exhibit leadership qualities in their respective fields. More importantly they are not restricted to roles of a hierarchical nature. The common theme in all mentors is the desire to impart knowledge and experience and in so doing expanding their sphere of learning.
The mentoring relationship provides the most complex association any youngster can have, and it can also be regarded as the most developmentally significant occurrence in a young person’s life. Mentoring is characterized by the nature of the relationship and its functionality, and not merely in terms of formal roles. It is therefore important that the relationship be closely assessed to determine the quality of mentoring being provided.

It is essential that the protégé be prepared for the process before the actual matching takes place. This will greatly reduce the occurrence of unrealistic expectations of the mentoring relationship. Matching does not have to be based on race or socio-economic factors. It is important, however, that these variables be considered and addressed. It is imperative that the mentor wants to commit and is ready to learn.

Problems in establishing formal mentorship programmes have traditionally included lack of commitment and attention to administrative organisation, time and training. Above all, a good mentor programme requires talented leadership. The co-ordinators must be effective organisers, talented in communication skills, and be able to inspire mentor and protégé to work well together. The tasks are very time-consuming and require a high degree of dedication from coordinators. The screening of participants as prospective mentors, and the training and guidance of mentors, are critical components of the programme.
CHAPTER FOUR
THE EMPIRICAL STUDY, METHODS USED AND ANALYSIS OF DATA

4.1 INTRODUCTION

Chapter Two has considered the manner in which mentoring programmes can be implemented. It also investigated the benefits offered by mentoring programmes and studied the skills and competencies required by those involved in mentoring programmes. This Chapter has contributed to answering the first sub-problem:

To what extent does the Sbanye Programme adhere to the criteria for mentorship as prescribed in the literature study.

Chapter Three further investigated the use of mentoring as a method of investing in an organisation’s human resources. Moreover, the content of Chapter Three considered the affirmative action needs of the United Cricket Board of South Africa. This chapter has thus addressed answering sub-problem two:

How can the mentoring process facilitate the affirmative action effort of the United Cricket Board of South Africa?

Information gathered from the empirical study will ascertain to what extent the Sibanye Mentoring Programme Of The Border Cricket Board conforms to what the literature study suggests regarding the implementation of mentoring programmes. An interview conducted with the co-ordinator of the Sibanye Mentoring Programme will address the
views presented by knowledgeable people about the implementation of mentoring as a means of guiding and advancing the talents of black cricketers.

Furthermore, the second part of the empirical study will investigate the results of self–administered questionnaires which were completed by mentors, protégés and officials who participated in the programme. The purpose of conducting this part of the empirical study was to seek confirmation of the extent to which the Sibanye Mentoring Programme concurs with the skills and competencies required of mentor and protégé.

The method and design of the empirical study will also be addressed in this chapter.

4.2 RESEARCH DESIGN

Research design is the stage within a research project that shows the strategy, plan and structure of conducting the research.

Leedy (1997: 93) draws parallels between research planning and architectural planning; both require conceptualisation of the overall organization and detailed plan before work on a project can begin. In a number of definitions given by different authors, the central theme of research design concerns planning - it is a carefully thought-out strategy, which serves as a format for the detailed steps in the study.

According to Kerlinger as quoted by Smit (1970: 69) the following objectives of a research design can be distinguished:
• To control the answers to research questions / variances,
• To eliminate or balance out variances that may have a differential effect on the research results.

4.3 THE EMPIRICAL STUDY

Leedy (1997: 99) defines data as facts that any particular situation affords or gives information or impressions to an observer. Data’s nature is such that they are manifestations of the truth, rather than truth itself. In that sense data are merely representative, intermediate, elusive surrogates of truth.

Leedy (1997: 99) explains data’s nature by comparing it to a mirror reflecting the sunlight. The light gives an idea of what the sun must be like, but if it is never to be held, the difference between it and the shaft of light being reflected on the former shall never be known. Similarly, data merely reflects the truth.

Data obtained from the empirical study will help resolve sub-problems three and four namely:

• What is the opinion of knowledgeable people regarding mentoring as a method of developing black cricketers?
• To what extent do participants in the The Sibanye Mentoring Programme of The Border Cricket Board display skills and competencies required of mentors and protégés?
The empirical study used a questionnaire developed from the theory in Chapters Two and Three. In addition to the questionnaire, an unstructured interview was conducted with the coordinator of the said mentoring programme. The process of the empirical study was as follows.

4.3.1 THE INTERVIEW

Singleton, Straits and Straits (1993: 248) state that surveys obtain information gathered through interviews and / or self-administered questionnaires. Regardless of whether the survey researcher makes use of interviews only, or some combination of the two, the procedures tend to be standardised for all respondents in order to enhance the validity and reliability of the data.

Singleton et al (1993: 248) suggest that, although the term ‘survey’ generally implies highly standardised procedures, informative and scientifically useful interviewing is sometimes carried out in a less formal or structured manner. In an unstructured interview, the objectives may be very general, the discussion may be wide ranging and the individual questions will be developed spontaneously in the course of the interview. The interviewer is free to adapt the interview to capitalise on the special knowledge, experience, or insights of respondents. The choice of a highly structured, partially structured, or unstructured interview depends on the researcher’s objectives.
In this instance, the researcher conducted a partially structured interview with Quinton Williams, a consulting and research Psychologist who was employed by the Border Cricket Board to co-ordinate the Sibanye Mentoring Programme.

The content of the interview is as follows:

4.3.2 Interview Conducted with the Co-ordinator of the Sibanye Mentoring Programme.

Quinton Williams is a Sport Psychologist who works on both the Sibanye Programme and the Academy Programme of the Border Cricket Board.

Question
What were the primary criteria in the selection of the protégé?

Response
The main criteria was the maturity of the protégé. In Johannesburg they had identified that a lot of the children were from disadvantaged backgrounds and some had suffered abuse and things like that. Our approach was that, where this had occurred, it was not the responsibility of the mentor to that extent. We would look more at the skills that the mentor could pass on in terms of cricket as opposed to playing a therapeutic role. If there was something that created a problem, then that person would be referred to myself as the programme coordinator, or another agent.
**Question**

Certainly the mentor would be in a position to identify such problems?

**Response**

During the screening process I would screen all the mentors and protégés. If problems were picked up in the beginning, the protégé’s inclusion into the programme would not be automatic. We were quite strong on the criteria. The protégé had to show perseverance and be emotionally stable, and he had to have an openness to learning.

**Question**

The literature study refers to the mentoring process having an initiation period being the first part of this process. Do you have an initiation period?

**Response**

We don’t call it an initiation phase but rather an introduction phase where the focus is on joining and implementation. We took the approach that it should be a fun filled and natural process where there is always a social gathering like a braai. The one that I recall that was really enjoyable was one where we went to the Fish River to play golf together as a group. What was really interesting was that many of the guys who come from disadvantaged backgrounds had never played golf before. This resulted in the pairing up of the mentor and protégé and the taking of combined scores. This was quite fun. Following golf there was the signing of contracts and agreements.
process is always activity generated and the element of competition makes it easy to join people together and teamwork comes to the fore.

**Question**

Does a cultivation period apply to your programme? What is the general duration of your mentoring programme?

**Response**

The programme lasts for a year but the cricket season is the main period as all the professionals leave for a part of that year. Our mentors are usually the professionals. The contact then consists of postcard and telephone calls. Our cultivation period would therefore be during our cricket season when there is more personal contact at matches and so forth.

**Question**

How would you describe the separation periods?

**Response**

Our separation periods consist of two parts the one period takes place after the introduction phase where the protégés go back to their schools and homes. In comparison to the programme they had up in the Transvaal (Gauteng), the protégé actually came to live in the homes with the mentors. One of the problems here was the age factor as many of the cricketers were in their early twenties and had a different social life to that of the protégé. In addition they have tight schedules and some
mentors were students who did not have specified schedules or time frames (structure), or even fixed homes, as many live in digs and share residences.

At the end of our cricket season this is when the second separation takes place. At the end of each year the separation has not been truly final. At the end of the year we identified players who would go into the academy or play in the Border B or senior Border side. There is no real breakdown and some degree of continuity is maintained. The process lasts from school throughout the young cricketers' career. I believe that this is where we have got it right.

**Question**

The redefinition period is referred to in the literature study. It would appear that the whole relationship is redefined as the protégé goes through each level of the organisation. It is evident that the players reaching the top have all been part of the mentoring programme at some stage. From a broader management perspective this is the gist of the reasons why people mentor others. It forms part of the achievement of organisational goals and your mentors are achieving the Border Cricket Board's goals of succeeding and surviving as an entity. Do you agree?

**Response**

Our philosophy at Border Cricket has never been to go for a quick fix. We acknowledge that there is a process that has to be gone through. Hence everything that is done at Border Cricket has always been strategically put in place. There's always been a vision that we have worked towards and there is constant redefinition of
that vision. The mentoring programme is therefore not in isolation – it forms part of the youth cricket structure and is an integral part of the transformation process at Border Cricket.

**Question**

Let us speak about skills and competencies required by mentors. Reference is made in the literature study to the concept of surrendering. Do you find that your mentors concede that they actually have something to gain from the programme?

**Response**

At the end of the year we have a farewell function where questionnaires are filled in or informal discussions are held and also formal report back sessions are held. Mentors have to rate on a scale from 1 to 10 the most important things that they got out of the programme. Out of that the important things that have come forth are that the protégés had previously idolised the mentors and they now realise that the mentors are normal people with special skills. The young cricket player can now model his behaviour according to his mentor. A big concern at Border Cricket was that children from rural areas needed to adopt a cricket culture. There are also issues like relations with sponsors. Players today need to be able to relate to sponsors. The programme allows for the development of these communication skills.
**Question**

The literature study suggests that strategy in mentoring programmes consist of a learning culture where mentoring is one of the many programmes which are used to achieve organisational goals. Is this true in the case of the Border Cricket Board?

**Response**

The mentoring programme precisely forms part of the overall strategy at Border Cricket and it is part of the transformation process. That was the main source of conflict with the guys from Johannesburg. They wanted to see it as a big project – whatever we do, however, must form part of our bigger strategy.

**Question**

How does your selection and matching take place?

**Response**

There was much debate between myself and Greg Hayes, Director of Development and Youth Cricket, about the bases of selection. Should it be based on personality, language, and skills? We finally agreed that the wicketkeepers would be paired, batsmen would match, bowlers and so on. Subsequently we would then consider age, personality etc. But, the cricket skill would be the common connection. There was an understanding that, more often than not, these matches had similar personalities. The average age varies between 15 and 17 years for students who are still at school. The fact that the senior professionals are also fairly young has been advantageous for the programme.
**Question**

In implementing the programme are there clear goals and do you provide a continuum for the protégé?

**Response**

The focus of the programme is that the advance from school to senior cricket is an evolutionary process. The mission of Border Cricket is to play top class cricket of an international level, to entertain the public and also that it is done in a cost-effective manner. It has got to be financially viable. You cannot have a Rolls Royce system when you have a Volkswagen income. We could not see Border Cricket losing financially as a result of the programme. Our ultimate aim is to produce first class cricketers who will one day go on to play international cricket.

**Question**

Do you have the blessing of all the stakeholders in the organisation?

**Response**

Our Board has changed from being very white to being representative of all race groups. There have been no complaints about the programme. There is a concern about the quality of coaching in school cricket because your top five cricket schools are able to maintain a standard but the others are losing ground. Mentoring of coaches has started as a means to address this.
**Question**

How do you ensure that the mentor and the protégé are happy with the selection and matching?

**Response**

This has been few and far between. What I do is when the guys are in England is that I phone them to make sure that they maintain contact. It happened to one of our guys that the protégé did not keep his side of the bargain. You have two options – you can say they must spend more time. On the other hand, the guys that are going to make it are the guys that are committed and who want to make a success out of it. Ninety percent are players who will take the initiative to make it succeed. The remaining ten percent are the casualties of the programme.

Effectively, when managing a programme of this nature, structures are put in place and when there is no adherence, then participation on the programme needs to be terminated. There has to be a willingness to learn.

**Question**

The literature study refers to barriers to effective mentoring. I have touched on two areas:

“Drive - by mentoring” when mentors get sent from the unknown and leave.

The question of social distance. A protégé from a rural area may regard his mentor’s environment as irrelevant.
Response
This does happen and this is a result of there not being enough money to take the protégé to wherever the mentor is, but this is not possible. It is better though for a protégé to be exposed to a mentor for a short time and be followed by another mentor – but this is minimised as far as possible. So even if there is a drive-by in some areas the player will be caught up in the net somewhere in the development process. It’s always a two way process. You can’t expect the mentor to take responsibility for the protégé. The protégé must also take responsibility to learn from the mentor. Mentoring is not a hierarchical relationship it should be based on finding common ground.

Social distance has proved to be a big problem. Cricket is good in a sense that wherever you play the game you start to develop a culture for the game. It may be slightly different but there is a universal standard. Even though the protégé may appear to be socially far away they still aspire to the same goal.

4.3.3 THE QUESTIONNAIRE

The questionnaire was developed from the theory derived from the literature study. The questionnaire was structured as to ensure that the responses answer the sub-problems, and subsequently, help formulate a strategy to answer the main problem. (See Annexure 5.1, page 106)
The questionnaire was divided into two parts. Section A consists of questions of a biographical nature such as race, age, level of participation and role of the respondent on the programme. Section B required respondents to choose from a five point Lickert Scale to indicate the degree to which their organisation concurred with the particular question.

Leedy (1997:191) states that a commonplace instrument for observing data beyond the physical reach of the observer is the questionnaire. He also states that the questionnaire is a tool which is needed to probe the minds or the attitudes, feelings, or reactions of people.

4.3.4 ADMINISTERING THE QUESTIONNAIRE

The respondents to the survey were able to meet at a specific venue where all were able to complete the questionnaire simultaneously. Babbie (2001: 253) states that it is appropriate to administer a questionnaire to a group of respondents gathered at the same place at the same time. This method improves completion rates and reduces costs. The respondents met with the researcher on Friday 30 November 2001 at Buffalo Park Cricket Stadium.
4.3.5 THE RESEARCH RESPONSE

Twelve respondents were present. This represents fifty percent (50%) of the participants on the Sibanye Mentoring Programme. This number also represents a one hundred percent (100%) response of all respondents surveyed.

4.4 RESULTS OF SECTION A OF THE QUESTIONNAIRE

The results of Section A are indicated by the following tables and are self explanatory.

<table>
<thead>
<tr>
<th>TABLE 4.1: RESPONDENTS BY RACE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RACE</td>
<td>RESPONSE FREQUENCY</td>
<td>PERCENTAGE</td>
</tr>
<tr>
<td>ASIAN</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>BLACK</td>
<td>3</td>
<td>30.00</td>
</tr>
<tr>
<td>COLOURED</td>
<td>1</td>
<td>10.00</td>
</tr>
<tr>
<td>WHITE</td>
<td>6</td>
<td>60.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100.00</td>
</tr>
</tbody>
</table>

SOURCE: RESULTS OBTAINED BY ANALYSIS OF RESPONDENTS BY RACE

Table 4.1 shows that sixty percent of respondents were white, thirty percent (30%) were black and ten percent were coloured. This appears to be a fair reflection of the total demographics of the entire programme, which comprises ten mentors and ten protégés.
Table 4.2 reflects that forty percent of respondents were mentors whilst forty percent were protégés. The researcher believed it to be prudent to obtain a perspective from officials who work in a management capacity on the programme. The two managers comprise twenty percent of the respondents.

Table 4.3 indicates that sixty percent of the respondents were over the age of twenty three. This indicates that there are a greater number of senior personnel contributing towards the mentoring programme.
Table 4.4 indicates that seventy five percent of the respondents on the programme are already playing at first class level. First class cricket is the level of the game played from Provincial “B” section upwards. The sixty two and a half percent of respondents at the most senior level of the game suggests that there is a high level of expertise at the disposal of all participants on the programme.

It must be noted that this table only reflects mentors and protégés. Management is not included, as they are no longer active in the game. However, both managers surveyed have played at Provincial “A” level.
Table 4.5 reflects an equitable proportion of the various cricketing disciplines being represented on the programme. However, the lack of spin bowlers surveyed may be a cause for concern to the management on the programme, and may indicate an area of weakness in this component of the game.

4.5 RESULTS OF SECTION B OF THE QUESTIONNAIRE

Section B required the respondent to answer questions relating to:

- The extent to which relationships met the criteria for mentorship;
- Whether or not the Sibanye Programme met the requirements for effective mentoring;
- The level of skills and competencies discernible in mentors and protégés;
- The mentors’ application of the skills;
- Mentoring as an investment in human resources; and
- Characteristics of the mentoring relationship
- The programme structure of the Sibanye Mentoring Programme.
A five point Lickert Scale was used in formulating the response categories. According to Babbie (2001: 167), the value of the Lickert Scale is the unambiguous progression of response categories. Singleton et al (1993: 400) assert that the object of a Lickert Scale is to create a set of items in which the combination provides the best measure of differences among respondents on the underlying concept.

The results of Section B of the questionnaire follow in the sequence of the enumerated points above.
### 4.5.1 CRITERIA FOR MENTORSHIP – RESULTS AND INTERPRETATIONS

Table 4.6 below indicates the response to questions posed on criteria for mentorship.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Our relationship is characterised by honesty and openness</td>
<td>4 (40%)</td>
<td>5 (50%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2.2 In our relationship each person has clear roles and expectations</td>
<td>0 (0%)</td>
<td>7 (70%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>which are clearly communicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 In our relationship differences are recognised and common needs</td>
<td>1 (10%)</td>
<td>8 (80%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>and objectives are respected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Feedback is caringly frank and straightforward</td>
<td>1 (10%)</td>
<td>5 (50%)</td>
<td>4 (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2.5 The protégé trusts the mentor to the extent that the protégé</td>
<td>0 (0%)</td>
<td>4 (40%)</td>
<td>5 (50%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>emulates risk-taking of the mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 The mentor shares knowledge abundantly and eagerly learns from the</td>
<td>2 (20%)</td>
<td>5 (50%)</td>
<td>3 (30%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>protégé</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7 The mentor is passionate about the partnership</td>
<td>0 (0%)</td>
<td>6 (60%)</td>
<td>4 (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2.8 The mentors are allies of courage; they cultivate a partnership of</td>
<td>1 (10%)</td>
<td>6 (60%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>courageousness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9 The mentor not only helps the protégé but is continually communicating</td>
<td>4 (40%)</td>
<td>4 (40%)</td>
<td>2 (20%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>a belief that he is a fan of the protégé</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6  
Source: Response to question B1.
The following are the results and interpretations of Table 4.6

In question 2.1, ninety percent of the respondents confirm that the mentoring relationship is characterised by honesty and openness. This indicates that the majority of relationships are based on mutual respect and that there is a great degree of authenticity displayed by both mentor and protégé.

In question 2.2, thirty percent of the respondents indicated that they were uncertain or disagreed that there were definitive roles and expectations. Whilst this may reflect a minority it is essential that all participants understand, and are assisted to improve communication.

Question 2.3 shows that eighty percent of the respondents agree that differences are recognised and duly respected. This bodes well for the majority of mentoring relationships and points to the majority of partnerships being balanced and which create a learning environment.

The response to question 2.4 shows that forty percent of the respondents were uncertain as to the frankness of feedback received. This must be interpreted as being the result of the lack of communication pointed to in Question 2.2.

Question 2.5 indicates that fifty percent of the respondents are uncertain as to whether risk taking is emulated by the protégé. Ten percent of the respondents disagreed with this statement. This can be attributed to the fact that the mentoring
programme does not extend much beyond the professional boundaries of the participants.

In Question 2.6, eighty percent of the respondents agree that there is an abundance of knowledge sharing and that protégés are eager to learn. This is an extremely positive indication that in these relationships people do not take each other for granted. Both parties endorse the relationships.

Forty percent of the responses to Question 2.7 reflect that there is uncertainty as to whether the mentor is sufficiently passionate about the partnership. This must be ascribed to the fact that the lack of time at the disposal of the mentors does not allow for adequate contact and interaction outside of the professional cricket environment. Consequently, the response to Question 2.8 shows that twenty percent are unsure and ten percent disagree that courageousness is encouraged through the relationships. Such traits will not necessarily be learned strictly through professional contact.

The eighty percent response in agreement to Question 2.9 verifies that the protégé is benefiting from the mentorship by the belief that is being instilled from the mentor.
4.5.2 REQUIREMENTS FOR EFFECTIVE MENTORING – RESULTS AND INTERPRETATIONS

Table 4.7 below indicates the response to questions posed on criteria for mentorship.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Mentors have the skills and qualities that protégés respect</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.2 Mentors have good emphatic and people-developing skills</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.3 Mentors have patience and humility to be able to learn from the protege</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.4 The protégés have potential and are hungry to learn and develop in order to realise it.</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.5 All prospective protégés are automatically effective learners</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.6 Protégés have learning and listening skills</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.7 Protégés know how to receive and give constructive feedback</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>0%</td>
<td>90%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.8 The relationship should be one of mutual trust and will develop over time</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.9 Careful selection is essential for mutual trust and respect to develop. Good communication is also important in the development of healthy relationships.</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.10 Mentors encourage their protégés to analyse their task performance and to identify weaknesses and strengths.</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The following are the results and interpretations of Table 4.7

The response to Question 3.1 indicates that eighty percent of the respondents were in strong agreement that mentors possess skills and qualities that protégés respect.

The eighty percent of respondents who strongly agree to Question 3.2 corroborates with the findings from Question 3.1. This response confirms that mentors have good people skills.

The response to Question 3.3 further validates the previous findings. Ninety percent agree that patience and humility are displayed by mentors in the mentoring relationship.

In question 3.4, there is one hundred percent agreement that protégés have potential and are willing to learn. This points to the fact that there is a very good system in place which identifies and selects mentors and protégés.

The fifty percent uncertainty in Question 3.5 as to whether all prospective protégés are automatically effective learners is in keeping with the literature study which states that this is to be expected.
The finding above is upheld by the response to Question 3.6 which indicates that there is thirty percent uncertainty as to the protégé’s listening skills.

The response to question 3.7 indicates that ninety percent of the respondents were uncertain about the protégés ability to receive and give constructive feedback. This must be highlighted as an area of concern because good communication is important in the development of a healthy relationships.

In Questions 3.8 and 3.9 there was one hundred percent agreement that the relationship should be of mutual trust and that it will develop over time.

Eighty percent of the respondents to question 3.10 indicated that weaknesses and strengths were adequately analysed and addressed.
4.5.3 SKILLS AND COMPETENCIES REQUIRED BY MENTORS – RESULTS AND INTERPRETATIONS

Table 4.8 below indicates the response to questions posed on criteria for mentorship.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Mentors surrender themselves to the process rather than taking control</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.2 Mentors embrace or accept the protégé rather than evaluating or judging them</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.3 Mentors bestow knowledge without expecting anything in return</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.4 Mentors extend the relationship beyond the expected boundaries</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>4.5 The mentor possesses the ability to listen and understand before providing</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>competent and constructive responses</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.6 The mentor shows analytical skills enabling him to interpret behaviour to</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>make an informed response</td>
<td>10%</td>
<td>60%</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.7 The mentor applies creative solutions and alternatives for problems</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>challenging protégés</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.8 The mentor displays interpersonal skills which accurately interpret</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>behaviour</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4.9 The mentor is able to ask structured and meaningful questions</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The mentor's questions prompts conversation rather than leading the discussion.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Table 4.8** Source: Response to question B4.

The following are the results and interpretations of Table 4.8.

In Question 4.1, Ninety percent of the respondents agree that mentors yield to the process instead of wanting to drive it. This makes it possible for the mentoring process to flow more effectively.

In question 4.2 the eighty percent agreement indicates that mentors are accepting their protégés rather than being judgmental. Ninety percent of the respondents to Question 4.3 are in agreement that mentors share knowledge with great generosity.

Question 4.4 reflects that eighty percent of the respondents agree that the relationship is extended beyond the expected boundaries. This is significant given the fact that the mentoring programme has set limits.

Questions 4.5 and 4.6 reflect agreement by respondents by eighty and seventy percent respectively that the mentors show adequate listening and analytical skills.

Forty percent of the respondents to question 4.7 are uncertain as to whether the mentor contributes effectively towards problem-solving. The findings in Questions 4.8 and 4.9 are contradictory where ninety and eighty percent of the respondents agree.
that mentors interpret behaviour and pose meaningful questions. This may also be interpreted as the mentor appreciating that problems exist but do not always provide adequate solutions. Mechanisms in the evaluation of the programme needs to take cognisance of such discrepancies.

The one hundred percent response in agreement to Question 4.10 bears testimony to the fact that the mentors and protégés have established sound relationships that occur spontaneously.

4.5.4 THE MENTOR’S APPLICATION OF THE SKILLS – RESULTS AND INTERPRETATIONS

Table 4.9 below indicates the response to questions posed on the mentor’s application of the skills.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Mentors provide solutions through empathy and identifying with the protégé</td>
<td>1(10%)</td>
<td>7(70%)</td>
<td>2(20%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>5.2 Mentors counsel the protégé by considering possible outcomes enabling them to make informed decisions</td>
<td>2(20%)</td>
<td>5(50%)</td>
<td>3(30%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>5.3 Mentors adequately manage conflict in tension situations through negotiation</td>
<td>3(30%)</td>
<td>5(50%)</td>
<td>2(20%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>
Table 4.9  **Source:** Response to question B5.

The following are the results and interpretations of Tale 4.9

In question 5.1 eighty percent of the respondents agree that mentors are able to empathise with the protégés. The seventy percent agreement with question 5.2 by the respondents point to the fact that information passed on by the mentors influence the decision – making of the protégé.

An eighty and seventy percent agreement to Questions 5.3 and 5.4 reflect that mentors deal adequately with conflict situations. This implies that conflict is precipitated and when it does arise it is handled through negotiation.

The response to Question 5.5 shows that mentors are able to meet commitments within time-frames. There was a ninety percent agreement to this question. However, this must be viewed in the light that the time-frames and activities required within these time-frames are very much within the limitations set for the programme.
Question 5.6 confirms with agreement of seventy percent that feedback from the mentor is relevant to the future actions of the protégé. It must be stated that at least one of the respondents did not feel that there was a contribution made in this regard to future performance. This anomaly needs to be detected in the evaluation phases of the programme.

4.5.5 MENTORING: A HUMAN RESOURCE INVESTMENT – RESULTS AND INTERPRETATIONS

Table 4.10 below indicates the response to questions posed on mentoring as a human resource investment.

<table>
<thead>
<tr>
<th>6.1 The Mentoring Programme enables new and prospective employees / players to be orientated in their new environment.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2 Off-the-job coaching is provided at an off-site location. The knowledge imparted at these events are fundamental to career development.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.3 Each mentoring relationship varies in accordance with the specific characters and personalities of the individuals involved</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.10 Source: Response to question B6.
The following are the results and interpretations of Table 4.10

In Question 6.1, eighty percent of the respondents strongly agreed that the mentoring programme played a role in their orientation into the new environment. One of the comments made by a protégé was that it helped to be relaxed when performing with or against the mentors. A mentor commented that it was essential for the protégé to be familiarised with the environment in which the senior players were as the protégé blended in easier when promoted to senior sides.

Seventy percent of the respondents agreed, thirty percent were uncertain and ten percent disagreed that off-the-job training occurred as asked in Question 6.2. Reference in this regard can be made to the group sessions that are held during the orientation weekend at the beginning of the programme. One comment that was made by a protégé was that these situations enabled them to learn life-lessons from mentors. Another protégé added that these occasions enabled him to obtain deeper insight and to gain more from the experience of the more senior mentor. A mentor commented that it appeared as though information during these contacts was more meaningful to the protégé.

All the respondents agreed that each relationship differed. Eighty percent were strongly in agreement in their response to Question 6.3.
### 4.5.6 CHARACTERISTICS OF THE MENTORING RELATIONSHIP – RESULTS AND INTERPRETATIONS

Table 4.11 below indicates the response to questions posed on characteristics of the mentoring relationship.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Mentoring is a bond that occurs over a period of time. A group dynamic augments the one-to-one relationship.</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>50%</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>7.2 There is exceptional commitment, emotional sincerity and intensity, and the partners are almost like family.</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>30%</td>
<td>40%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>7.3 The young people identify with a positive image which they find appealing and acquire skills that enable them to fulfil that image</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>40%</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Table 4.11** Source: Response to question B7.
The following are the results and interpretations of Table 4.11

In Question 7.1, ninety percent of the respondents agree that the mentoring relationships are complemented by the group activities that take place from time to time.

The response to Question 7.2 indicates that thirty percent are uncertain and twenty percent disagree as to the extent of the closeness of the partners. Forty percent only agree that there is some intensity in the commitment to the relationship. One of the comments made by one of the officials on the programme was that the programme was not intended to be a purely mentoring project. The programme had definite limits set and this was largely due to the fact that none of the mentors served in a full time capacity.

The ninety percent response in agreement to Question 7.3 shows that there is a definite association by the protégé with the positive image emitted by the mentor. The protégés certainly regard the mentors as positive role models.
### 4.5.7 PROGRAMME STRUCTURE

Table 4.12 below indicates the response to questions posed regarding the structure of the Sibanye Programme.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 The Sibanye programme takes into consideration the level of the needs of the protégé that need to be satisfied for a thorough bond to develop.</td>
<td>5 (50%)</td>
<td>4 (40%)</td>
<td>3 (30%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>8.2 The screening process makes mentors and protégés more aware of expectations they are required to live up to.</td>
<td>3 (30%)</td>
<td>7 (70%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>8.3 Those mentors who have difficulties with time schedules consider other activities that do not require as much time as a one-to-one relationship.</td>
<td>0 (0%)</td>
<td>3 (30%)</td>
<td>7 (70%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>8.4 Mentors benefit from training in general and in specific areas where they can be of direct assistance to their proteges.</td>
<td>3 (30%)</td>
<td>7 (70%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>8.5 Specific group activities are provided whereby protégés experience a sense of belonging and can receive support from peers.</td>
<td>6 (60%)</td>
<td>4 (40%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

**Table 4.12** Source: Response to question B8.
The following are the results and interpretations of Table 4.12

In question 8.1, ninety percent of the respondents agree that much thought goes into identifying the needs of the protégé that must be satisfied to develop strong bonds. All of the respondents also agree that both mentors and protégés are fully aware of what is expected of them in the programme.

Question 8.2 revealed that there was much uncertainty about the development of complementary activities during the periods when the one-to-one relationship cannot be maintained. This is worsened by the fact that many of the mentors actually leave the country for periods during the programme. During these periods, contact is limited to postcards and/or letters. This is probably more demanding on the protégé who may not always be motivated to communicate consistently. However, it has been pointed out that in some relationships this flourishes, as the partnership was able to develop at a fast pace from the orientation. It would be fair to say that the protégé must be encouraged to tap into the mentor for as much as they can.

Seventy percent of the respondents disagreed with Question 8.3 and this would indicate that this may be a major shortcoming in the programme. Training and support for mentors assist them in being of more direct assistance to their protégés. Relationships that receive consistent support are the ones that endure. It is also important for mentors to have advisors and support systems which they may turn to.
All respondents agreed that group activities provide security and a sense of belonging. It also provides an opportunity for peer support to occur. The group activities provide a global view and the protégé will notice that problems and difficulties are not confined to themselves, others also have similar experiences.

4.5 CONCLUSION

The objective of this chapter was to indicate how the empirical study was planned and designed in an effort for respondents to supply information that would assist the author in answering the two sub problems and to compile a strategy to answer the main problem. A questionnaire was developed based on the theory in the literature study and sent to the research population defined.

Results and interpretations for each question were tabled and it can be stated that the information provided, to a great extent, supports that of the literature study, although there are a few disparities, which is to be expected. As a result, the empirical study, together with the literature study, will form the basis of the following chapter, which integrates the two studies and makes recommendations and draws conclusions.
CHAPTER FIVE

AN INTEGRATION OF THE FINDINGS OF THE EMPIRICAL SURVEY WITH THE THEORETICAL SURVEY DEVELOPED FOR THE STUDY, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The aim of this chapter is to integrate the findings of the literature study with those of the empirical survey in an effort to uncover similarities and differences between the two in an attempt to answer the main problem which is :-

Is mentoring an effective tool in the development of young black cricketers ?

The empirical study investigated the extent to which the participants of the Sibanye Mentoring Programme believed that the programme conformed to the following aspects revealed by the literature study :-

• Criteria for mentorship
• Requirements for effective mentoring
• Skills and competencies required by mentors
• Mentoring as a Human Resource investment
• Characteristics of the mentoring relationship, and
• Programme structure.
In addition to the integration of the findings of the research surveys, this Chapter will also make a detailed analysis of an interview conducted with the Co-ordinator of the Sibanye Mentoring Programme.

The study of the findings of the empirical study will enable the researcher to answer the main problem posed for the research. This chapter will also make recommendations with regard to improvements or changes that the management of the Sibanye Mentoring Programme should consider to implement in the future.

5.2 RESULTS AND CONCLUSIONS OF THE INTERVIEW

The respondent to the interview emphasised the fact that the Sibanye Mentoring Programme was focussed mainly on the transfer of actual cricket skills and the orientation of the protégés to a new cricketing environment. Hence it can be regarded as an advanced coaching system with a strong element of mentoring and guidance occurring.

Constant comparisons were made with a similar programme implemented in Johannesburg. In the case of the latter programme, a more traditional approach was taken to perform the mentoring task in its purist form. This included relocating the protégé with the mentor. The respondent felt strongly that this was a weakness in the Johannesburg programme, which ultimately led to the complete failure of the programme.
In stark contrast, the coordinators of the Sibanye Programme made every effort to ensure that the mentoring programme did not detract from the overall organisational goal of the Border Cricket Board (B.C.B.), namely to produce first class and international cricketers from their ranks. Consequently, where potential social problems were detected, these were not addressed by the mentors themselves. Instead, the programme coordinator who is a counselling psychologist, dealt with problems of this nature.

The interview also revealed that there was a fair degree of conformity to the suggested criteria for mentoring programmes as set out in the literature study. The Sibanye Programme adequately showed that it implemented the elements of the planned mentoring framework referred to in Chapter Two of the literature study to a greater extent.

The strategy and approach of the programme greatly complemented the culture and philosophy of the Border Cricket Board. There is also significant fit in terms of the organisational structure of the B.C.B. The players enter their system through the Sibanye programme whilst they are still at school. From here, they are given the support and skills which will allow them to progress to the Academy Programme of the B.C.B. Furthermore, The protégé has the opportunity of playing first class cricket with the opportunity existing for an international career in cricket.

The one area, though, that appears to be lacking is that of skills training for mentors and assessment of mentor traits. However, this will be a persistent shortcoming given
the fact that the mentors are professional sportspeople and mentoring is not their core business or function. It would appear that the solution to this problem might lie in utilising former, retired players in the role of mentors. The fact that the professional era is relatively new in the South African context, means that there are not many retired players who could fulfill this role. This is certainly an area to be investigated for the future.

5.3 ANALYSES OF THE EMPIRICAL STUDY

5.3.1 CRITERIA FOR MENTORSHIP

The results of this section of the questionnaire indicates that the majority of the respondents are in agreement that the criteria for mentorship are adequately met by the Sibanye Programme.

It must be noted that there appears to be some disagreement on the adequacy of understanding and communication of the roles of the participants on the programme.

It is also significant that there was some disagreement about the level of passion and devotion mentors have for the partnerships. This reflects that the busy schedules of all participants on the programme does not allow for partnerships of profound intensity to develop. It must be stressed at this point that this is not the core goal of the mentoring relationship, and that the programme has set limits. These limits are important if any contact or meaningful mentoring is to occur.
A very significant factor is that 90 percent of the respondents believe that the mentoring programme has proved to be effective in their respective relationships.

5.3.2 REQUIREMENTS FOR EFFECTIVE MENTORING

The empirical survey indicates that there is unanimous agreement that the Sibanye Programme conforms to this aspect as disclosed in the literature study.

The areas of contention are that not all protégés are automatically effective learners and there is some degree of scepticism that the protégé possesses the necessary listening skills. It must be noted that the literature study reflects and considers this to be the norm on any mentoring programme, and this needs to be accommodated and corrected where it arises.

5.3.3 SKILLS AND COMPETENCIES REQUIRED BY MENTORS

The response to this section of the empirical study reflects notable adherence to the revelations of the literature study. Most responses ranged from 80 to 90 percent in agreement that the mentors adequately display the skills and competencies required by mentors. This is also validated by the fact that 100 percent of the respondents agreed that their relationships were sound and occurred spontaneously.
The only aspect that demands attention is the fact that there appears to be some
doubt with regard to the mentor’s contribution towards problem-solving. It must be
noted however, that the question could be interpreted ambiguously. Given the level of
seniority in cricketing terms, it is difficult to imagine that poor advice will emanate from
mentors in that regard. Given the fact that the partnerships are limited outside the
professional cricket milieu, it is therefore understandable that problem-solving in life
lessons may be inadequate.

5.3.4 MENTORING AS A HUMAN RESOURCE INVESTMENT

There was a clear indication that the main aim of the mentoring programme was to
ensure that the protégé was oriented and familiarised with the cricket environment at
Border Cricket. It is deemed essential that players feel part of the “Border Cricket
Family”. A number of the protégés originate from rural areas where the culture of
 cricket is in stark contrast to the purist state of the game as it exists at all of the main
cricket centres throughout the country. It is therefore imperative that future first class
players, who will eventually become contracted staff, have a means of acclimatising to
the environment wherein they will be advancing their careers.

A case in point is the situation of Monde Zondeki, a 17 year old protégé who was
selected to represent the Border “A” Provincial team to play the touring New Zealand
National team in November 2000. Everyone at Border Cricket are convinced,
including Monde, that the time he spent on the Sibanye Programme contributed largely
to the ease with which he was able to take on the onerous task of opening the bowling against an international team.

The interview with Quinton Williams also revealed that the Sibanye Programme certainly forms part of the succession planning by Border Cricket which will ensure sufficient depth in playing terms if it were to achieve its objectives of being a leading cricketing province in the country.

5.3.5 CHARACTERISTICS OF THE MENTORING RELATIONSHIP

Whilst the majority of respondents agreed that the group activities complemented the on-to-one relationships it would appear that such group activities do not occur often enough. The group scenario provides the protégés with the opportunity to compare notes and also serves as a forum where common problems and successes can be shared. In this regard again, these activities can be conducted in the absence of the mentors, hence the schedules of the mentors need not impact on this activity.

It is imperative to heed that the Sibanye Programme is not a dedicated mentoring programme in its purest form, hence the mentoring relationships will not reflect the same characteristics as prescribed in the literature.
5.3.6 PROGRAMME STRUCTURE

The Sibanye Programme makes use of a group system in its induction and orientation phase. This activity serves as an ice-breaker and has thus far proved to be very effective and successful. The group aspect assists the participant to feel less alienated and creates a greater sense of belonging.

It must be stressed that there will be a need for the programme to look at improvements, and this may be an area to focus on. It must also be added that mentoring could also be an employment alternative for senior players when they reach the end of their active cricket careers.
5.4 RECOMMENDATIONS

- There appears to be a need on behalf of the protégé for more clarity and understanding of the roles of the participants on the programme. Communication needs to be improved in order to achieve such clarity of understanding.

- The biggest element of concern emanating from the empirical study is the uncertainty of almost all respondents as to the protégé’s ability to receive and give constructive feedback. Given that one year is a short time frame for any mentoring process, it appears that this aspect will be difficult to correct. However, given the importance of this facet of any mentoring programme, it is incumbent on the co-ordinators to devise adequate means of improving communication on the part of the protégé. One recommendation is that a more uniformed approach be taken in evaluating the protégé’s contribution to the mentoring programme. It is evident that the protégés may be more easily accessible, thus it must be recommended that more emphasis be placed on assessing and applying controls to their end of the partnerships.

- Problem-solving techniques appear to be limited to cricket specific matters. The provision of life skills is restricted in the majority of the mentoring relationships. In recommending that the programme co-ordinators heed this shortcoming, one must again take cognisance of the limitations that have been consciously put in place for the sustained success of the programme. However, it must also be anticipated that there will be constant striving to implement continuous improvement methods,
given the competitive nature of the sports industry. When such corrective action is required, this is an aspect that must be addressed.

- The provision of more group activities will allow the protégés to observe how others deal with their problems and challenges and would also promote the self-confidence needed to begin to behave in different ways. The group approach is cost effective in terms of time and money and is particularly effective in an environment with limited resources.

- One of the few negative aspects to emerge from the empirical study is the lack of support and training for mentors. Such support would provide guidance when challenges arise. It is essential that mentors have some recourse when they require assistance or when challenges prove too great for them to resolve by themselves.
The art of mentoring dates back at least to Greek mythology when Odysseus, while fighting the Trojan Wars, entrusted his son, Telemachus, to Mentor, a friend and advisor.

This practice of pairing a less-experienced protégé with a seasoned guide has a long history in business, too. Usually, it came in the form of a senior manager sponsoring the career of a promising young professional with guidance, advice and often preferential treatment. Now, fresh insights about mentoring are shattering old thoughts on the subject and offering a whole new generation of rising stars a powerful path for professional development.

In these days of a rapidly changing business world and frantic schedules, the all-knowing senior executive who grooms a protégé with years of hands-on guidance is heading for the same fate as the dinosaur. It's probably a good thing, too. Such relationships can be one-sided and politically motivated. Worse yet - they often result in a clone better prepared to function in a soon-outdated business environment, than a protégé of independent character and adaptable skills.

Today, mentoring is more likely to be a dynamic, flexible relationship, a two-way street in which both mentor and protégé have something to gain. Mentoring by definition is voluntary. Mentors are not paid for their efforts, so the relationship itself must have
inherent benefits for mentors. These include the opportunity to work one-on-one with a member of a new generation of leaders - someone who may see opportunities and challenges that the mentor may not recognise. It also can be a chance, spurred by the questions of a less- experienced partner, for mentors to reflect on and put into words - perhaps for the first time - what they’ve learned and accomplished over the course of their career.

The study of the Sibanye Mentoring Programme proves undoubtedly that mentoring can be an effective tool in the development of young black cricketers. This statement is validated when considering that the Sibanye Programme provides the Border Cricket Board with the following benefits:

- providing an effective way to an organisational culture;
- helping young black cricketers reach full personal and professional potential;
- customizing the development of careers to serve a corporation’s mission as well as meet an individual’s needs;
- increasing ethnic and gender diversity at senior levels; and
- sharing employee knowledge and talent.
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25 October 2001

Attention: Quinton Williams

cc. Steven Jones
    Greg Hayes

Dear Sirs

RESEARCH SURVEYS

As you are aware I am completing a thesis on Mentoring as a tool for the development of young sports-people. As Border Cricket have a programme in place, this provides a sound basis for scientific and academic research.

To this end I will require to conduct surveys with as many mentors and protégés on your programme as is physically possible. In so doing I would like to cover the entire spectrum of successful and not so successful mentoring relationships.

I would sincerely appreciate it if we could meet at your soonest convenience to discuss the viability of this exercise. Please find attached a copy of the questionnaire I have drafted and intend to share with you.

I shall be in telephonic contact to facilitate a possible meeting.

Yours sincerely
Section A

1. Demographic Data

1.1 Race of respondent:
- Asian [ ]
- Coloured [ ]
- Black [ ]
- White [ ]

1.2 Role of respondent on the mentoring programme:
- Mentor [ ]
- Protégé [ ]
- Official [ ]
- Other [ ]

1.3 Age of respondent:
- 15 – 17 [ ]
- 17 – 20 [ ]
- 20 – 23 [ ]
- 23 + [ ]

1.4 Highest level played while on the programme:
- International [ ]
- Provincial “A” [ ]
- Provincial “B” [ ]
- Provincial Schools [ ]
1.5 Cricket Specialist Component

Batsman

Fast Bowler

Spin Bowler

Wicket-keeper
1. CRITERIA FOR MENTORSHIP

The literature study reveals that several qualities are important in establishing and maintaining a good mentor – protégé partnership. Unlike a relationship based on power and control, a learning partnership is a balanced alliance grounded in mutuality, interdependence and respect.

*Please indicate the degree to which you agree / disagree with the following statements.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Our relationship is characterised by honesty and openness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.2 In our relationship each person has clear roles and expectations which are clearly communicated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.3 In our relationship differences are recognised and common needs and objectives are respected</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Feedback is caringly frank and straightforward.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.5 The protégé trusts the mentor to the extent that the protégé emulates risk-taking of the mentor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.6 The mentor shares knowledge abundantly and eagerly learns from the protégé</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.7 The mentor is passionate about the partnership</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.8 The mentors are allies of courage; they cultivate a partnership of courageousness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.9 The mentor not only helps the protégé but is</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
continually communicating a belief that he is a fan of the protégé
2. REQUIREMENTS FOR EFFECTIVE MENTORING

- The status and characteristics of the mentor.
  Mentors will generally be senior to proteges in status, experience and probably age. They should not have a line relationship with their protege because the element of control inherent in it would conflict with the developmental nature of the mentoring relationship.

- The protégé: Protégés should have potential and be hungry to learn and develop in order to realise it.

- The relationship: The relationship should be one of mutual trust and will develop over time.

- The activities: Mentors encourage their protégés to analyse their task performance and to identify weaknesses and strengths. They give feedback and guidance on how weaknesses can be eliminated or neutralised.

*Please indicate the degree to which you agree / disagree with the following statements*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Mentors have the skills and qualities that protégés respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.2 Mentors have good emphatic and people-developing skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.3 Mentors have patience and humility to be able to learn from the protege</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.4 The protégés have potential and are hungry to learn and develop in order to realise it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.5 All prospective protégés are automatically effective learners</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.6 Protégés have learning and listening skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.7 Protégés know how to receive and give constructive feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
2.8 The relationship should be one of mutual trust and will develop over time  1 2 3 4 5

2.9 Careful selection is essential for mutual trust and respect to develop. Good communication is also important in the development of healthy relationships.  1 2 3 4 5

2.10 Mentors encourage their protégés to analyse their task performance and to identify weaknesses and strengths.  1 2 3 4 5

3. **SKILLS AND COMPETENCIES REQUIRED BY MENTORS.**

Each mentor and protégé requires certain skills and competencies. Great mentoring requires four core competencies, each of which can be applied in many ways. All four have been selected for their effective blend with power free learning facilitation. They are surrendering, accepting, gifting and extending.

*Please indicate the degree to which you agree / disagree with the following statements*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Mentors surrender themselves to the process rather than taking control.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Mentors embrace or accept the protégé rather than evaluating or judging them</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Mentors bestow knowledge without expecting anything in return</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Mentors extend the relationship beyond the expected boundaries</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 The mentor possesses the ability to listen and understand before providing competent and constructive responses</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 The mentor shows analytical skills enabling him to interpret behaviour to make an informed response</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.7 The mentor applies creative solutions and alternatives for problems challenging protégés</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.8 The mentor displays interpersonal skills which accurately interpret behaviour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.9 The mentor is able to ask structured and meaningful questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.10 The mentor’s questions prompts conversation rather than leading the discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
4. **THE MENTOR’S APPLICATION OF THE SKILLS**

The skills which mentors need are reflected in the roles that they play in the process of mentoring. Mentors need to be able to assess needs, to counsel and to negotiate. In order to be successful in these roles, the mentor must have confidence in their communication skills.

*Please indicate the degree to which you agree / disagree with the following statements*

<table>
<thead>
<tr>
<th></th>
<th>StrONGLY AGREE</th>
<th>AGREE</th>
<th>UNCERTAIN</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Mentors provide solutions through empathy and identifying with the protégé</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.2 Mentors counsel the protégé by considering possible outcomes enabling them to make informed decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.3 Mentors adequately manage conflict in tension situations through negotiation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4.4 Mentors pre-empt conflict by early recognition and take adequate avoiding action</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>4.5 Mentors are able to meet commitments within a specified time-frame</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>4.6 Feedback is always honest and constructive and is always incorporated into the protégés future work</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
</tbody>
</table>
The Literature reviewed suggests that irrespective of the type of mentoring being employed,

the sharing of skills is an integral part of the overall training process which is essential for individual, team and company development.

Please indicate the degree to which you agree / disagree with the following statements

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The Mentoring Programme enables new and prospective employees / players to be orientated in their new environment.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>5.2 Off-the-job coaching is provided at an off-site location.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>The knowledge imparted at these events are fundamental to career development.</td>
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<td>Comments:</td>
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</tbody>
</table>
5.3 Each mentoring relationship varies in accordance with the specific characters and personalities of the individuals involved.

Comments:

6. **CHARACTERISTICS OF THE MENTORING RELATIONSHIP**

Mentoring offers a popular method in targeting the needs of young people. Whereas one-to-one relationships have had a significant effect on young people to some extent, the formation and maintenance of these relationships are not confined to any one method. Some relationships flourish exclusively on one-to-one time between the adult and the youth, yet others prosper entirely on group interactions.

*Please indicate the degree to which you agree / disagree with the following statements*

<table>
<thead>
<tr>
<th>6.1 Mentoring is a bond that occurs over a period of time. A group dynamic augments the one-to-one relationship.</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
</table>

Comments:
6.2 There is exceptional commitment, emotional sincerity and intensity, and the partners are almost like family.

<table>
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<tr>
<th>Comments:</th>
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</table>

6.3 The young people identify with a positive image which they find appealing and acquire skills that enable them to fulfil that image.

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>

7. **PROGRAMME STRUCTURE**

Mentoring should take place naturally in different environments as the individual grows. Relationships that are consistently supported and supervised benefit through regular meetings and ultimately these are the relationships that endure. The presence of group activities provides a more holistic approach, which serves as a safety net of support in relationships that do not succeed.

*Please indicate the degree to which you agree / disagree with the following statements*

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
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<td>7.1 The Sibanye programme takes into consideration the level of the needs of the protégé that need to be satisfied for a thorough bond to develop.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>7.2 The screening process makes mentors and protégés more aware of expectations they are required to live up to.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>7.3 Those mentors who have difficulties with time schedules consider other activities that do not require as much time as a one-to-one relationship.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>7.4 Mentors benefit from training in general and in specific areas where they can be of direct assistance to their proteges.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>7.5 Specific group activities are provided whereby protégés experience a sense of belonging and can receive support from peers.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

Comments:
Dear Steve

Greg has suggested that I ask you to follow up on the following protégés regarding the completion of the questionnaires.

1. Ronnie Siwani
2. Monde Zondeki
3. Ian Postman
4. Mads Madosi
5. Mats Matomela

I gather that some of them may be out of town. However, I would appreciate it if I could have as many returned by Wednesday 5 December 2001.

Yours and Greg's assistance is greatly appreciated.

Regards,

Barry