

A case study of the dynamics in mentoring relationships

**Gideon Jacobus Kruger
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Study leader: Prof JC Visagie

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Chapter 1: Introduction and background

PROBLEM STATEMENT

Overview of the problem and literature review

The dynamic relationships that are found in groups of people have led to a synergy of great achievements such as the invention and flight of the first airplane by Orville and Wilbur Wright; the first non-stop transatlantic flight by Captain John Alcock and Lieutenant Arthur Whitten Brown and the Internet search engine Google that was founded by Larry Page and Sergey Brin. Note that these examples of great achievements that were highlighted are called *dyads* – groups consisting of two members.

In the world of work, which is facing a global recession, the effective functioning of small groups such as dyads is vital to just about all sectors of the organisation (Elwyn, Greenhalgh & Macfarlane, 2001; KPMG, 2009). Small groups in organisations should be considered in terms of the employment relationship. *Employee Relations*, consisting of Human Resource Management and Industrial Relations, cover everything that impacts on the employment relationship (Nel, Swanepoel, Kirsten, Erasmus & Tsabadi, 2005). A major concern currently within South Africa is the availability of employment (KPMG, 2009). Mentoring functions in small groups (dyads) and is a form of human development that is one of the ways of taking on the employment challenge.

The original focus of the mentoring relationship was that of the mentor-protégé dyad, from which the peer and group mentoring conceptualisations move away (Bozionelos, 2004; Dansky, 1996; Eby, 1997; Kram 1985). Bozeman and Feeney (2007) move back to the *dyadic* nature of the mentoring relationship in numbering the participants in mentoring to transmit work-related knowledge as dyads (including sets of dyads). The last two decades have provided a surge of interest and research into the topic of mentoring and workplace mentoring, which is a relatively new focus of study (Allen, Eby, O'Brien & Lentz, 2008). The dynamic relationship that guides, supports and influences the developing person is known as mentoring. The profound effect that influential people can have on our lives, as in the far-reaching effect of mentors, can lead to the success of organisations, businesses, churches, children, communities and our country (Steinmann, 2006). The definition for mentoring used in this study is based on the definition adopted by the European Mentoring

and Coaching Council, where mentoring is “off line help by one person to another in making significant transitions in knowledge, work or thinking” (Clutterbuck, 2001, p. 3). Mentoring is a process of transferring specific knowledge from the mentor to the protégé (Hendrikse, 2003, cited in Janse van Rensburg, & Roodt, 2005). “Mentoring is an inclusive, confidential relationship between two people who have mutual personal growth and corporate success as common ground” (Brown, 1990, cited in Hattingh, Coetzee & Schreuder, 2005, p. 41). Bozeman and Feeney (2007, p. 731) define mentoring in the following way:

Mentoring [is] a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

This definition, which served as one of the theoretical bases for this research, limits mentoring to dyads (or sets of dyads) and rejects the current understanding of the term mentoring, such as the current meaning of group mentoring (Bozeman & Feeney, 2007).

The context within which small groups exist, such as in the form of mentoring programmes, provides backing for mentoring relationships. Literature sources describe contexts in which mentoring schemes exist, including many situations where knowledge, wisdom or experience needs to be passed from people with more of the required attribute to people who need to acquire more of this for any reason (Colley, 2003; Kachan, 2002; Klasen, & Clutterbuck, 2002). An emphasis on teams, which support mentoring out of the organisational culture, according to Hegstad and Wentling (2005), indicates that mentoring relationships should be considered as small teams.

Small groups, such as dyadic mentoring relationships, warrant investigation within the current financial constraints and skills shortages. According to Scott and Smith (2008), the current financial constraints and skills shortages *challenge* the viability of using one-on-one mentoring models to empower subordinates, and they suggest the group mentoring team as a more viable option to support new graduate nurses. On the other hand, recent mentoring theory challenges the viability of the use of group mentoring, but permits the use of sets of mentoring dyads and labels group mentoring under socialisation (Bozeman & Feeney, 2007).

According to Janse van Rensburg and Roodt (2005), the employees in mentoring relationships are more positive in terms of their perceptions of employment equity than those without a mentor. Perceptions of employment equity are therefore improved through mentoring. Brandbury-Jones, Sambrook and Irvine (2007) found, among nursing students, that empowering experiences were underpinned by continuity of placement and the presence of a mentor, whereas the absence of a mentor had a disempowering effect. According to Clutterbuck (2004, cited in Millwater & Ehrich, 2008), if the power relationship within a mentoring dyad is shared democratically, the protégé's will be empowered.

Gaining more insight into sets of mentoring dyads in *mentoring relations* may also make mentoring more accessible to employees. In the workplace, small groups such as mentoring dyads relate to certain desires or needs of employees. It is desired, and even expected by much of the workforce today, for organisations to provide opportunities to fulfil career and psychological or developmental needs, as well as role-modelling needs (Aryee, Chay, & Chew, 1996; Kram, 1985; Scandura & Ragins, 1993; Wang, Noe, Wang, & Greenberger, 2009). A more complete understanding of mentoring relations may make satisfying these needs easier.

Recent research on mentoring in the workplace revealed the following problem area: Research by Allen, Eby, O'Brien and Lentz (2008) found that only 11.1 percent (n = 178) of the research was done qualitatively or combined. There is therefore a need for a more qualitative investigation into mentoring, which is catered for by this research.

This research also builds on one of the core subjects in Group Dynamics, which is the study of leadership (Forsyth, 2009). In a ground-breaking study of five years, 1,435 companies on the Fortune 500 (between 1965 and 1995) were analysed (Collins, 2001). According to Collins (2001), level-5 leadership is the style of leadership that guided 11 of these companies from mediocrity to greatness, with stock market returns averaging at least 6.9 times the general stock market for 15 years. One of the reasons that the author chose to take 15 years of spiralling success after a breakthrough as a cut for their study, was that 15 years exceed most executive terms and can be seen as *significant sustained development*.

Mentoring relationships, within the context of relations that are internal and external to the mentoring relationship, for instance the relationship between the mentor and the protégé's

line manager, which may allow an investigation into group structures, are geared towards sustained development. The relation that is internal to the mentoring relationship consists of mentor-protégé dyadic relationships, which enable the next generation to gain relevant work, career, or professional development (Bozeman & Feeney, 2007, & Mass, Brunke, Thorne, & Parslow, 2006). The relations that are external to the mentoring relationship need to be taken into account. The relationship between the protégé and his/her peer(s) as well as with the Human Resource Department should not be taken for granted. Additionally, the relationship between the Top Management and the mentoring dyad may also reveal dynamics that affect the mentoring relationship.

To investigate the dynamic relations in mentoring, the field of Group Dynamics will serve as a basis. Core relationship dynamics exist, namely inter-group conflict, intra-group conflict, cooperation and trust and these are key areas in relation to the mentoring relationships in question (Chua, Ingram & Morris, 2008; Richard, Ismail, Bhuian & Taylor, 2008; Velickovic, 2002).

From the above literature review, the following problem emanates: **What is the experience of mentoring relations in this case study?**

The following research questions can be formulated based on the above-mentioned description of the research problem:

- What understanding of mentoring relationships can be gained from this literary study?
- Which core questions pertaining to mentoring relationships and mentoring success can be developed from the literary study?
- What are the purpose and approach of the mentoring programme of a specific company in the case study?
- What dynamics of the mentoring relationships and mentoring success can be obtained through interviews?
- What can be gained from a dissemination of the empirical results?
- What recommendations can be developed for a mentoring programme?

RESEARCH OBJECTIVES

General objective

The purpose of this study is to investigate the experience of mentoring relations in a case study. The general objective will be reached through three publishable articles.

Specific objectives

- To gain an understanding of mentoring relationships by means of a literature study.
- To develop core questions that are at the core of mentoring relationships and mentoring success from the literary study.
- To obtain, through interviews, the purpose and approach of the mentoring programme of a specific company.
- To obtain, through interviews, the dynamics of the mentoring relationships and mentoring success.
- To disseminate empirically the results.
- To disseminate recommendations towards a mentoring programme.

RESEARCH METHOD

The research pertaining to the specific objectives consists of a literature review (Section 1.4.1) and the empirical qualitative case study (Section 1.4.2).

Literature review

The literature review was based on the research of the relevant literature, to gain an understanding of mentoring relationships. Where applicable, the relevant tables or figures were incorporated. Primary and secondary sources that were consulted include various publications such as textbooks, journals, newspaper articles and previous studies related to this research topic. The databases that were used are Nexus, SA journals, LexisNexis, Ferdikat, Emerald, ProQuest and Google Scholar.

Empirical study

The qualitative empirical study consists of the research design, participants, measuring battery, statistical analysis and ethical considerations (Section 1.4.2.1-1.4.2.5).

Research design

The empirical study of this research is designed as a case study consisting of qualitative interviews. In order to achieve the aims of the study, an empirical study was conducted in the form of structured one-on-one interviews. The *empirical study* of this research was utilised interviews with the relationships internal and external to the mentoring relationships, which were recorded digitally with the participants' permission, to allow the researcher to follow the participants' lead, by asking clarifying questions and to facilitate the expression of the participants' perceptions (Streubert & Carpenter, 1999). The data captured on the digital audio was transcribed verbatim for content analysis by the researcher and archived in duplicate for verification. The rationale behind the primary use of qualitative exploratory research in this study is that the results are only seen as preliminary (Flick, 2009).

Participants

The participants of this case study have been sampled selected out of a specific pulp and paper mill in South Africa. During the research the sample size has been limited by saturation of the *qualitative* interviews.

Measuring battery

The questions of the *qualitative interview* were based on the findings from the literature study. The validity of the qualitative interview has been assured by reviews of the interview questions by experts. For reliability purposes, the researcher made use of Okun's (2002) communication techniques in order to conduct the structured one-on-one interviews. An example of one of the stipulations under Okun's (2002) communication techniques was the use of clarifying questions.

Statistical analysis

In the qualitative analysis, a thematic content analysis was done on the interviews transcribed by the researcher. The responses from the qualitative data were analysed by identifying the relevant utility items, as well as physically counting the number of occasions that the item emerges, in order to gauge its importance.

Ethical considerations

The research was undertaken in the form of both a literature review and an empirical study. For the empirical study, the participants and the result were handled in accordance with the

guidelines of the North-West University's Ethics Committee. It was ensured that the participants participate freely and that the participants were informed that information gained was confidentially used for research analysis and verification only. The literature review used relevant literature limited to the latest research, except when reference is made to historical precedents and relevant older case studies.

PROPOSED DIVISION OF CHAPTERS

The reference style of the American Psychological Association was used throughout this dissertation, with the exception of Chapter 2. Chapter 2 was done according to the reference style of the *African Journal of Management*. Chapter 2 to 4 were reviewed by a reviewer from an international journal and resulting commentary were worked in. The bibliography in Chapter 5 includes the references used in Chapter 1.

Chapter 1: A case study of the dynamics in mentoring relationships

(Introduction, problem statement and research method)

Chapter 2: The functional relationship between mentoring relationships, employee development and organisational success

(Research article)

Chapter 3: The dynamics in mentoring relations: Regulation of relationships, cooperation and conflict.

(Research article)

Chapter 4: Trust and healthy relationships in mentoring

(Research article)

Chapter 5: Review, conclusion and recommendations

Chapter 2: The functional relationship between mentoring relationships, employee development and organisational success

(Research Article 1)

ABSTRACT: The dynamic relationship, such as mentoring relationships, has led to achievements and success in organisations. Within the current financial constraints and skills shortages the successes within small groups, such as mentoring relationships, warrant investigation. This case study investigated the success of mentoring relationships in the pulp and paper industry of South Africa. The purposes of the mentoring programme, mentor-protégé characteristics and mentoring coordinator characteristics emerged from the perceptions of the participants. The success of the mentoring programme of this case study is experienced as correlating to the characteristic of the mentors and protégés in the mentoring relationship.

KEYWORDS: World of work; Employee relations; Group dynamics; Dyads; Relationships; Engineer; Employment development; Qualitative research; Mentor characteristics; Protégé characteristics

ABBREVIATIONS: Engineering Council of South Africa (ECSA); Klynveld Peat Marwick Goerdeler (KPMG)

INTRODUCTION

The synergistic relationships that are found in groups of people have led to achievements more than just above the norm, such as the first people to reach the summit of mount Everest, Edmund Hillary and Tenzing Norgay; the first non-stop transatlantic flight by Captain John Alcock and Lieutenant Arthur Whitten Brown, and the Internet search engine, Google, that was founded by Larry Page and Sergey Brin. Note that these examples of outstanding achievements that were highlighted are called dyads, that is, groups consisting of two members (Forsyth, 2009).

In the world of work that is facing a global recession, the effective functioning of small groups, such as dyads, is vital to just about all sectors of the organisation (Elwyn et al. 2001; KPMG, 2009). Small groups in organisations should be considered in terms of the employment relationship. Employee relations, consisting of human resources management and industrial relations, cover everything that impacts on the employment relationship (Nel et al. 2005). The mentoring relationship is a form of employee development that falls under employee relations.

The personal relationship in mentoring dyad can have an impact on the development of high achievers (DeLong et al. 2007, January). Mentoring is therefore used to develop talent. In a study of global organisations it was found that having a well-developed system to identify, develop and effectively manage talent within an organisation, has a distinct advantage over organisations without such a system (McDonnell et al. in press). Mentoring relationships is such a system, as the dynamic relationship of mentoring dyads can be one of the means by which high achievers and people in general can be helped (Stone, 2007).

The original focus of the mentoring relationship was that of the mentor-protégé dyad, from which the peer and group mentoring conceptualisations move away (Bozionelos, 2004; Dansky, 1996; Eby, 1997; Kram, 1985). A dyad is a group consisting of only two members, which is connected by and within a social relationship (Forsyth, 2009). A mentor-protégé dyad is therefore a mentoring relationship consisting of only two members, namely the mentor and the protégé. Bozeman et al. (2007) move back to the dyadic nature of the mentoring relationship in numbering the participants in mentoring to transmit work-related knowledge as dyads (including sets of dyads). The dyadic nature of the mentoring relationship limits the definition of mentoring to dyads or sets of dyads (Bozeman et al. 2007). The last two decades have provided a surge of interest and research into the topic of mentoring and workplace mentoring, which is a relatively new focus of study (Allen et al.

2008). The dynamic relationship that guides, supports and influences the developing person is known as mentoring (Haynes et al. 2008). The profound effect that influential people can have on our lives, as in the far-reaching effect of mentors, can lead to the *success* of the organisations, businesses, churches, children, communities and our country (Steinmann, 2006). The definition for mentoring used in this study is based on the definition adopted by the European Mentoring and Coaching Council, where mentoring is “off line help by one person to another in making significant transitions in knowledge, work or thinking” (Clutterbuck, 2001, p.3). Note that coaching relationships go hand in hand with mentoring relationships, because mentoring includes coaching, guardianship, facilitating, counselling and networking of the person being mentored, in other words the protégé (Klasen et al. 2002; Rhodes et al. 2002). Mentoring is a process of transferring specific knowledge from the mentor to the protégé (Hendrikse, 2003, cited in Janse van Rensburg et al. 2005). Bozeman et al. (2007, p. 731) define mentoring in the following way:

Mentoring [is] a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

This definition, which will serve as one of the theoretical bases for this research, limits mentoring to dyads (or sets of dyads) and rejects some current meanings of the term mentoring, such as the current meaning of group mentoring (Bozeman et al. 2007). “Mentoring is an inclusive, confidential relationship between two people who have mutual personal growth and corporate success as common ground” (Brown, 1990, cited in Hattingh et al. 2005, p. 41). *Derived from these definitions, mentoring is an offline relationship between two people for the transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to professional development between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).*

From the above literature review, the following purpose emanates: To gain the experience of mentoring relationship success in a case study.

The aim of the study

Small groups, such as mentoring relationships, warrant investigation within the current financial constraints and skills shortages. According to Scott et al. (2008), the current financial constraints

and skills shortages *challenge* the viability of using one-on-one mentoring models to empower subordinates, and provide the group mentoring team as a more viable option to support new graduate nurses. On the other hand, recent mentoring theory challenges the viability of the use of group mentoring, but permits the use of sets of mentoring dyads and labels group mentoring relationships under socialisation (Bozeman et al. 2007).

A major concern currently within South Africa is the availability of employment (Central Intelligence Agency, 2010; KPMG, 2009). This is reflected in the current unemployment rate in South Africa, which is at twenty-three percent (Central Intelligence Agency, 2010). Low levels of human development are constraining economic growth potential in sub-Saharan African countries, such as South Africa (Ranis et al. 2000). Focused skills development is most beneficial towards human development (Kingdon et al. 2007). Mentoring relationships are a form of human development and therefore taking on the employment challenge. Being proactive in taking on unemployment by means of human development initiatives, such as mentoring relationship programmes, is of importance for economic growth in South Africa.

In the workplace, small groups, such as the mentoring relationships, relate to certain desires or needs of employees. It is desired, and even expected by much of the workforce today for organisations to provide opportunities to fulfil career and psychological or developmental needs, as well as role-modelling needs (Aryee et al. 1996a; Kram, 1985; Scandura et al. 1993; Wang et al. 2009). A more complete understanding of mentoring relations may make satisfying these needs easier.

The mentoring relation can be facilitated by the use of a mentoring programme within an organisation. Literature sources describe contexts in which mentoring schemes (or programmes) exist, including many situations where knowledge, wisdom or experience needs to be passed from people with more of the required attribute to people who need to acquire more of this for any reason (Colley, 2003; Klochan, 2002; Klasen et al. 2002). The *purpose* and approach of this mentoring programme are diverse within organisations using mentoring programmes. The implementation of mentoring programmes is one of the ways to promote empowering work environments, for instance for promotion of subordinates, enriched performance and diversity awareness (Table 1) (Cranwell-Ward et al. 2004; Hattingh et al. 2005; Hegstad et al. 2005; Nedd et al. 2006). The mentoring relationships should not be investigated out of the context of the purpose and the approach of a mentoring programme.

TABLE 1
COMPONENTS OF A MENTORING PROGRAM*

Support Structure	Support Culture	Empowerment
Open physical environment.	Top management support.	Loyalty.
Mentor training.	Team emphasis.	Increased retention.
Cross-functional work teams.	Open communication.	Satisfaction.
Mentor and protégé team bonding weekend.	Employee collaboration.	Networking. Protégés access to resources.
Mentor and protégé matching system.		Promotion/ advancement opportunities of protégé.
Layered or flattened hierarchy.		Socialisation into organisational culture.
		Organisational learning.
		Improved morale.
		Diversity awareness.
		Enriched performance.
		Professional development desire.

*Derived from three recent authors (Cranwell-Ward et al., 2004; Hattingh, et al., 2005; Hegstad & Wentling, 2005).

This case study on mentoring relationships also builds on one of the core subjects in group dynamics, which is the study of leadership (Forsyth, 2009). In a groundbreaking study of five years, 1,435 companies on the Fortune 500 (between 1965 and 1995) were analysed (Collins, 2001). According to Collins (2001), level 5 leadership is the style of leadership that guided 11 of these companies from mediocrity to greatness, with stock market returns averaging at least 6.9 times the general stock market for 15 years. One of the reasons that the author chose to take 15 years of spiralling success after a breakthrough, as a cut for their study, was that 15 years exceed most executive terms and can be seen as significant sustained development.

The potential value addition of the study

Recent research on mentoring relationships in the workplace revealed the problem area namely that only 11.1 percent (n = 178) of the research on mentoring was done qualitatively or combined according to research on the state of mentoring research done by Allen et al. (2008). There is therefore a need for more qualitative investigation into mentoring relationships, which is catered for by this research.

Research objectives

The following research objectives are formulated based on the above-mentioned description of the research problem:

- To obtain the purpose and approach of the mentoring programme of a specific company.
- To obtain through literary study interviews the dynamics of mentoring success.

RESEARCH DESIGN

Research approach

The research, pertaining to the specific objectives, consists of a *literature review* and the *empirical study* that is qualitative research.

Research strategy

The literature review is based on the research of the relevant literature, for gaining understanding into mentoring relations. Where applicable the relevant tables or figures were incorporated. Primary and secondary sources that were consulted include various publications such as textbooks, journals, newspaper articles and previous studies related to this research topic. The databases that will be used are Nexus, SA journals, LexisNexis, Ferdikat, Emerald, ProQuest and Google Scholar.

This empirical study is designed as a case study consisting of qualitative interviews. In order to achieve the aims of this study, a case study will be conducted in the form of one-on-one interviews. The rationale in the primary use of the qualitative one-on-one interview is that the study is of an exploratory nature (Flick, 2009). The interview questions were reviewed and critiqued by experts in related fields of study. The questions were accordingly revised.

Research method

Research setting

All the interviews were held behind closed doors. The interviews were held on the premises of the specific mill within offices and a conference room.

Entrée and establishing researcher roles

For the purposes of this study, the researcher worked closely with an intermediary. An intermediary gave permission for the interviews and arranged the interviews and interview locations.

The participants (n=10) were limited to mentors, protégés and relevant participants in this case study within the pulp and paper industry. Only employees of a specific pulp and paper mill are included who are/have been in a mentoring relationship or have strong relevance to the mentoring programme at this mill. The geographic location of the participants is in the South African province of Mpumalanga. The mentors of all the mentoring pairs are limited to middle or top management.

TABLE 2
DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

Item	Category	Mentoring Pairs		Not in Mentoring Pair			
		Mentor	Protégé	Mentoring Custodian			
		Frequency	(%)	(%)	(%)		
Mentoring Pair		5	50	5	50	1	10
Gender	Male	5	50	4	40	1	10
	Female	-	-	1	10	-	-
Ethnicity	White	5	50	4	40	1	10
	Black	-	-	1	10	-	-
Occupation	Engineers	4	40	4	40	-	-
	Engineering Manager	1	10	-	-	-	-
	Lean Manufacturing Manager	1	10	-	-	-	-
	Maintenance Manager*	1	10	1	10	-	-
	Manager Electrical Engineering	1	10	-	-	-	-
	Mechanical Engineer in training	-	-	2	20	-	-
	Senior Technician	-	-	1	10	-	-
	Risk Management	1	10	1	10	-	-
	Risk Manager	1	10	-	-	-	-
	Risk Superintendent	-	-	1	10	-	-
	Human Resource Management	-	-	-	-	1	10
	Training Superintendent Engineering	-	-	-	-	1	10

*The Maintenance Manager is both a mentor and a protégé.

Sampling

The sample size of the research is limited by the saturation of the *qualitative* interviews as seen in Table 2. For the purpose of qualitatively measuring the success of the mentoring programme, five mentoring dyads/pairs and the custodian of mentoring in the specific mill were interviewed, as seen in Table 2. The results therefore convey the perceptions of the mentors, protégés and a mentoring custodian. The mentoring custodian promotes the mentoring programme as a subtask in his job description.

This case study of the success of mentoring relations consists of a limited population. Demographically, the highest frequency of participants is male and ethnically white, as seen in Table 2. Seventy percent of the study's participants fall under the job category of engineering, as seen in Table 2. The one female in the study is one of the two participants that fall in the job category risk management, as seen in Table 2. The fact that all the participating engineers are male is not surprising, because the field of engineering is male dominated (Faulkner, 2007). The perceptions of participants in the mentoring relationships of this study are therefore validly dominated by the perceptions of males.

Data collection methods

The case study will be conducted in the form of structured one-on-one interviews. For this case study, the interviews are recorded digitally with the participants' permission.

Data recordings

According to Silverman (1993), qualitative research should most preferably be carried out by observations, text analyses, interviews, recordings, and transcriptions. This case study will utilise interviews with the mentoring pairs and mentoring custodian at the mill, which will be recorded digitally with the participants' permission. The recorded interviews were safely stored on the digital recorder to prevent a compromise of the quality of the data. Additionally, the data was stored in duplicate in locations only accessible to the researcher. The data captured on the digital audio will be *transcribed verbatim* for content analysis by the researcher and archived in duplicate for verification.

Data analyses

In this qualitative analysis, a thematic content analysis has been done by the researcher on the transcribed interviews. The responses from the qualitative data have been analysed by identifying the relevant utility items. Major themes have been extracted from the utility items.

Strategies employed to ensure data quality and reporting

For reliability purposes, the researcher made use of Okun's (2002) communication techniques in order to conduct the structured one-on-one interview. An example of one of the stipulations under Okun's (2002) communication techniques is the use of clarifying questions. This method allows the researcher to follow the participants' lead, asking clarifying questions, and facilitating the expression on the participants' perceptions (Streubert et al. 1999). The field notes were made in the form of journal entries. The field notes delivered no relevant information to qualitatively add to the validity and reliability of the research findings. The validity of the findings has been ensured by comparing the findings of this study to literature.

Reporting

The reporting style that is used for this qualitative study is that of the American Psychological Association. The major themes and closely related themes will be reported in the findings, discussion and tables.

DISCUSSION OF FINDINGS

Dynamic relationships in dyads can produce a synergy of great achievements. The success of the mentoring relationship is the bottom line of the mentoring programme in the organisation. The purpose of this case study organisation is to gain experiences of success in mentoring relationships.

TABLE 3

Perceptions on the Success of Mentoring Program.

Item	Category	Mentoring Pairs		Not in Mentoring Pair			
		Mentor	Protégé	Mentoring Custodian			
		Frequency	(%)	(%)	(%)		
Mentoring Program Outcome*		5	50	5	50	1	10
	Successful*	5	50	5	50	-	-
	Failure	-	-	-	-	1	10

*The Maintenance Manager is both a mentor and a protégé.

The outcomes of mentoring relationships or mentoring programmes can be successful or unsuccessful. The mentoring programme is perceived as successful by both the mentor and the protégé in the mentoring pairs (Table 3). There is one interview participant who perceives the mentoring programme as a failure, which is from the perspective of coordination of the mentoring programme. This one perception of mentoring programme failure can be seen as an unexpected result that is discussed in Theme 4 below.

The four major themes that emerged from the perceptions of the mentors, protégés and mentoring custodian that are discussed in the following. The findings were divided in four main areas that will be:

THEME 1 : Purpose of the mentoring programme

THEME 2 : Characteristics of a mentor

THEME 3 : Characteristics of a protégé

THEME 4 : Characteristics of a mentoring programme coordinator

The various themes will be discussed in the following:

Theme 1: Purpose of the mentoring programme (Table 4)

The perception of mentoring relationship success was gained within the context of the original reason; purpose or approach of the organisation for the mentoring programme. The reasoning, purpose or approach of the organisation for the mentoring programme is gained to clarify the rationale behind the mentoring programme (Conway, 1998; Klasen et al. 2002; Hattingh et al. 2005). This is the first and strongest theme which emerged from the responses, was the participants' perception of the purpose of the mentor programme of the case study organisation. The purpose or approach of the mentoring programme is mainly for the successful outcomes of the mentoring relationships in the organisation. The purposes of the mentoring programme, that emerged from the results, included the mentoring programme should selectively include specific people into the mentoring relationships, the mentoring programme should provide both for formal and informal mentoring relationships and that the mentoring programme should be geared towards sustained development (Table 4).

It emerged in the perception of the participants that gaining of successful mentoring relationships in the mentoring programme should be approached by selective inclusion into the mentoring

programme (Table 4). Identification of potential of protégés is perceived to be one of the purposes of the mentoring programme in this case study. It is perceived that the identification of mentors on specific levels of the organisation are needed to take a protégé through the transformation process. In literature, the main reason for this is that there often are only a small proportion of mentors to protégés (Finkelstein et al. 2010). The importance of selecting specific mentors and protégés is especially emphasised in formal mentoring programmes within workplace mentoring, youth mentoring and university mentoring programmes (O’Brien et al. 2010). The importance of the selection of *mentors* and *protégés* can additionally be emphasised through the following themes, namely mentoring characteristics and ideal protégé success characteristics (Hu et al.). These two themes were also strongly reported by participants, as seen in Table 5 and Table 6. A more in-depth discussion on the selection of specific people for the mentoring relationship will be expanded upon in Themes 2 and 3.

TABLE 4
PURPOSE OF THE MENTORING PROGRAM (THEME 1)

Sub-theme	Associated keywords
<u>Selective inclusion</u>	
Protégés	Potential development; Identification of certain protégés for mentors; We select the best of the best protégés; Development of identified individuals; Different levels of success depending on individual differences; Identification by twenty employees in the business and attempt to place protégés with mentors, which is of the required quality.
Mentors	People on specific levels of the organisation identified to take a person through the transformation process; The impact of the mentoring program depends on who is targeted;
<u>Formal and informal mentoring relationships</u>	
Formal	Qualifying employees for engineering fields; 2 Year compulsory mentoring period for compliance with Technicons and Universities requirements; Qualifying for three engineering fields; To gain the government competency certificate; Accommodating trainees for development into competent engineers; For the formal mentoring program the mentoring relationship may be a bit forced; Encourage mentoring relationships after the compulsory mentoring period
Informal	Providing mentoring for employees who decides to do studying. The informal mentoring program can be better advertised or communicated, because there is employees who don't know about the mentoring program; Employees not utilising the informal mentoring program prefer to do things by themselves.
<u>Sustained development</u>	
Promotion	Filling an identified role; Filling new areas in the organisation that need focus and support; The top management always look as certain aspects

such what would be the best for the plant e.g. at the characteristics and technical ability of the protégé; Closing gaps.

Requirements	During initial employment some of the protégés do not have an idea what they will do when they arrive here and is not fully prepared for this organisation; Gaining achievement; Improving skill levels of individuals; Achieve previously set standards; Improving productivity; To achieve a successful plant by preparation of new employees; The mentoring program ensures that the mentor aim for which he wants to ask the protégé; Mentoring can be used as a formal action plan for people who are wasting time.
Maximising	Maximizing potential to set a new standard in the junior workforce through replacing habits; Exponential growth in the relationship was perceived; As the mentoring pair cooperate more your communication skills improve, which increases your creativeness; For reaching the company status of being known as a "people organization"; The mentoring program is about being in line and cooperation and thereby brain power, which will ensure this program will have longer term success, because there is so much more support. Mentoring is there for reaching things that are more specific and focused than measured goals. Mentoring takes on obstacles and bottle necks faster and strains things forwards.
Knowledge	Transfer of knowledge of the profession; Preventing the loss of information; Knowledge transfer which is difficult to equip for; Socialising protégés into organisational structure; Mentors have the special responsibility to train people that we might employ; If a protégé is mentored he can therein also learn the process of mentoring.

One of the purposes of the mentoring relationships in the case study is that it caters for both a *formal* and an *informal* mentoring programme that is provided for the employees, as seen in Table 4. The purpose of the formal mentoring programme is for enabling the compliance to the statutes of the Engineering Council of South Africa (2009). A graduated engineering student, who wants to register as an engineer at the Engineering Council of South Africa (ECSA), is required to be reported on, by a minimum of two ECSA referees, on his/her training and experience period. The ECSA referees include the protégés' mentor(s), immediate supervisor and employer. The formal mentoring programme complies with the ECSA by ensuring that a mentor is provided to the recruited engineering student. The formal mentoring programme additionally ensures that recruited engineering students are accommodated in completing projects as well as in other areas of development under mentorship. According to Finkelstein et al. (2010, p. 345), the formal mentoring programme can be defined in the following way:

A formal mentoring program occurs when an organization officially supports and sanctions mentoring relationships. In these programs, organizations play a role in facilitating mentoring relationships by providing some level of structure, guidelines, policies, and assistance for starting, maintaining, and ending mentor-protégé relationships.

The formal segment of this case study's mentoring programme provides structure, guidelines, policies, and assistance for starting, maintaining, and ending mentoring relationships. For the employees who are not part of the formal mentoring programme, who decide to study, the inclusion into an informal mentoring relationship is available. The success of the informal mentoring relationship, for which this case study caters, depends on the willingness of the protégés to be helped. This is supported by literature by emphasising the importance of having mutually beneficial relationships in informal mentoring programmes (Allen, 2004a; Dougherty et al. 2010). A social exchange relationship is therefore of importance in an informal mentoring programme.

The purposes of the mentoring relationships in this mentoring programme, which emerged from the results of this case study in terms of sustained development, are *selective* promotion into specific gaps, producing employees that achieve on job *requirements*, *maximising* the junior workforce and preventing a leak in organisational *knowledge* (Table 4). It emerged, from the perceptions of the participants that one purpose of the mentoring relationships is for the promotion into specific gaps. Mentoring can be expected to have a positive effect on promotion (Allen et al. 2006; Cohen et al. 2007; Hattingh et al. 2005). This positive effect that mentoring can have on promotion indicates that having promotion to fill specific employment gaps as a purpose for the mentoring programme is reasonable.

The mentoring relationships of this case study are strongly perceived as producing employees that achieve on job requirements, which can be seen as sustained development. Achieving job requirements can be included in the evaluation of a mentoring programme, such as in the protégé's readiness for higher level responsibilities (Cranwell-ward et al. 2004). The purpose of maximising the junior workforce emerged from the results of this study. Mentoring programmes contribute to the organisation by means of the faster induction of protégés (Freedman, 2008). The mentoring relationship additionally proactively prevents that organisational knowledge or information gets lost. Mentoring relationships are there to ensure that there is knowledge capital protection, which is of real benefit to the organisation (Hattingh et al. 2005).

The purpose of this mentoring programme is therefore to provide successful development for selected protégés in a formal and informal mentoring relationship.

Theme 2: Characteristics of a mentor (Table 5)

According to Dougherty et al. (2007), the characteristics of mentors have *not* been investigated much in literature. For a successful mentoring programme, mentoring relationship mentors are perceived to have certain characteristics. The characteristics of a mentor emerged as a major theme from the results of this case study on successful mentoring relationships. The importance of actual and ideal characteristics of mentors for mentoring relationships emerged strongly in terms of mentoring success in the experience of the participants (Table 5).

TABLE 5
CHARACTERISTICS OF A MENTOR (THEME 2)

Sub-theme	Associated keywords
<u>Actual mentor characteristics</u>	
Induction	New employees are being brought into the organisational culture; Ensure thorough training of protégés; The mentor is not there to teach the technical things; but to give direction in his career; Expect the protégé to apply what they have learned.
Feedback	A boldness to say to protégés that what he is doing needs to be done better; Preventing problems by feedback and thereby saving money; The mentor monitors the progress of the protégé through the year; My perception is that I can go to my mentor and he will give his honest opinion; Mentoring is a very powerful tool of correcting thought processes; Being helped; The protégé will follow the example of the mentor in having an open relationship; Actively giving feedback on projects.
Goals	Actual ensuring of the application of skills and competencies being trained for; By application producing a higher quality of thought; Choosing the project of the protégé; Sending to the protégé projects that looks interesting; Setting practical goals for the protégé; A written agreement that is made on the end goals of the relationship; The mentor have to approve the subjects that the protégé wants to study before the protégé can receive money; The outcome of the protégé will reflect on the mentor.
Knowledgeable	My mentor is very knowledgeable; Mentoring training directed me in the right direction when I was young; We (senior employees that are mentors) have knowledge; A successful mentor can transfer knowledge what he have built up; We (protégés) all to try to progress forward because my boss knows the business well.
Experienced	I have been mentoring for many years and have successfully mentored a reasonable number of mentees.
Approachable	My mentor is very approachable; Helps where possible; I learned a great deal together my protégé; The mentoring relationship will go forward if you feel comfortable that you can go to your mentor with anything and he will help you; Be Available.
Networking	Sending protégé to people who are strong in certain characteristics; Referring protégé to specific people with specific skills; Mentor ensures

that there is an overt positive image of the protégé towards the line manager and upper management.

Ideal characteristics of a mentor	
Induction	Giving new employees guidance; For very young guys to be with seniors; Getting practical help to go in the right direction; A person that can explain technical things well can be seen as a mentor.
Feedback	When the mentor sees a shortcoming it should be tended to; Give attention to problem areas; Personal/Individual support of protégés; A mentor should give feedback; The mentor facilitate learning of the protégé; Feedback needs to be given to the protégé on what is expected of him; Healthy communication from both parties is needed; The mentor and protégé should have open communication.
Trained	The mentoring training needs to be applied; The mentor needs to make the mentoring program content a way of life; The mentor facilitate learning wider than the technical.
Experienced mentor	A mentor that has important experience; The mentor should be able to do his work. Imparting the experience.
Relationship	The right time or circumstances needs to be searched out to convey information; The integrity of the mentor and trainee should be in a way that both do their parts; There should be a proper relationship and understanding between the mentor and trainee; The mentor needs to learn how to communicate with the protégé; Protégés are placed with mentors that are not their line manager were possible; A give and take in the relationship that needs to be used in wisdom; Mentoring pairs need to take accountability for their relationship; Mentors need to be able to work with people, not just have a lot of technical ability; I think mentors need good personalities for relating with the protégés; The life stage the mentor is in; Generational theories is applicable to mentoring, because the type of mentorship that we did ten years ago differs from what we do now; The expectations of this current generation differs; Do some research from his side for the relationship; A mentoring relationship can not be success if it is not open, because al the development aspects should be touched on, including emotional and social aspects.
Goals	Help that the protégé passes their course or diploma; Speeding up the training and development process through motivation of the protégé; Development of protégé for sustained success such as the progression can go forward six years from now.
Support	Morale support of protégé; Emotional support of protégé.

The actual characteristics of a mentor that emerged, as a theme experienced by participants of this study, are experienced as being performed within the mentoring relationships. The actual characteristics than can be reported are the guidance of new employees in the *induction* period, feedback on growth areas, guidance in the setting of practical *goals*, having a *knowledgeable* mentor, having an *experienced* mentor, having an *approachable* mentor and *networking* of protégé with specific people (Table 5). Participants of this case study perceive there to be a need for guidance of new employees into the organisational culture through the mentoring relationships. Faster induction of employees is one of many organisational benefits of mentoring that is conveyed

by the mentor (Chapman, 2008; Freedman, 2008). A mentor must be able to give constructive feedback provided on the growth areas of the protégé in the mentoring relationship (Ludwig et al. 2008). It is experienced by participants in this case study that mentors are giving feedback on growth areas within the mentoring relationship (Table 5). It emerged that mentors collaborate with protégés in the setting of practical goals, which ensures the application of skills and competencies. The experience of having a knowledgeable mentor is highly valued in mentoring relationships and this characteristic of mentors is experienced in this study. In literature the experience of having a knowledgeable mentor is highly valued in mentoring relationships and this characteristic of mentors is experienced in this study (Jackson et al. 2003). For knowledge transfer to be supported in an organisation, interpersonal *trust* can be used in the mentoring relationship (Preece et al. 2007). Having an experienced mentor, as expected, is ideal for the protégé, and should be seen as a favourable characteristic that is experienced by the participants of this study (Jonson, 2008). Successful mentors have the characteristic of being approachable, which is perceived by the participants in this study (Omary, 2008). Mentors can add to the mentoring relationship by providing networking for protégés, ensuring that protégés get referred to specific people (Rabation et al. 2004, Sambunjak et al. 2010).

Characteristics that are ideal for a mentor to have, according to the participants of this study, are the characteristics of giving guidance in the *induction* period, giving *feedback* on the protégé's growth areas, having application of *training* in mentorship, having an understanding *relationship* between the mentor and protégé, having an *experience*, providing guidance in the setting of practical *goals*, and providing social *support* (Table 5). The guidance of new employees is perceived as an actual and ideal characteristic of a mentor, which is an organisational benefit of the mentoring relationship. The guidance of new employees speeds up the induction of new employees (Chapman, 2008; Freedman, 2008). The feedback given on growth areas of the protégé is also perceived as an actual and ideal characteristic of mentors, which should be provided by mentors (Ludwig et al. 2008).

The importance of the mentor providing feedback and being approachable stood out the most under the reasons for mentoring programme success. Job-related feedback can be gained through mentoring dyads (Liu et al. 2009). It is perceived by the participants that the mentors should ideally integrate and apply the skills that are learned into the mentoring training. Training is used to increase the communication skills, and other relevant skills, of mentors for having an effective mentoring relationship (Anderson, 2009; Bally, 2007; Pfund et al. 2006). It is perceived that

mentors should ideally be able to have or form a proper relationship and understanding with the protégé. This characteristic came out strongly. It is favourable to have an experienced mentor, which is perceived as an actual and ideal characteristic of mentors in this case study (Jonson, 2008). Mentoring is, per definition, used for the imparting of experience and knowledge (Bozeman et al. 2007). It emerged that it is ideal for mentors to collaborate with protégés in the setting of practical goals, which ensures the application of skills and competencies. Social support, such as moral and emotional support, is perceived to be a characteristic that a mentor should have. Mentoring research could benefit from research into social support as done in psychological research (McManus et al. 1997; Scandura et al. 2010).

Theme 3: Protégé success (Table 6)

According to the results that emerged from the perceptions of the participants of this study, the protégés have achieved success and ideally should have certain characteristics (Table 6). One of the criteria that should be measured in a highly successful mentoring programme is individual protégé and mentor development (Cranwell-ward et al. 2004). The individual protégé is perceived to have success in his mentoring relationships.

TABLE 6
PROTÉGÉ SUCCESS (THEME 3)

Sub-theme	Associated keywords
<u>Actual protégé success</u>	
Senior	Senior people in the organisation have been delivered;
Succeed	Overall there are more successes than failures; Some protégés do fail.
Goals	Protégés that have been officially successful in achieving their goals with their mentor; I have reached 80% of my set goals; Protégé have gained accreditation; Protégé is in the final stages of gaining his degree;
Commitment	Compliance to what my mentor propose; Compliance to procedure. The mentoring relationship is successful if the protégé relay on mentors experience and knowledge.
<u>Ideal protégé success characteristics</u>	
Goals	The individual reaching his goals at the end of the program; That he keeps to his list; Getting employed in the organisation automatically.
Commitment	Success depends on the motivation of the protégé to want to help him to improve; The protégé needs to be willing to develop; The protégé should not refuse to improve over time; A protégé needs senior and non-senior mentors; Mentoring pairs need to take accountability for their relationship; The protégé does intend to leave the company immediately.

The success of protégés that has been experienced by the participants of this study understates the mentoring relationship's reaching of its bottom line of success in the mentoring programme. The actual protégé success is perceived in terms of *promotion* of senior people through the mentoring programme, more protégés *succeeding* than failing, protégés successfully reaching their *goals* and the *commitment* of protégés (Table 6). The testimony that senior people are delivered by the mentoring programme is an indication of mentoring success. This is supported by research findings that found that the experience of mentoring is related to contributing to promotion rates (Allen et al. 2006). The perception of the participants that more protégés succeed than fail is in agreement with the contribution of mentoring towards promotion rates (Allen et al. 2006). One of the perceptions that emerged from the participants is the protégés successfully reaching their goals in their mentoring relationship. Mentors are there to help the protégé reach personal and professional goals (Phillips-Jones, 1982; Scott et al. 2007). The goal of improved job application, for instance, has been found to be one of the outcomes of mentoring relationships (Hallam et al. 2006). Actual protégé commitment was reported in this study and emphasised the choice of compliance towards the mentor. Mentoring and coaching can itself increase commitment of new employees and current employees (Piansoongnern et al. 2008; Pyane et al. 2005). The general perception of the organisation in this case study is that protégés are predominantly successful through the mentoring relationships (Wanberg et al. 2003).

The ideal protégé success characteristics that emerge as experienced by the participants of this study are the ideal of the protégés successfully reaching their *goals* in the mentoring relationship and the ideal of the protégé *commitment* (Table 6). Both of these two sub-themes that were extracted were also experienced as actually preformed characteristics of protégé success. The ideal of the protégés successfully reaching their goals is relevant, because their mentors are there to help protégés reach their personal and professional goals in the mentoring relationship (Phillips-Jones, 1982; Scott et al. 2007). The protégé is expected to be committed to agreed-upon goals or objectives in the mentoring relationship (Rodenhauser et al. 2000). As supported by literature, the ideal of the protégés having an attitude of commitment is emphasised as a protégé characteristic for informal mentoring relationships (Aryee et al. 1996b; Wanberg et al. 2003). According to Welch et al. (2009), protégé characteristics of being motivated in the finding of a mentor is of importance in informal mentor relationships.

Theme 4: Ideal characteristics of the mentor programme coordinator (Table 7)

These ideal characteristics of a mentoring programme coordinator that emerged are perceptions of mentoring programme failure. The failure that is reported is a lack in capacity of follow-up of the mentoring relationships.

It emerged out of the experience of the mentoring custodian that the need for following up on the mentoring relationships should be met by means of monthly or quarterly *follow-ups*. It is perceived that follow-up cannot currently be properly provided for by the mentoring custodian (Table 7). It should be the role of human resource development (HRD) to follow up mentoring relationships through periodic meetings (McDonald et al. 2005). The importance of the follow-up of the mentoring relationship should not be neglected and therefore recruiting a mentoring coordinator for the mentoring programme is recommended (Carroll, 2004; Morzinski et al. 1994).

TABLE 7

IDEAL CHARACTERISTICS OF THE MENTOR PROGRAM COORDINATOR (THEME 4)

Sub-theme	Associated keywords
<u>Following up mentoring relationships</u>	
Follow-ups	A mentoring agreement needs to be followed up monthly or quarterly; It should be good if there is documentation of the HR and the mentoring meetings which is held.
Capacity	At this stage it is impossible to give provision to all the mentoring pairs; Responsibility of the mentoring can not be on one person. It should come from the side of the mentoring pair in the current circumstances.

Recommendations, Limitations and Future research

This research on a mentoring relationship has the following recommendations, limitations and themes for future research. The implementation and coordination of mentoring programmes is recommended by this study, because of the sustained development of new employees that it can successfully produce. From this study it can be recommended that the characteristics of mentors should be taken into account within the coordination of mentoring relationships. Ensuring regular follow-ups of mentoring relationships can be recommended in coordinating mentoring relationships. The primary limitation in this case study is the relatively small population of this qualitative study (n=20). This study is focused on an organisation that experiences its mentoring programme as successful. This study is therefore limited in not representing the perceptions of mentoring pairs in unsuccessful mentoring programmes. Investigation on the perceptions of

mentoring relationships in unsuccessful mentoring programmes can be done in a more in-depth manner in future research. Mentoring research could benefit from research into social support as done in psychological research (McManus et al. 1997; Scandura et al. 2010). There is a need for research in informal mentor programs in general. In the future the need for the role of the mentoring programme coordinator should be assessed. The growing amount of research on the topic of mentoring is mainly done as quantitative research and more in-depth qualitative research may bring a more rounded understanding of mentoring relationships (Allen et al. 2008).

CONCLUSION

This case study supports the findings of the meta-analysis of Allen et al. (2004b) that mentoring relationships have a reliable, but small, effect on several career outcomes. A most notable result is of the senior employees who have been delivered through the mentoring programme of this case study (Table 6). The success of the mentoring programme of this case study is experienced as correlating to the characteristic of the mentors and protégés in the mentoring relationship. Mentoring success and characteristics of the mentors and protégés should be investigated within the context of the purpose of the mentoring programme in the organisation being researched. This is because the purpose and approach of mentoring programmes are diverse within organisations. The purpose of the mentoring programme is what makes it possible to gauge success of this mentoring programme in terms of the organisation's desired outcomes of the mentoring programme. One of the purposes of the mentoring programme, as indicated in Table 4, is the development of identified protégés. The results indicate that protégés are successfully developed in the organisation, but also that certain characteristics of protégés should be taken into consideration as causality towards the success of the protégés (Table 6).

A second purpose of the mentoring programme, as indicated in Table 4, is utilising identified mentors for the mentoring relationships. The results indicate that mentor characteristics should be considered as causality towards the success of the mentors, as seen in Table 5. This finding indicates the need for further research into mentor characteristics (Dougherty et al. 2007). The importance of the mentor giving *feedback* and being approachable stood out under the reasons for mentoring programme success. For knowledge transfer to be promoted, interpersonal *trust* can be used in the mentoring relationship (Preece et al. 2007). Proper follow-up, by a mentoring coordinator, of the mentor-protégé relationships should not be neglected if sustained development is desired (Carroll, 2004; Morzinski et al. 1994). Therefore, proper follow-ups of the mentoring

relationships are *recommended*. A third purpose of the mentoring programme is sustained development, which emphasises the bottom line of what can be seen as mentoring relationship programme success, namely: the promotion of new employees into specific gaps, producing employees who achieve job requirements and ensuring knowledge and experience that have been built up in the organisations over the years are retained. The mentoring relationship can be successful or dysfunctional (Feldman, 1999; Wanberg et al. 2003).

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Chapter 3: The dynamics of mentoring relationships: Regulation, cooperation and conflict (Research Article 2)

ABSTRACT: The dynamic relations such as mentoring relationships have remarkably impacted the known world. This case study investigated the dynamics of mentoring relations in the South African pulp and paper industry. Interviews of a convenient sample limited by the saturation of mentoring pairs and a mentoring custodian were gained. It was found that the potential of role conflict needs to be handled within mentoring relationships. An alignment or understanding between the mentor and protégé is perceived to ensure that conflict is functional. As a contribution, this research qualitatively gained the perspectives of the inter- and intra-relationships of mentoring relationships.

KEYWORDS: Mentoring pairs, Employee relations, Mentoring relationships, Cooperation, Conflict, Mentoring programme.

INTRODUCTION

Dynamic relationships have remarkably impacted the known world, as in the relationships of Alexander the Great who conquered nations and who was brought up to be a king, under Aristotle his tutor; the kingmaker Gadla Henry Mphakanyiswa raising up his son Nelson Mandela, winner of the Nobel Peace Prize, the president of the United States of America, Harry Truman, who played a key role in World War II, who was mentored into politics in a dynamic mentoring relationship with Mike Pendergast (Mandela, 1994; McCullough, 2003; Pomery, Burstein, Donlan & Roberts, 1999). These relationships prepared individuals for great achievements within the synergistic small group interactions between these protégés and their mentors.

In the world of work, which is facing a global recession, the effective functioning of small groups such as mentoring relationships is vital to just about all economic sectors of the organisation (Elwyn, Greenhalgh & Macfarlane, 2001; Klynveld, Peat, Marwick & Goerdeler, 2009). Small groups in organisations should be considered in terms of the

employment relationship. *Employee Relations*, consisting of Human Resource Management and Industrial Relations, cover everything that impacts on the employment relationship (Nel, Swanepoel, Kirsten, Erasmus & Tsabadi, 2005). The mentoring relationship is a form of employee development that falls under employee relations.

The personal relationship in mentoring relationships can have an impact on the development of high achievers (DeLong, Gabarro & Lees, 2007). Mentoring is therefore used to develop talent. In a study of global organisations, it was found that having a well-developed system to identify, develop and effectively manage talent within an organisation has a distinct advantage over organisations without such a system (McDonnell, Lamare, Gunnigle, & Lavelle, 2010). Mentoring relationships is such a system as the dynamic relationship can be one of the means by which high achievers can be helped (Stone, 2007).

The original focus of the mentoring relationship was that of the mentor-protégé dyad, from which the peer and group mentoring conceptualisations move away (Bozionelos, 2004; Dansky, 1996; Eby, 1997; Kram, 1985). A dyad is a group consisting of only two members, who are connected by and within a social relationship (Forsyth, 2009). A mentor-protégé dyad is therefore a mentoring relationship consisting of only two members, namely the mentor and the protégé. Bozeman and Feeney (2007) move back to the *dyadic* nature of the mentoring relationship in numbering the participants in mentoring to transmit work-related knowledge as dyads (including sets of dyads). The dyadic nature of the mentoring relationship limits the definition of mentoring to dyads or sets of dyads (Bozeman, & Feeney, 2007).

The last two decades have provided a surge of interest and research into the topic of mentoring and workplace mentoring, which is a relatively new focus of study (Allen, Eby, O'Brien, & Lentz, 2008). The dynamic relationship that guides, supports, and influences the developing person is known as mentoring (Haynes, Adams & Boss, 2008). The profound effect that influential people can have on our lives, as in the far-reaching effect of mentors, can lead to the *success* of organisations, businesses, churches, children, communities and our country (Steinmann, 2006). The definition for mentoring used in this study is based on the definition adopted by the European Mentoring and Coaching Council, where mentoring is “off line help by one person to another in making significant transitions in knowledge, work or thinking” (Clutterbuck, 2001, p. 3). It is important to note that the coaching relationships

go hand in hand with mentoring relationships, as mentoring includes coaching, guardianship, facilitating, counselling and networking of the person being mentored, in other words the protégé (Klasen & Clutterbuck, 2002; Rhodes & Beneicke, 2002). Mentoring is a process of transferring specific knowledge from the mentor to the protégé (Hendrikse, 2003, cited in Janse van Rensburg & Roodt, 2005). Bozeman and Feeney (2007, p. 731) define mentoring in the following way:

Mentoring [is] a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

This definition, which will serve as one of the theoretical bases for this research, limits mentoring to dyads (or sets of dyads) and rejects some current meanings of the term mentoring, such as the current meaning of group mentoring (Bozeman & Feeney, 2007). “Mentoring is an inclusive, confidential relationship between two people who have mutual personal growth and corporate success as common ground” (Brown, 1990, cited in Hattingh, Coetzee & Schreuder, 2005, p. 41). *Derived from these definitions, mentoring is an offline relationship between two people for the transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to professional development between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).*

The mentoring relationship functions within the context of *internal* and *external relations*. The relation that is internal to the mentoring relationship consists of a mentor-protégé dyadic relationship, which enables the next generation to gain relevant work, career or professional development (Bozeman & Feeney, 2007, & Mass, Brunke, Thorne & Parslow, 2006). The mentor-protégé relationship functions within the context of external relations to the mentoring relationship, for instance the relationship between the mentor and the line manager of the protégé. Management support, which is a dynamic of external relations, has been found in research to set the tone for mentoring behaviour within organisations (Eby, Lockwood & Butts, 2006). In this study, the external relations to the mentoring relationship are mainly limited to line management, top management and human resource management.

As in group dynamics there is inter-group and intra-group dynamics in mentoring dyads (Forsyth, 2009; Wang, Noe, Wang & Greenberger, 2009). In this study, the intra- and inter-group relations have been gained by interviews from the perception of mentoring dyads and custodians. The intra-group relations are the relationships *in* the mentoring pairs and the inter-group relations are the relations *between* the mentoring pair and other relationships, which include top management, human resource management and line managers. Alexander the Great, for example, learned how to lead intra- and inter-group *relations* through the example and empowerment of his father, King Phillip II (Carney & Ogden, 2010; Pomery *et al.*, 1999). Phillip was an example to Alexander in leading from the front line for building a trust relationship with the soldiers (Pomery *et al.*, 1999). Phillip II managed conflict and trust in groups by exploiting the low level needs, such as security of the nation, as well as their high level needs, such as conquest (Pomery *et al.*, 1999).

The reality of conflict is unavoidable in any relationship, including employer-employee relations and dynamics within groups, which include mentor-protégé dyads (Brahnam, Margavio, Hignite, Barrier & Chin, 2005; Carr, 2007; Danesh & Danesh, 2002; Kelly, 2004). Mentors who supervise their protégés can, for instance, experience role conflict in their role as supervisor (Carnwell, Baker, Bellis & Murray, 2007; Taherian & Shekarchian, 2008). Similarly, communication and trust can be made more difficult if the mentor is also the protégé's line manager (Cove, McAdam & McGonigal, 2007). Conflict in an organisation should not only be seen as disruptive, but conflict can also be functional (DeDreu & Weingart, 2003). Mentoring has, for instance, been found to have mostly positive benefits in reducing work-family conflict and family-work conflict in a survey of 502 employees in mentor relationships (Nielson, Carlson & Lankau, 2001). Trust has been found to be directly related to functional conflict (Hulin, 1990).

According to Shaw (2000), sustaining co-operation and deepening trusting relationships are indispensable to mentoring relationships. However, it should be noted that not all interactions that have successful co-operation in the relationship involve trust (Cook, Hardin & Levi, 2005). Employers want to secure co-operation within groups, such as the mentor-protégé dyad, because cooperation can increase productivity (West, Griffin & Gardner, 2007; Tyler & DeCremer, 2006). Highly co-operative people are especially found in human resource practices involving mentoring, according to Gratton (2007). The measurement and investigation of co-operation are therefore relevant in mentoring relationships.

To investigate the dynamic relations in mentoring, the field of Group Dynamics will serve as a basis. A case study is investigated in this article in terms of dynamic relations. The core relationship dynamics, namely inter-group conflict, intra-group conflict and cooperation, are key areas in relation to the mentoring relationships in question (Chua, Ingram & Morris, 2008; Velickovic, 2002).

From the above literature review, the following purpose emanates: To gain the experience of mentoring relations in a case study.

The aim of the study

Small groups such as mentoring relationships warrant investigation within the current financial constraints and skills shortages. According to Scott and Smith (2008), the current financial constraints and skills shortages *challenge* the viability of using one-on-one mentoring models to empower subordinates, and give the group mentoring team a more viable option to support new graduate nurses. On the other hand, recent mentoring theory challenges the viability of the use of group mentoring, but permits the use of sets of mentoring dyads and labels group mentoring relationships under socialisation (Bozeman & Feeney, 2007).

A major concern currently within South Africa is the availability of employment (Central Intelligence Agency, 2010; KPMG, 2009). This is reflected in the current unemployment rate in South Africa, which is at twenty-three percent (Central Intelligence Agency, 2010). Low levels of human development are constraining economic growth potential in sub-Saharan African countries such as South Africa (Ranis, Stewart & Ramirez, 2000). Focused skills development is most beneficial towards human development (Kingdon & Knight, 2007). Mentoring relationships are a form of human development and therefore take on the employment challenge. Being proactive in taking on unemployment by human development initiatives such as mentoring relationship programmes is of importance for economic growth in South Africa.

In the workplace, small groups such as the mentoring relationship relate to certain desires or needs of employees. It is desired, and even expected by much of the workforce today for organisations to provide opportunities to fulfil career and psychological or developmental

needs, as well as role modelling needs (Aryee, Chay & Chew, 1996; Kram, 1985; Scandura & Ragins, 1993; Wang, Noe, Wang & Greenberger, 2009). A more complete understanding of mentoring relations may make satisfying these needs easier.

The mentoring relation can be facilitated by the use of a mentoring programme within an organisation. Literature sources describe contexts in which mentoring schemes (or programmes) exist, including many situations where knowledge, wisdom or experience needs to be passed from people with more of the required attribute to people who need to acquire more of this for any reason (Colley, 2003; Klochan, 2002; Klasen & Clutterbuck, 2002). The *purpose* and approach of this mentoring programme are diverse within organisations using mentoring programmes. The implementation of mentoring programmes is one of the ways to promote empowering work environments, for instance for the promotion of subordinates, enriched performance and diversity awareness – see Table 1 (Cranwell-Ward, Bossons & Grover, 2004; Hattingh, *et al.*, 2005; Hegstad & Wentling, 2005; Nedd, Nash, Galindo-Ciocon & Belgrave, 2006). The mentoring relationships should not be investigated outside the context of the purpose and the approach of a mentoring programme.

TABLE 1
COMPONENTS OF A MENTORING PROGRAMME*

Support Structure	Support Culture	Empowerment
Open physical environment.	Top management support.	Loyalty.
Mentor training.	Team emphasis.	Increased retention.
Cross-functional work teams.	Open communication.	Satisfaction.
Mentor and protégé team bonding weekend.	Employee collaboration.	Networking. Protégés access to resources.
Mentor and protégé matching system.		Promotion/ advancement opportunities of protégé.
Layered or flattened hierarchy.		Socialisation into organisational culture.
		Organisational learning.
		Improved morale.
		Diversity awareness.
		Enriched performance.
		Professional development desire.

*Derived from three recent authors (Cranwell-Ward *et al.*, 2004; Hattingh, *et al.*, 2005; Hegstad & Wentling, 2005)

The potential value addition of the study

Recent research on mentoring relationships in the workplace revealed the problem area, namely that only 11.1 percent (n = 178) of the research on mentoring was done qualitatively

or combined according to research on the state of mentoring research done by Allen, Eby, O'Brien and Lentz (2008). There is therefore a need for more qualitative investigation into mentoring relationships, which is catered for by this research.

Research objectives

The following research objectives are formulated based on the above-mentioned description of the research problem:

- To obtain, through a literature study, the dynamics of mentoring relations, in terms of cooperation and conflict.
- To obtain through interviews the dynamics of the mentoring relations, in terms of cooperation and conflict.
- To empirically disseminate the findings obtained in the interviews on the dynamics of mentoring relations, in terms of cooperation and conflict.

RESEARCH DESIGN

Research approach

The research, pertaining to the specific objectives, consists of a *literature review* and an *empirical study*, which is a qualitative investigation into this case study.

Research strategy

The literature review is based on the research of the relevant literature, to gain an understanding of mentoring relations. Where applicable, the relevant tables or figures were incorporated. Primary and secondary sources that were consulted include various publications such as textbooks, journals, newspaper articles and previous studies related to this research topic. The databases that will be used are Nexus, SA journals, LexisNexis, Ferdikat, Emerald, ProQuest and Google Scholar.

This study is designed as a case study consisting of qualitative interviews. In order to achieve the aims of the study, a case study will be conducted in the form of one-on-one interviews. The rationale in the primary use of the qualitative one-on-one interview is that the study is of an exploratory nature (Flick, 2009). The interview questions were reviewed and critiqued by experts in related fields of study. The questions were accordingly revised.

Research method

Research setting

All the interviews were held behind closed doors. The interviews were held on the premises of the specific mill within offices and a conference room.

Entrée and establishing researcher roles

For the purposes of this study, the researcher worked closely with an inter-mediator. An inter-mediator gave permission for the interviews and arranged the interviews and interview locations.

The participants (n=10) were limited to mentors, protégés and relevant participants in this case study within the pulp and paper industry. Only employees of a specific pulp and paper mill are included who are/have been in a mentoring relationship or have strong relevance to the mentoring programme at this mill. The geographic location of the participants is in the South African province of Mpumalanga. The mentors of all the mentoring pairs are limited to middle or top management.

Sampling

The sample size of the research is limited by the saturation of the *qualitative* interviews as seen in Table 2. For the purpose of measuring qualitatively the success of the mentoring programme, five mentoring dyads/pairs and the custodian of mentoring in the specific mill were interviewed, as seen in Table 2. The results therefore convey the perceptions of the mentors, protégés and a mentoring custodian. The mentoring custodian promotes the mentoring programme as a subtask in his job description.

This case study of the dynamics of mentoring relations consists of a limited population. Demographically, the highest frequency of participants is male and ethnically white, as seen in Table 2. Seventy percent of the study participants fall under the job category of engineering, as seen in Table 2. The one female in the study is one of the two participants in the job category of Risk Management, as seen in Table 2. The fact that all the participating engineers are male is not surprising, because the field of engineering is male dominated (Faulkner, 2007). The perceptions of participants in the mentoring relationships of this study are therefore validly dominated by the perceptions of males.

TABLE 2
DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

Item	Category	Mentoring Pairs				Not in Mentoring Pair	
		Mentor		Protégé		Mentoring Custodian	
		Frequency	(%)		(%)		(%)
Mentoring	Pair	5	50	5	50	1	10
Gender	Male	5	50	4	40	1	10
	Female	-	-	1	10	-	-
Ethnicity	White	5	50	4	40	1	10
	Black	-	-	1	10	-	-
Occupation	Engineers	4	40	4	40	-	-
	Engineering Manager	1	10	-	-	-	-
	Lean Manufacturing Manager	1	10	-	-	-	-
	Maintenance Manager*	1	10	1	10	-	-
	Manager Electrical Engineering	1	10	-	-	-	-
	Mechanical Engineer in training	-	-	2	20	-	-
	Senior Technician	-	-	1	10	-	-
	Risk Management	1	10	1	10	-	-
	Risk Manager	1	10	-	-	-	-
	Risk Superintendent	-	-	1	10	-	-
	Human Resource Management	-	-	-	-	1	10
	Training Superintendent Engineering	-	-	-	-	1	10

*The Maintenance Manager is both a mentor and a protégé

Data collection methods

The case study was conducted in the form of structured one-on-one interviews. For this case study, the interviews are recorded digitally with the participants' permission.

Data recordings

According to Silverman (1993), qualitative research should most preferably be carried out by observations, text analyses, interviews, recordings and transcriptions. This case study will utilise interviews with the mentoring pairs and mentoring custodian at the mill, which will be recorded digitally with the participants' permission. The recorded interviews were safely

stored on the digital recorder to prevent compromise of the quality of the data. Additionally, the data was stored in duplicate in locations only accessible to the researcher. The data captured on the digital audio was *transcribed verbatim* for content analysis by the researcher and archived in duplicate for verification.

Data analyses

In this qualitative analysis, a thematic content analysis has been done by the researcher on the transcribed interviews. The responses from the qualitative data have been analysed by identifying the relevant utility items. Major themes have been extracted out of the utility items.

Strategies employed to ensure data quality and reporting

For reliability purposes, the researcher made use of Okun's (2002) communication techniques in order to conduct the structured one-on-one interviews. An example of one of the stipulations under Okun's (2002) communication techniques is the use of clarifying questions. This method allows the researcher to follow the participants' lead, by asking clarifying questions, and by facilitating the expressions on the participants' perceptions (Streubert & Carpenter, 1999). For the purpose of bringing into consideration the non-verbal aspect of the interviews, or what is of note, field notes were made. The field notes were made in the form of journal entries. The field notes delivered no relevant information to qualitatively add to the research findings.

Reporting

The reporting style that is used for this qualitative study is that of the American Psychological Association. The major themes and closely-related themes will be reported in the discussion and tables.

FINDINGS AND DISCUSSION

Dynamic relationships in small groups can produce a synergy of great achievements. Small groups such as mentoring relationships should not be investigated without taking the bottom-line success of the mentoring programme into consideration. The accomplishments of groups can be great achievements or can cause great harm (Adler & Gundersen, 2008). According to Adler and Gundersen (2008, p. 131), from the organisational perspective, "groups can be highly effective or totally ineffective". The mentoring programme is perceived as successful

by both the mentor and the protégé in the mentoring pairs (as seen in Table 3). There is one interview participant who perceives the mentoring programme as a failure,

TABLE 3
Perceptions on the Success of Mentoring Programme

Item	Category	Mentoring Pairs				Not in Mentoring Pair	
		Frequency	(%)	Protégé	(%)	Mentoring Custodian	(%)
Mentoring Programme Outcome*		5	50	5	50	1	10
	Successful*	5	50	5	50	-	-
	Failure	-	-	-	-	1	10

*The Maintenance Manager is both a mentor and a protégé

TABLE 4
IDEAL CHARACTERISTICS OF THE MENTOR PROGRAMME COORDINATOR

Sub-theme	Associated keywords
<u>Following up mentoring relationships</u>	
Follow-ups	A mentoring agreement needs to be followed up monthly or quarterly. It should be good if there is documentation from HR and the mentoring meetings that are held.
Capacity	At this stage it is impossible to give provision to all the mentoring pairs. Responsibility of the mentoring cannot be on one person. It should come from the side of the mentoring pair in the current circumstances.

which is from the perspective of coordination of the mentoring programme. This one perception of mentoring programme failure can be seen as an unexpected result. The failure that is reported is a lack in capacity of follow-up of the mentoring relationships (as seen in Table 4). The findings of this case study are therefore the perceptions of a mentoring programme that is predominately perceived as a successful mentoring programme. The findings were divided into three main areas, namely:

THEME 1: Regulation of the relations

THEME 2: Cooperation

THEME 3: Conflict

The various themes will be discussed in the following section.

Theme 1: Regulation of the relations (Table 5)

The regulation of relations includes the regulation of relations, handling conflict, having aligned relations, and ensuring a successful plan (Table 5).

The sub-theme, regulation of relations, emerged as a theme that is experienced by participants of this study. The sub-theme of regulation of relations is perceived in terms of the preventing of *role conflict*, the regulation of relations with the *line manager* and the regulation of relations with the *top manager* (Table 5). To prevent role conflict, it is perceived by the participants of this study that transparency in terms of roles and an open relationship are needed. The protégé is perceived as needing to understand his/her role as learner and how his/her individual terms of employment relate to the objectives of the line managers. Role conflict is one of the first obstacles that new professionals face and should be regulated pro-actively (Tull, Hilt & Saunders, 2009). The mentor is perceived to ensure a healthy relationship and cooperation with the line manager and top management. The mentor regulates or helps build the relationship between the protégé and the line manager (Clutterbuck, 2004). Likewise, in the findings, the mentor is expected to regulate the relationship between the protégé and top management. Within the regulation of the relations, the handling of conflict needs to be applied.

The handling of conflict in the mentoring relationships emerged, in the interviews with the study participants, as one of the sub-themes of regulation of relations. The conflict is perceived to be handled by the *mediation* of mentors, not by *arbitration* by the mentors, when weighed up against *time*, by interdepartmental *transfer* of protégé, and by maintaining a *trustworthy* mentoring programme (Table 5). It emerged from the findings of this case study that if there is conflict between the protégé and line manager or human resource manager, the mentor will mediate. According to Blair, Mayer, Ko and Files (2008), facilitator mentors resolve conflict by using conciliation, mediation and arbitration. It is perceived that the mentor will not arbitrate between the protégé and the line manager. The workplace mentors are perceived in this case study to do mediation, but not arbitration in conflict. Managing the focus of protégés means pulling his weight and therein preventing dysfunctional conflict emerged from the results. It is perceived that when the protégé is in conflict in terms of

compliance with a specific procedure or a problem with the person, a human resource contact person is available. The participants perceive that it is necessary to weigh up time against management of conflict.

TABLE 5
REGULATION OF RELATIONS (THEME 1)

Sub-theme	Associated keywords
<u>Regulation of relations</u>	
Preventing role conflict	Ensuring that the protégé understands how the individual terms of employment relate to the objectives of the line managers that should be applied to business. There is transparency in terms of roles. An open relationship can prevent role conflict. There was no conflict in my past mentoring relationships, because of accepting the he (the protégé) is a learner.
Line manager	Mentor ensures that there is a healthy relationship between mentoring pair and line management. The cooperation with the line manager is maintained by the mentor. The mentor now and again asks the perception of protégés pertaining to the relations with his line manager.
Top management	The mentors sometimes understand the situation and take it to higher levels and explains it. Mentor ensures that there is a healthy relationship between mentoring pair and upper management.
<u>Handling conflict</u>	
Mediating	If there is conflict between the protégé and the line manager the mentor will consolidate and mediate between them. When there is disagreement or a misunderstanding between the protégé and the line manger the mentor will give answers or assistance to the line manager. If HR does not understand, the mentor is brought in to resolve the problem in full. If the mentoring pair and the line manager have conflict they may sort it out between themselves. Just a person's experience and knowledge can be used to help or give direct instruction to a protégé. The mentors manage or handle conflict effectively.
Arbitrating	The mentor will not arbitrate between the protégé and the line manager.
Focus	Informing the protégé that he is not pulling his weight in preventing dysfunctional conflict. Informing the protégé that he is not doing what he is supposed to do and telling the protégé to change in terms of the focus of the business. There may be resistance against responsibility, which is normally bridged. Mentoring can be used as a formal action plan for people who are wasting time.
Procedure	When there is conflict in terms of willingness to comply with a specific procedure or rule, it will be managed. When there is a problem with a person, we have an HR contact person, but it is a time wasting process.
Time	Deciding if time needs to be allocated for discussion with the protégé to ensure that there is no conflict should be weighed up against other responsibilities. Talking through conflict can take away time that could have been better spent elsewhere.
Transfer	If something is perceived in a mentoring relationship that can bring separation the protégé will be moved to another department.

Trustworthy	If there is legal, ethical and organisational social norm conflicts the mentor will have to react and rectify the problem. E.g. if a women is improperly dressed or there is something improper about a person.
<u>Aligned</u>	
Cooperation	Cooperation because of being aligned in goals. The mentoring programme is about being in line and cooperation and thereby brain power – this will ensure this programme will have longer-term success, because there is so much more support.
Wavelength	The protégé’s interests in terms of engineering are aligned. Under engineers there is only one point of view: If something works correctly it is correct. When the protégé really disagrees she goes to check her facts.
<u>Ensuring a successful plant</u>	
Production	Working together towards what the business needs. Is the dynamic manufacturing process in place every day? This plant has multidisciplinary teams for reaching its production objectives.
Budget	For a successful running of the plant the budget is looked at in terms of a successful plant. The commercial financial viability and HR logistics are considered.
Mentoring	The top management always looks at certain aspects such as what would be the best for the plant, e.g. at the characteristics and technical ability of the protégé. Mentoring is in the organisation’s interest for the protégés. The organisation pays for studies of the protégés who pass their studies. Mentoring is a part of the truth of running a successful business. There is an interaction and co-operation between mentoring and manufacturing.
High-performance organization	Currently, the strategic goal of having a high-performance organisation is the organisation's most prominent weakness. The top management looks at what would be better technology for the future, in order to have a successful plant. In reaching a high-performance organisation and optimising operational efficiency (which run together), the production budget needs to be taken into consideration.

Mentors need to weigh up the time of handling conflict with the protégé, because conflict takes 24-60% of management’s time, according to three studies (Fiore, 2004). It emerged that if something is perceived in a mentoring relationship that can bring separation, the protégé will be moved to another department. Interdepartmental transfer may be used if there is dysfunctional conflict within the mentoring pair. Maintaining that the mentoring programme is trustworthy in terms of legal, ethical and organisational social norms is perceived. Ensuring a trustworthy mentoring programme for mentoring relationships is most beneficial (Pololi & Knight, 2005).

The sub-theme of being aligned in the mentoring programme emerged as a theme of the regulation of relations. It is perceived that alignment plays a role in the regulation of mentoring relations in terms of *cooperation* and being on the same *wavelength*, as seen in Table 5. It is perceived by the participants that the mentoring programme is about being in

line and cooperation. One of the essential functions, not characteristics, of mentors is that of cooperation (Smith, Howard & Harrington, 2005). Regulating thinking on the same wavelength or realigning in disagreement is done by checking facts. According to Bally (2007), the organisational goals and mentoring relationship should be aligned. Compatibility or alignment in the mentoring relationship, being on the same wavelength, is essential (Jackson, Palepu, Szalacha, Caswell, Carr & Inui, 2003).

The handling of conflict with or within mentoring relationships should be done in the constraints of ensuring a successful plant (Table 5). The bottom line of mentoring relationships is that it contributes towards a successful organisation by taking into account the production of the plant, ensuring a viable budget, utilising mentoring and strategically working towards a high-performance organisation. The perceptions of ensuring a successful plant includes the management of *production* and objectives, ensuring the *budget* is financially viable, utilising *mentoring*, and working strategically towards a *high-performance organisation*. Working together in multidisciplinary teams in maintaining the production and objectives of the plant needs to be done for the needs of the business. Functional conflict in terms of budget constraints as in commercial financial viability and human resource logistics is considered in handling conflict. Mentoring is in the organisation's interest and part of the truth of running a successful business. In this case study, mentoring falls under the strategic goal of the organisation of reaching a high-performance organisation, which is done in consideration of the production budget.

Theme 2: Cooperation (Table 6)

The major theme of cooperation that emerged from the results of this case study include: cooperation, the cooperation within the mentoring relationship, and the lack of cooperation (Table 6).

The sub-theme of cooperation in mentoring relations is perceived in terms of: having *role clarity*, having *shared knowledge*, having cooperation because of *commitment*, and *communication*, as well as having cooperation with the *human resource manager*, the *line manager*, the *line manager because of communication*, and the *top management* (Table 6). The protégé has cooperation because of knowing his/her role, such as ranking in the team. Role clarity is needed for cooperation, because role conflict is one of the first obstacles that new professionals face and should be regulated pro-actively (Tull, Hilt & Saunders, 2009). It

is perceived that cooperation requires that knowledge is shared. According to Tsai (2002), the social process that is involved in knowledge sharing can create trust and develop cooperation by means of the process of social interaction. Social interaction is needed in the mentoring relationship process of sharing knowledge, forming trust and cooperation. Cooperation ensures commitment. In a quantitative study done by Allen, Eby and Lentz (2006), protégés significantly reported mentor commitment as contributing to mentor programme effectiveness. The cooperation is based on healthy communication.

Communication is not only a part of cooperation in the mentoring relationship, but communication is also per definition a part of mentoring (Bozeman & Feeney, 2007). The participants of this case study clearly indicated that their human resource manager is not only in cooperation with the mentoring relationships, the human resource manager is also driving the mentoring programme. It is perceived that there is partnership in cooperating. The perception is that for cooperation to succeed, healthy and open communication is needed. The participants of this case study perceive that the line manager is in cooperation with the mentoring relationships, because of healthy communication. The participants of this case study perceive that the top management is in cooperation with the mentoring relationships, because the idea of having a mentoring programme comes from the top management. Management support, which is a dynamic of external relations, has been found in research to set the tone for mentoring behaviour within organisations (Eby, Lockwood & Butts, 2006).

The sub-team of cooperation within the mentoring relationship is perceived in terms of: cooperation in the *mentoring pair*, cooperation because of *agreement*, the *mentor*, and *alignment* (Table 6). Trust in the relationship is perceived as causing willingness to cooperate. It is perceived that there is cooperation in the mentoring relationship, because of an agreement between the mentor and the protégé.

TABLE 6
COOPERATION (THEME 2)

Sub-theme	Associated keywords
<u>Cooperation</u>	
Role clarity	The protégé has a ranking in the team, which functions in dynamic steps. Not everybody understands their role because of the protégé's focus.
Shared knowledge	Cooperation requires that knowledge is shared.

Commitment	Ensure individual protégé commitment in being part of the team at the mill. The increase of the protégé's cooperation can indicate that the necessary support and guidance are provided.
Communication	The cooperation is based on healthy communication. When there is cooperation there is communication. When there is no cooperation there is no communication.
Human Resource Management	HR is the driving force for the mentoring programme. Personal appraisals for a personal development are given through to HR. There are only certain systems that have to come in place. The HR representative and I handle the protégé together as a team. I get along with the HR of this department. HR is open in terms of questions, which they answer from their side. HR is open to help the protégé with research problems. The HR training manager basically performs the mentoring. They are looking at development programmes and attention is being given to integration with the HR. Since the current HR manager has worked with me on the mentoring programme, there have been more harmony and enthusiasm about the programme. Whether the door is open to mentoring in the organisation may depend on who is in control of the organisation. HR needs to ensure that the mentoring process adds value.
Line manager	The cooperation is in the work that I delegate to the protégé – the protégé does the work in my stead. There is partnership in cooperating. That the organisation only pays the studies that are passed. When the mentor sees that there is something that needs to be conveyed to the line manager, he will convey it and provide feedback to the protégé. The cooperation is not just a blind compliance, opinions are also given. Once the line managers know about the mentoring relationship they are prepared to help.
Line manager because of communication	Open communication between mentoring pair and the line manager. Healthy communication from both parties is needed. The protégé I work with is a very good communicator and he is a good listener. Cooperation, communication and creativeness go together. Other line managers will experience the cooperation and communication of the mentoring pair and it will drive activities and innovation. The line manager manages the protégé's technical projects, his focus, and the list of things he works on.
Top management	There is cooperation in things such as filling in the right forms. The cooperation comes from the top. Because mentoring comes from top management, the cooperation must be forced and one should be therein. Documents are sometimes called in to make decisions. Top management does not always take us into consideration or has other aspects in consideration. Cooperation is in compliance with the criteria that are set. According to me, top management, like all management, likes to see people better themselves. There is no overt expense, the company only benefits. Cooperation is of importance because people do not immediately understand the purpose of the mentoring programme. The HR training manager remarkably carries us to top management level.
<u>Within the mentoring relationship</u>	
Mentoring pair	The protégé takes the relationship seriously. Knowledgeable mentor. Trust in the relationship causes willingness to cooperate. The line manager and the mentor manage the protégé together in the two-year period.
Agreement.	The more we advance the more our commitment grows. Cooperation

because of agreement. Cooperation by complying in sending a month-end project to my mentor every month. To gain from the relationship, the protégé needs to cooperate. Agreeing to regularly meet. My boss is my mentor.

Mentor	The outcome of the protégé will reflect on the mentor. Cooperation because of my mentor's seriousness in terms of the mentoring programme. Cooperation of the protégé in writing a dissertation and the mentor's cooperation in reading it and providing feedback. Cooperation of knowledge and insight gained over the years. Mutual respect. The mentor takes the broader picture of the protégé in the business into consideration.
Aligned	Relevant discussions. Discussion in line with the goals of the relationship. Cooperation because the protégé is lined up for the right mentor. Protégé's interest in the field. Because of a history of working with the specific protégé. It is of importance for the mentor that his words are not in vain.
<u>Lack of cooperation</u>	
With Line managers	Lack of cooperation or agreement with one group/line manager. There were a lot of problems for and against cooperation between the mentoring pair and the line manager. In general, there is no cooperation between the mentoring pair and the line manager.
Human Resource manager	The previous HR manager was not in cooperation with the mentoring programme as I would have liked.
With top management in the past	When we started we called it partners, then the essence of mentoring or coaching was not experienced by most. This caused them to not really become involved. The mentoring programme should not be used jokingly or lightly. If the interest and involvement are only cosmetic, you will not benefit from it properly.

According to Sosik, Godshalk and Yammarino (2004), the level of agreement between the mentor and protégé may determine the quality level within the mentoring relationship. It is perceived that there is cooperation in the mentoring relationship, because of the mentor's seriousness in terms of the mentoring programme. The essential function, not characteristic, of mentors is that of cooperation (Smith, Howard & Harrington, 2005). There is a perception of cooperation because the protégé is lined up with the right mentor and the discussions in the mentoring relationship are in line with the goals of the relationship. Mentoring effectiveness is a function of alignment according to the effectiveness concept for the "Goodness of Fit" mentoring model (Bozeman & Feeney, 2008).

The perception under the participants of a lack of cooperation in mentoring relations came out in terms of the lack of cooperation between the mentoring pair and the *line manager*, the previous *human resource manager*, and the *previous top management* (Table 6). It is important to note that the lack in cooperation of the human resource manager and the top

management is a lack of cooperation in the past. There are participants who perceive a lack in cooperation or agreement with the group/line manager. Cooperation between the mentoring relationships and the line manager may not be vital to mentoring success. The previous human resource manager was not in sufficient cooperation with the mentoring programme. In the past, mentoring or coaching was called partners and the essence thereof was not experienced by most, including top management. The interest and involvement were only cosmetic in terms of the mentoring relationship.

Theme 3: Conflict (Table 7)

The major theme of conflict in mentoring relations that emerges from the results of this case study, include functional conflict, potential conflict, actual conflict, and no conflict perceived (Table 7).

The sub-theme of conflict, namely functional conflict, is clearly perceived by the participants of this case study on mentoring relations (Table 7). The perception of functional conflict include: having *positive criticism*, having *integrative* negotiation of issues at hand, having an *understanding* in terms of functional conflict, and functional conflict because of differing *standards*. Positive criticism that is delivered is not done with intention of being evil in the functional conflict. The relationship between functional conflict and positive criticism is not clear from literature. Positive criticism in itself is expected to be provided by die mentor (Schultze, 2009). Healthy conflict is where both persons in the pair want the best for each other and therefore a perception of the integrative negotiation of issues at hand. Integrative (or principled) negotiation, approaching negotiation in a win-win orientation, is therefore perceived in the mentoring relationships of this case study (Schermerhorn, 2007). Functional conflict does not necessarily disappear, but more acceptance and understanding emerge. Conflict that is managed, such as being open in developing an understanding with your protégé, may lead to a healthy mentoring relationship.

TABLE 7
CONFLICT (THEME 3)

Sub-theme	Associated keywords
<u>Functional conflict</u>	
Positive criticism	Positive criticism that is delivered. But there is no evil intended conflict. There is not enough open communication with the right person to talk to, but there is a time

and a place to talk with the right line manager.

Distributive	Budget versus quality or longevity. Top management sees the amount of expenses (finances) and choice of technology, which can be in conflict, which is understandable, because you do not want money to just go out and you cannot just go without equipment. Misunderstandings in terms of what is important (resources or human resources) or differing schools of thought. When the relationship is crumbling, it will break down. Playing resources against each other in the mentoring pair.
Integrative	Healthy conflict is where both persons in the pair want the best for each other. Practice and theory always have something that does not agree.
Understanding	Functional conflict does not necessarily disappear, but more acceptance and understanding emerge. Conflict is people who do not always agree with each other.
Standards	Conflict develops if there are no ends (no end goals) or no standards. Differing values, in terms of work standards.
<u>Potential conflict</u>	
Belittle	Protégés tend to go through things that can feel below them, because there is no sense of reward.
Potential role conflict	Distinguishing the line manager from mentor. If the mentor is also the line manager, you have to ensure that the protégé is not manipulating the relationship.
<u>Actual conflict</u>	
Out-group	Seeing mentoring pairs as an out-group. Referring to all the protégés as "them" in feedback.
Unwillingness to teach protégé	A mentor or line manager who is unwilling to teach will cause the protégé to learn slower and the exacting quality to not be learned. Conditional willingness to mentor.
False assumptions	My mentor assumed that I have factory experience. Lack of applicable feedback.
Previous line managers	Some managers might have perceived that that which the mentoring pair were busy with, was neither relevant nor of value. Conflict between the previous protégé and the line manager. Unhealthy relationship between the line manager and the mentor.
Previous mentoring pair	Conflict with a different mentoring pair in the past. Did not appoint protégé. Too strict. A protégé who is uninterested and follows his own head. The protégé wanted to only use the organisation as a stepping stone.
<u>No conflict</u>	
Mentoring pair	No conflict is perceived currently. No conflict in the past.
No conflict between mentoring pair and other relations.	No conflict between the mentoring pair and the line manager. No conflict between the mentoring pair and the top manager. No conflict between the mentoring pair and the human resource management.
Other relations	No conflict that I know of between line managers and top management

Conflict develops if there are no ends (no end goals) or no standards set out in the mentoring relationship. Functional conflict involves getting a protégé on a professional standard from his/her current standards of work performance, which may be on a sub-standard level. Mentoring relationships are increasingly seen as a means of increasing professionalism (Hamilton & Brabbit, 2007).

Potential conflict is perceived by the participants in terms of being *belittled* and *potential role conflict* in the mentoring relationship (Table 7). There is a perception of potential conflict because the protégés tend to go through things that can feel below them, because there is no sense of reward. In the building of a healthy mentoring relationship, being belittled can potentially cause dysfunctional conflict or counter-productiveness (Stowers & Barker, 2010). The perception of trusting that the mentor will not belittle the protégé is perceived in this case study. When the mentor is also the protégé's line manager, there is the potential of role conflict in the mentoring relationship, because it is not appropriate for the mentor to be the direct line manager of the protégé (Vicker, Morgan & Moore, 2010). It is perceived that if the mentor is also the line manager, the mentor ensures that the protégé is not manipulating the relationship.

The actual conflict in the mentoring relations that is perceived, includes *out-group* conflict, *unwillingness to teach protégé*, *false assumptions*, conflict with *previous line manager*, conflict within a *previous mentoring pair* in the past (Table 7). There is the perception of seeing the mentoring relationships as an out-group, for instance where all the protégés are referred to as "them" in feedback. Typifying the mentoring relationships as an out-group, may cause negative bias or dysfunctional conflict (Frey & Adams, 1970; Gallant, Boone & Heap, 2007, Tajfel & Turner, 1979). A mentor or line manager who is unwilling to teach will cause the protégé slower learning and the exacting quality not to be learned. Unwillingness of a mentor towards a protégés can make the mentoring relationship emotionally draining and ineffective (Webb & Shakespeare, 2007). A mentor does not necessarily have to teach, but there is experience, wisdom or knowledge that should be conveyed by die mentor directly or indirectly in the mentoring relationship (Bozeman & Feeney, 2007). One of the mentors in this case study had the false assumption that his protégé has had factory experience. An example of a false assumption that can be dysfunctional is when a protégé can be wrongly perceived as having apathy and looking unresponsive because of not wanting to disturb a busy mentor (Borges & Smith, 2004). Some manager might have perceived what the mentoring pair were busy with was not relevant nor of value. Similarly, a lack of cooperation between top management and human resource manager and the mentoring relationships have been perceived in the past.

The strong perception of no conflict is perceived, including no conflict in the *mentoring relationship* currently and in the past, as well as no conflict perceived between mentoring pair and *other relations* (Table 7). There is a strong perception of no conflict perceived in the mentoring pair currently and in the past. The greater majority of the mentoring relationships of this case study perceived no conflict. The majority of the exceptions to not having conflict are emphasised as being functional conflict and almost no dysfunctional conflict was reported. Similarly, the greater majority of perceptions of relations between the mentoring pairs and other relations in this case study are of no conflict, as well as the majority of exceptions to not having conflict emphasise functional conflict.

Limitations and suggestions for future research

A limitation of this case study is the relatively small population of this qualitative study (n=20). Investigation on the perceptions of the group dynamics of the mentoring relationship can be done in more depth and quantitatively in the future.

CONCLUSION

The bottom line of mentoring relationships is that they contribute towards a successful organisation. Being proactive in taking on unemployment by human development initiatives such as mentoring relationship programmes is of importance for economic growth in South Africa. The mentoring programme is perceived as successful by both the mentor and the protégé in the mentoring pairs (Table 3). Three of the major themes that emerged from this case study are: the regulation of relations, cooperation, and conflict. The major themes emerged in terms of both inter- and intra-group dynamics of the mentoring relations.

Mentoring relationships have inter-group dynamics between the mentor and the protégé. The need for regulating potential inter-role conflict is perceived throughout the three major themes. It is perceived in this case study that mentors can potentially have role conflict when they are both the mentor and line manager of the protégé (Carnwell *et al.*, 2007; Taheria, & Shekarchian, 2008). Role clarity is needed for cooperation, because role conflict is one of the first obstacles that new professionals face and should be regulated pro-actively (Tull *et al.*, 2009). Having alignment between the mentoring relationship and other relations is an inter-group dynamic that emerges throughout the three major themes. The alignment in the mentoring relationships is perceived in terms of: the mentor and protégé being on the same

wave length for the regulation of the mentoring relationship; alignment between the mentor and protégé as a reason for having cooperation (Bozeman & Feeney, 2008); and having functional rather than dysfunctional conflict because of an understanding between the mentor and protégé.

The majority of inter-group conflict that is perceived in this case study is functional conflict. The functional conflict, in the mentoring relationships, is perceived as functional because of positive criticism, integrative negotiation in the mentoring pair, and friction in raising protégés to a professional standard. Communication and shared knowledge are perceived in this case study as a reason for cooperation. False assumptions, which include a lack of communication and an unwillingness to teach the protégé, are a form of conflict that is perceived to an extent in the mentoring relationships. Intra-group cooperation is perceived between the mentoring relationships and line-managers because of healthy communication.

Mentoring relationships have intra-group dynamics between the mentoring pairs and other relations such as the line manger, human resource manager and top management. A lack of cooperation has been perceived between the mentoring pair and both the top management and human resource management in the past. Typifying the mentoring relationships as an out-group, which is perceived in this case study, may cause negative bias or dysfunctional conflict (Frey & Adams, 1970; Gallant, Boone & Heap, 2007, Tajfel & Turner, 1979). The mentor may facilitate the handling of intra-group conflict by using mediation in the mentoring relationship (Blair *et al.*, 2008).

Ensuring cooperation and that conflict is functional, for inter- and intra-group dynamics of the mentoring relations, are perceived as being important in mentoring relationships. Dynamic relations such as found within the mentoring relationship have remarkably impacted the known world.

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Chapter 4: Trust and healthy relationship in mentoring. (Research Article 3)

ABSTRACT: Dynamic relations such as mentoring relationships have affected the world as we know it. This case study investigated the dynamics of mentoring relations in the pulp and paper industry of South Africa. Interviews of a convenient sample limited by the saturation of mentoring pairs and a mentoring custodian were gained. Alignment is perceived as causality towards trust, basic trust and a healthy relationship in mentoring relationships. As a contribution, this research qualitatively gained the perspectives of the inter- and intra-relationships of mentoring relationships.

KEYWORDS: Mentoring pairs, Employee relations, Mentoring relationships, Trust, Mentoring programme.

INTRODUCTION

Dynamic relationships have affected the world as we know it as in the relationships of Alexander the Great, who conquered nations and who was brought up to be a king under Aristotle, his tutor; the kingmaker Gadla Henry Mphakanyiswa raising his son Nelson Mandela, winner of the Nobel Peace Prize; the president of the United States of America, Harry Truman, who played a key role in World War II, and who was mentored into politics in a dynamic mentoring relationship with Mike Pendergast (Mandela, 1994, McCullough, 2003, Pomery, Burstein, Donlan & Roberts, 1999). These relationships prepared individuals for great achievements within the synergistic small group interactions between these protégés and their mentors.

In the world of work, which is facing a global recession, the effective functioning of small groups such as mentoring relationships is vital to just about all sectors of the organisation (Elwyn, Greenhalgh & Macfarlane, 2001; Klynveld, Peat, Marwick & Goerdeler, 2009). Small groups in organisations should be considered in terms of the employment relationship. *Employee Relations*, consisting of Human Resources Management and Industrial Relations, cover everything that impacts on the employment relationship (Nel, Swanepoel, Kirsten, Erasmus & Tsabadi, 2005). The mentoring relationship is a form of employee development that falls under employee relations.

The personal relationship in mentoring relationships can have an impact on the development of high achievers (DeLong, Gabarro & Lees, 2007, January). Mentoring is therefore used to develop talent. In a study of global organisations, it was found that having a well-developed system to identify, develop and effectively manage talent within an organisation has a distinct advantage over organisations without such a system (McDonnell, Lamare, Gunnigle & Lavelle, 2010). Mentoring relationships are such a system, as the dynamic relationship can be one of the means by which high achievers and you can be helped (Stone, 2007).

The original focus of the mentoring relationship was that of the mentor-protégé dyad, from which the peer and group mentoring conceptualisations move away (Bozionelos, 2004; Dansky, 1996; Eby, 1997; Kram, 1985). A dyad is a group consisting of only two members, who are connected by and within a social relationship (Forsyth, 2009). A mentor-protégé dyad is therefore a mentoring relationship consisting of only two members, namely the mentor and the protégé. Bozeman and Feeney (2007) move back to the *dyadic* nature of the mentoring relationship in numbering the participants in mentoring to transmit work-related knowledge as dyads (including sets of dyads). The dyadic nature of the mentoring relationship limits the definition of mentoring to dyads or sets of dyads (Bozeman & Feeney, 2007).

The last two decades have provided a surge of interest and research into the topic of mentoring and workplace mentoring, which is a relatively new focus of study (Allen, Eby, O'Brien & Lentz, 2008). The dynamic relationship that guides, supports, and influences the developing person is known as mentoring (Haynes, Adams & Boss, 2008). The profound effect that influential people can have on our lives, as in the far-reaching effect of mentors, can lead to the *success* of organisations, businesses, churches, children, communities and our country (Steinmann, 2006). The definition for mentoring used in this study is based on the definition adopted by the European Mentoring and Coaching Council, where mentoring is “off line help by one person to another in making significant transitions in knowledge, work or thinking” (Clutterbuck, 2001, p. 3). Note that coaching relationships go hand in hand with mentoring relationships, because mentoring includes coaching, guardianship, facilitating, counselling and networking of the person being mentored in other words the protégé (Klasen & Clutterbuck, 2002; Rhodes & Beneicke, 2002). Mentoring is a process of transferring specific knowledge from the mentor to the protégé (Hendrikse, 2003, cited in Janse van

Rensburg & Roodt, 2005). Bozeman and Feeney (2007, p. 731) define mentoring in the following way:

Mentoring [is] a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

This definition, which will serve as one of the theoretical bases for this research, limits mentoring to dyads (or sets of dyads) and rejects some current meanings of the term mentoring, such as the current meaning of group mentoring (Bozeman & Feeney, 2007). “Mentoring is an inclusive, confidential relationship between two people who have mutual personal growth and corporate success as common ground” (Brown, 1990, cited in Hattingh, Coetzee & Schreuder, 2005, p. 41). *Derived from these definitions, mentoring is an offline relationship between two people for the transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to professional development between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).*

The mentoring relationship functions within the context of *internal* and *external relations*. The relation that is internal to the mentoring relationship consists of the mentor-protégé dyadic relationship, which enables the next generation to gain relevant work, career, or professional development (Bozeman & Feeney, 2007; Mass, Brunke, Thorne & Parslow, 2006). The mentor-protégé relationship functions within the context of external relations to the mentoring relationship, for instance the relationship between the mentor and the line manager of the protégé. Management support, which is a dynamic of external relations, has been found in research to set the tone for mentoring behaviour within organisations (Eby, Lockwood & Butts, 2006). In this study, the external relations to the mentoring relationship are mainly limited to line management, top management and human resource management.

As in Group Dynamics there are inter-group and intra-group dynamics in mentoring dyads (Forsyth, 2009; Wang, Noe, Wang & Greenberger, 2009). In this study, the intra- and inter-group relations have been gained by interviews from the perception of mentoring dyads and custodians. The intra-group relations are the relationships *in* the mentoring pairs and the

inter-group relations are the relations *between* the mentoring pair and other relationships, which are top management, human resource management and line managers. Alexander the Great, for example, learned how to lead intra- and inter-group *relations* through the example and empowerment of his father, King Phillip II (Carney & Ogden, 2010; Pomery et al., 1999). Philip was an example to Alexander in leading from the front line to build a trust relationship with the soldiers (Pomery *et al.*, 1999). Phillip II managed conflict and trust in groups by exploiting the low level needs such as the security of the nation and their high level needs such as conquest (Pomery *et al.*, 1999). Trust has been found to be directly related to functional conflict (Hulin, 1990).

Research found that trust in the mentor (or supervisor) positively impacted the mentoring relationship (Richard, Ismail, Bhuian & Taylor, in press). According to Tschannen-Moran and Hoy (2000), trust is related to productive communication and going beyond minimum job requirements. Therefore, trust facilitates productive job relationships. There is basic trust or a disposition to trust falls under the topic of trust, which gained increasing interest in organisational theory and research over the past two decades (Kramer, 2006; Mayer, Davis & Schoorman, 2006). For clarity purposes, basic trust will be defined. Basic trust or dispositional trust, according to McKnight, Kacmar and Choudhury (2004), is “a propensity or tendency to believe in the positive attributes of others in general” (p. 2). The term basic trust came forth from the field of Developmental Psychology (Erikson, *Childhood and Society* 1950, as cited by Govier, 1997). According to Frost (2008, p. 40-41):

Trust and basic trust are two different things. If I walk by you and accidentally step on your foot with my size 15 shoes and say, “Oh, I’m so sorry, please forgive me.” You may still trust me as a person. But the next time I walk close by, you will make sure you withdraw your foot so it doesn’t get tramped upon... So you withdraw a part of yourself- the part that was injured before because a measure of your basic trust has been lost... When we discuss basic trust, we are not talking about the ability to believe or trust another person, but the capacity to hold your heart open to another person, especially if you believe his or her motives or intentions are questionable. Basic trust is the ability to risk being real and vulnerable, to keep your heart open even when it hurts rather than close off your spirit [self].

Basic trust therefore is the ability to risk being real and vulnerable, to keep your heart open, especially if you believe the motives of your fellow worker, manager or mentor are

questionable (Frost, 2008). The perception of an open mentoring relationship can therefore be asked to empirically verify if there is basic trust in a mentoring relationship.

To investigate the dynamic relations in mentoring, the field of Group Dynamics will serve as a basis. In this article, a case study is investigated in terms of dynamic relations. The core relationship dynamic, namely trust and basic trust, is the key area in relation to the mentoring relationship in question (Song, 2006).

From the above literature review the following purpose emanates: To gain the experience of mentoring relations in a case study.

The aim of the study

Small groups such as mentoring relationships warrant investigation within the current financial constraints and skills shortages. According to Scott and Smith (2008), the current financial constraints and skills shortages *challenge* the viability of using one-on-one mentoring models to empower subordinates, and give the group mentoring team as a more viable option to support new graduate nurses. On the other hand, recent mentoring theory challenges the viability of the use of group mentoring, but permits the use of sets of mentoring dyads and labels group mentoring relationships under socialisation (Bozeman & Feeney, 2007).

A major concern currently within South Africa is the availability of employment (KPMG, 2009). This is reflected in the current unemployment rate in South Africa, which is at twenty-four percent (CIA, 2009). Low levels of human development are constraining economic growth potential in sub-Saharan African countries such as South Africa (Ranis, Stewart & Ramirez, 2000). Focused skills development is most beneficial towards human development (Kingdon & Knight, 2007). Mentoring relationships are a form of human development and therefore take on the employment challenge. Being proactive in taking on unemployment through human development initiatives such as mentoring relationship programmes is of importance for economic growth in South Africa.

In the workplace, small groups such as the mentoring relationship relate to certain desires or needs of employees. It is desired, and even expected by much of the workforce today, for organisations to provide opportunities to fulfil career and psychological or developmental

needs, as well as role modelling needs (Aryee, Chay & Chew, 1996; Kram, 1985; Scandura & Ragins, 1993; Wang, Noe, Wang & Greenberger, 2009). A more complete understanding of mentoring relations may make satisfying these needs easier.

TABLE 1
COMPONENTS OF A MENTORING PROGRAM*

Support Structure	Support Culture	Empowerment
Open physical environment.	Top management support.	Loyalty.
Mentor training.	Team emphasis.	Increased retention.
Cross-functional work teams.	Open communication.	Satisfaction.
Mentor and protégé team bonding weekend.	Employee collaboration.	Networking. Protégé's access to resources.
Mentor and protégé matching system.		Promotion/ advancement opportunities of protégé.
Layered or flattened hierarchy.		Socialisation into organisational culture.
		Organisational learning.
		Improved morale.
		Diversity awareness.
		Enriched performance.
		Professional development desire.

*Derived from three resent authors (Cranwell-Ward *et al.*, 2004; Hattingh, *et al.*, 2005; Hegstad & Wentling, 2005)

The mentoring relation can be facilitated through the use of a mentoring programme within an organisation. Literature sources describe contexts in which mentoring schemes (or programmes) exist, including many situations where knowledge, wisdom or experience needs to be passed from people with more of the required attribute to people who need to acquire more of this for any reason (Colley, 2003; Klochan, 2002; Klasen & Clutterbuck, 2002). The *purpose* and approach of this mentoring programme are diverse within organisations using mentoring programmes. The implementation of mentoring programmes is one of the ways to promote empowering work environments, for instance for the promotion of subordinates, enriched performance and diversity awareness (see Table 1) (Cranwell-Ward, Bossons & Grover, 2004; Hattingh, *et al.*, 2005; Hegstad & Wentling, 2005; Nedd, Nash, Galindo-Ciocon & Belgrave, 2006). The mentoring relationships should not be investigated outside the context of the purpose and the approach of a mentoring programme. The purposes of this mentoring programme include that the mentoring programme should selectively include specific people into the mentoring relationships; the mentoring programme should provide for both formal and informal mentoring relationships; and the mentoring programme should be geared towards sustained development (Visagie & Kruger, in press).

The potential value-add of the study

Recent research on mentoring relationships in the workplace revealed the problem area, namely that only 11.1 percent (n = 178) of the research on mentoring was done qualitatively or combined according to research on the state of mentoring research done by Allen, Eby, O'Brien and Lentz (2008). There is therefore a need for more qualitative investigation into mentoring relationships, which is catered for by this research.

Research objectives

The following research objectives are formulated based on the above-mentioned description of the research problem:

- To obtain through a literature survey the dynamics of mentoring relations, in terms of trust and basic trust;
- To obtain through interviews the dynamics of the mentoring relations, in terms of trust and basic trust; and
- To disseminate empirical the results.

RESEARCH DESIGN

Research approach

The research, pertaining to the specific objectives, consists of a *literature review* and an *empirical study* of this case study.

Research strategy

The literature review is based on the research of the relevant literature, in order to gain understanding of mentoring relations. Where applicable, the relevant tables or figures were incorporated. Primary and secondary sources that were consulted, include various publications such as textbooks, journals, newspaper articles and previous studies related to this research topic. The databases that will be used are Nexus, SA journals, LexisNexis, Ferdikat, Emerald, ProQuest and Google Scholar.

This empirical study is designed as a case study consisting of qualitative interviews. In order to achieve the aims of the study, a case study will be conducted in the form of one-on-one interviews. The rationale in the primary use of the qualitative one-on-one interview is that the

study is of an exploratory nature (Flick, 2009). The interview questions were reviewed and critiqued by experts in related fields of study. The questions were accordingly revised.

Research method

Research setting

All the interviews were held behind closed doors. The interviews were held on the premises of the specific mill within offices and a conference room.

TABLE 2
DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

		Mentoring Pairs				Not in Mentoring Pair	
		Mentor		Protégé		Mentoring Custodian	
Item	Category	Frequency	(%)		(%)		(%)
Mentoring	Pair	5	50	5	50	1	10
Gender	Male	5	50	4	40	1	10
	Female	-	-	1	10	-	-
Ethnicity	White	5	50	4	40	1	10
	Black	-	-	1	10	-	-
Occupation	Engineers	4	40	4	40	-	-
	Engineering Manager	1	10	-	-	-	-
	Lean Manufacturing Manager	1	10	-	-	-	-
	Maintenance Manager*	1	10	1	10	-	-
	Manager Electrical Engineering	1	10	-	-	-	-
	Mechanical Engineer in training	-	-	2	20	-	-
	Senior Technician	-	-	1	10	-	-
	Risk Management	1	10	1	10	-	-
	Risk Manager	1	10	-	-	-	-
	Risk Superintendent	-	-	1	10	-	-
	Human Resource Management	-	-	-	-	1	10
	Training Superintendent Engineering	-	-	-	-	1	10

*The Maintenance Manager is both a mentor and a protégé.

Entrée and establishing researcher roles

For the purposes of this study, the researcher worked closely with an intermediary. An intermediary gave permission for the interviews to be conducted and arranged the interviews and interview locations.

The participants (n=10) were limited to mentors, protégés and relevant participants in this case study within the pulp and paper industry. Only employees of a specific pulp and paper mill are included who are/have been in a mentoring relationship or have strong relevance to the mentoring programme at this mill. The geographic location of the participant is in the South African province of Mpumalanga. The mentors of all the mentoring pairs are limited to middle or top management.

Sampling

The sample size of the research is limited by the saturation of the *qualitative* interviews (Table 2). For the purpose of measuring qualitatively the success of the mentoring programme, five mentoring dyads/pairs and the custodian of mentoring in the specific mill were interviewed (Table 2). The results therefore convey the perceptions of the mentors, protégés and a mentoring custodian. The mentoring custodian promotes the mentoring programme as a subtask in his job description.

This case study of the dynamics of mentoring relations consists of a limited population. Demographically, the highest frequency of participants is male and ethnically white (Table 2). Seventy percent of the study participants fall under the job category of engineering (Table 2). The one female in the study is one of the two participants in the job category of Risk Management (Table 2). The fact that all the participating engineers are male is not surprising, because the field of engineering is male dominated (Faulkner, 2007). The perceptions of participants in the mentoring relationships of this study are therefore validly dominated by the perceptions of males.

Data collection methods

The case study will be conducted in the form of structured one-on-one interviews. For this case study, the interviews are recorded digitally with the participants' permission.

Data recordings

According to Silverman (1993), qualitative research should most preferably be carried out by observations, text analyses, interviews, recordings, and transcriptions. This case study will utilise interviews with the mentoring pairs and mentoring custodian at the mill, which will be recorded digitally with the participants' permission. The recorded interviews were safely stored on the digital recorder to prevent compromise of the quality of the data. Additionally, the data was stored in duplicate in locations only accessible to the researcher. The data captured on the digital audio was *transcribed verbatim* for content analysis by the researcher and archived in duplicate for verification.

Data analyses

In this qualitative analysis, a thematic content analysis was done by the researcher on the transcribed interviews. The responses from the qualitative data have been analysed by identifying the relevant utility items. Major themes have been extracted from the utility items.

Strategies employed to ensure data quality and reporting

For reliability purposes the researcher made use of Okun's (2002) communication techniques in order to conduct the structured one-on-one interviews. An example of one of the stipulations under Okun's (2002) communication techniques is the use of clarifying questions. This method allows the researcher to follow the participant's lead, for asking clarifying questions, and for facilitating the expression on the participants' perceptions (Streubert & Carpenter, 1999). For the purpose of bringing into consideration the non-verbal aspect of the interviews, or what is of note, field notes were made. The field notes were made in the form of journal entries. The field notes delivered no relevant information to qualitatively add to the research findings.

Reporting

The reporting style that is used in this qualitative study is that of the American Psychological Association. The major themes and closely related themes will be reported in the discussion and tables.

DISCUSSION AND FINDINGS

Dynamic relationships in small groups can produce a synergy of great achievements. Small groups such as mentoring relationships should not be investigated without taking the bottom-line success of the mentoring programme into consideration. The accomplishments of groups

TABLE 3
Perceptions on the Success of Mentoring Programme

Item	Category	Mentoring Pairs				Not in Mentoring Pair	
		Mentor		Protégé		Mentoring Custodian	
		Frequency	(%)		(%)		(%)
Mentoring Programme Outcome*		5	50	5	50	1	10
	Successful*	5	50	5	50	-	-
	Failure	-	-	-	-	1	10

*The Maintenance Manager is both a mentor and a protégé

TABLE 4
IDEAL CHARACTERISTICS OF MENTOR PROGRAMME COORDINATOR

Sub-theme	Associated keywords
<u>Following up mentoring relationships</u>	
Follow-ups	A mentoring agreement needs to be followed up monthly or quarterly; It will be good if there is documentation from the HR and the mentoring meetings that are held.
Capacity	At this stage it is impossible to make provision for all the mentoring pairs; Responsibility of the mentoring cannot be on one person. It should come from the side of the mentoring pair in the current circumstances.

can be great achievements or can cause great harm (Adler & Gundersen, 2008). According to Adler and Gundersen (2008), from the organisational perspective, “groups can be highly effective or totally ineffective” (p. 131). The mentoring programme is perceived as successful by both the mentor and the protégé in the mentoring pairs (as seen in Table 3). There is one interview participant who perceives the mentoring programme as a failure, which is from the perspective of coordination of the mentoring programme. This one perception of mentoring programme failure can be seen as an unexpected result. The failure that is reported is a lack in capacity of follow-up of the mentoring relationships (as seen in Table 4). The findings of this

case study are therefore the perceptions of a mentoring programme that is perceived as a successful mentoring programme. The findings were divided into four main areas, which are:

THEME 1: Healthy relations

THEME 2: Ideal of a healthy relationship

THEME 3: Trust

THEME 4: Basic trust

The various themes will be discussed in the following:

Theme 1: Healthy relations (Table 5)

The perception of healthy relations that emerged from the results of this case study on mentoring relations include: the ideal healthy relationship (Theme 2, as seen in Table 6); and actual healthy relations, as seen in Table 5. The ideal healthy relationship is emanated under Theme 2 (Table 6).

TABLE 5
HEALTHY RELATIONS (THEME 1)

Sub-theme	Associated keywords
<u>Ideal Healthy Relationship and Understanding between the mentor and protégé</u>	
Table 6	
<u>Actual Healthy relations</u>	
Aligned	Listening skills. Aligned in listening, goals and understanding. Maturity in relationship. Loyalty develops by a leap of the heart.
Mentoring pair	Very good relationship. Very loyal relationship. A confidential relationship.
Other	Most of the seniors have also gone through mentoring process. A good relationship between the mentoring pair and other in the organisation. Additional help for experience or practice for studies, if you ask someone outside or inside of the department for help. Taking into account differing perceptions between departments. I don't think others know of this mentoring relationship, unless you let them know. Relations are more trustworthy.
Line manager	Open communication between mentoring pair and the line manager. An actual good relationship between the mentoring pair and line manager. The mentor and line manager are colleagues and have outstanding relations. Service cannot be delivered by the protégé if there is not a healthy relationship. The relationship between the mentoring relationship

	and the line manager is surprisingly in place, because the line manager has also been in a mentoring relationship.
Top management	The top management is impressed with that the whole mentoring programme has achieved. A good relationship between the mentoring pair and top management. The idea of mentoring comes from top management. If the top management does not support the mentoring programme, it would not be there. Cannot really comment on this, because the top management is not here. The bit of contact that I have had with top management has been proper, formal and professional. The top management makes sure that the protégés are utilised correctly through the line managers. There is open communication with the top management.
Human resource manager	Human resource manager (HR) is the spreader of mentoring in the organisation. The HR representative in the department is himself seen as a mentor. Whatever seems to be the issue, the HR shows professionalism. Not always understanding in terms of what technical things need to be done. There is an energetic relationship between the mentoring pair and the HR. The HR is very good at making sure that things work out and is organised. There is open communication.

The findings of actual healthy relations that are perceived by the participants include: being *aligned* in listening, goals and understanding; as well as healthy relations within the *mentoring pair*, with *others* in the organisation, with the *line manager*, with the *top management*, and with the *human resource manager* (Table 5). The healthy relationships are perceived to be aligned in terms of listening, goals and understanding (Bozeman & Feeney, 2008; Clutterbuck, 2004; Godshalk & Sosik, 2003). A very healthy and loyal relationship within the mentoring pair is experienced. The individual differences of mentors or protégés that contribute to a quality mentoring relationship are little known (Dougherty, Turban & Haggard, 2007). According to Ramaswami and Dreher (2007), having high-quality relationships should produce cognitive, affective and behavioural responses, as suggested by Kram (1985). A good relationship is perceived between the mentoring pair and others in the organisation. A healthy quality of mentoring relations within the mentoring pair and with other in the organisation is perceived within this case study. An actual good relationship is perceived between the mentoring pair and line manager. The top management of this case study is impressed with what the whole mentoring programme has reached. There is perceived to be a very healthy relationship between the mentoring pair and the human resource manager.

Theme 2: Ideal of a healthy relationship (Table 6)

The ideal of a healthy relationship emerged as a sub-theme of healthy relations and as a causality towards a successful mentoring programme. The ideal healthy relationship includes: the ideal of a healthy relationship between the mentor and protégé; and the ideal of proper understanding between the mentor and protégé (Table 6).

TABLE 6
IDEAL OF A HEALTHY RELATIONSHIP (THEME 2)

Sub-theme	Associated keywords
<u>Ideal of a healthy relationship between the mentor and protégé</u>	
Healthy mentoring relationship	There should be a proper relationship between the mentor and protégé. Mentoring pairs need to take accountability for their relationship. The integrity of the mentor and trainee should be in a way that both do their parts. Protégés are placed with mentors who are not their line managers where possible. A mentoring relationship cannot be a success if it is not open, because all the development aspects should be touched on, including emotional and social aspects. The mentors deliver a service towards the protégés.
Maturity	A great deal depends on whether the persons are forming a partnership in maturity. Mentoring relationships can go bad, but usually if you handle it professionally, it is good. Be engaged in interaction for connecting in a professional why.
People skills	Mentors need to be able to work with people, not just have a lot of technical ability. I think mentors need good personalities for relating with the protégés.
Resources	Making resources available to protégés.
Reciprocal relationship	A give and take in the relationship that needs to be used in wisdom. Conduct some research from his side for the relationship. Actively engaged with the protégé. Taking their opportunities as protégés seriously.
<u>Ideal of proper understanding between the mentor and protégé</u>	
Generation	The life stage the mentor is in. Generational theories are applicable to mentoring, because the type of mentorship that we did ten years ago differs from what we do now. The expectations of this current generation differ. Age group may play a role in healthy relationships.
Communication	The mentor needs to learn how to communicate with the protégé. There should be a proper understanding between the mentor and trainee. The right time or circumstances need to be searched out to convey information. If the cap fits within the mentoring relationship, which it will, it will be successful. Understanding is not a group acting down on another, but acting their part.

The sub-theme of the ideal of a healthy relationship between the mentor and protégé emerged in the results (Table 6). The ideal healthy relationship that emerged in terms of the mentoring pair of this case study includes the ideal of having a *healthy mentoring relationship*, *maturity* in the mentoring relationship, the ideal of the appropriate *people skills*, having *resources* available, and having a *reciprocal relationship*. It is perceived that there should be a proper relationship between the mentor and protégé. For healthy relationships the protégés can for instance perceive that they need a mentor who can share with them relevant resources (Straus, Chatur & Taylor, 2009). It is perceived that a great deal depends on the forming of a partnership in maturity. According to Galbraith (2003), mentors need to be mature in how they approach the mentoring relationship. It emerged from this case study that mentors need to be able to work with people, not just have a great deal of technical ability. People skills can be beneficial for all relationships and mentorship itself can improve the people skills of the mentor (Blank, Frazzini & Marshall, 2008; Ehrich & Hansford, 2008). The participants perceive the importance of making resources available to the protégé. According to the perceptions of the participants, there is a give and take in the relationship that needs to be used with wisdom. A mentoring relationship should by definition be a reciprocal relationship (Keyser *et al.*, 2008).

The ideal of having understanding between the mentor and protégé is perceived by the participants in terms of *generational* differences, and of having a proper level of *communication* and understanding in the mentoring relationship (Table 6). It is perceived that generational theories are applicable to mentoring, because the type of mentorship that we did ten years ago differs from what we do now. According to Bickel and Brown (2005), taking generational differences into consideration is useful in development such as in mentoring relationships. It is perceived that mentors should ideally be able to have or form a proper relationship and understanding between the mentor and protégé. Good verbal and non-verbal communication is needed for proper understanding in a mentoring relationship and may be hindered by impairments, for instance hearing loss (Wykle & Gueldner, 2011).

Theme 3: Trust (Table 7)

According to Dineen and Noe (2003), it is believed that a critical factor for mentoring relations is to gain norms, obligation, identification and trust. Working on the basis of social norms, such as trust in the workplace, brings forth dividends of social norms, such as loyalty, which market norms cannot really produce (Ariely, 2010). The major theme of trust in terms

of the mentoring relationship that emerged from the results of this case study includes: ideal trust and actual trust (Table 7).

The ideal trust sub-theme of trust includes the ideal of mutual *integrity*, having mutual *agreement*, having *growth in trust*, *entrusting* the protégé with responsibilities, maintaining a *trustworthy* mentoring programme, and the ideal of have *submission* from the protégé towards the mentor in the mentoring relationship (Table 7). It is perceived that integrity should come from both the mentor and the protégé in order for trust to be in the mentoring relationship.

TABLE 7
TRUST (THEME 3)

Sub-theme	Associated keywords
<u>Ideal trust</u>	
Integrity	The integrity of the mentor and trainee should be such that both do their parts.
Agreement	For trust there should be an agreement. For trust there should be an agreement from the start. Know and understand the other person. Confessing your open relationship and making sure there are no surprises.
Growing trust	Trust grows and some postpone. Trust grows slowly as you explore and learn to understand the other person.
Entrusting	The mentor should give the protégé a chance.
Trust worthy	If there is legal, ethical and organisational social norm conflicts the mentor will have to react and rectify the problem. E.g. if a woman is improperly dressed or there is something improper about a person.
Submission	During initial employment, the protégé benefits if he sees the mentor as an alpha figure. When the protégé relies on mentor's experience and knowledge.
<u>Actual trust</u>	
Reliance	When the protégé relies on mentor's experience and knowledge. The protégé trusts that his mentor will give him proper guidance and advice. Trusting that when I go to my mentor I will get his honest opinion. Mentors are there for having full trust.
Entrusting	Fully trusting protégés with responsibilities, as soon as they are sufficiently taught.
Teachability	The mentor trusts that the protégé will give a goal orientated effort to improve herself.
Mutual trust	A mutual trust exists.
Confidentiality	Trusting that my mentor is going to keep things between the two of us balanced. Having a realisation of keeping things confidential. Trust because of confidentiality. Do not have to hide anything. There is an open relationship when you can trust your mentor with personal things.
Respected	Trusting that the mentor will not belittle the protégé.

Aligned expectations	Formal conversation confirming that which is available and what will be discussed in the mentoring relationship. For an open mentoring relationship the two parties need to know what to expect from the start.
Growing trust	Treat people you do not know with integrity, to provide space for trust to grow.
Top management	Top management trusts that we will train protégés for a one-year period without knowing if the protégés will show any income. The top management trusts that there are people (mentors) who will give the protégés the needed knowledge and experience.

A mentor should be expected to have the characteristic of integrity, which in turn forms a part of maintaining a trustworthy mentoring programme (McCord *et al.*, 2008). The perception is that in order for trust to exist, there should be an agreement. A mentoring relationship should be based on a mutual understanding or agreement between the mentor and protégé in order to increase partnership (Harkavy, 2004, as cited in Hudson, Hudson & Mayne, 2010; McCormack, 2007). According to the participants, trust grows slowly as you explore and learn to understand the other person. The growth in trust through increased contact in the mentoring relationship was noted by Murphy and Ensher (1997, cited in Osula & Irvin, 2009) as one of five phases of the mentoring process that influence cultural values. The mentor should give the protégé a chance. According to Tonidandel, Avery and Phillips (2006), ensuring that the protégé develops job-specific competence, the protégé should be entrusted with challenging responsibilities. A trustworthy mentoring programme should be maintained. The protégés in the mentoring relationship have the ideal trust in mentors in relaying experience and knowledge. The ideal of having submission from the protégé towards the mentor is needed in order to have basic trust (Frost, 2008). From a psychoanalytical point of view, submission may be described as a universal human need (Ghent, 1990).

Actual trust includes the *reliance* of the protégé on the mentor, the *entrusting* of the protégé with responsibility, trusting the *teachability* of the protégé, having *mutual trust*, maintaining *confidentiality* in the mentoring relationship, having *respect* and not belittling, having *aligned expectations*, having *growth in trust*, and having trust from *top management* towards the mentors, as seen in Table 7. It emerges from the results of this case study that protégés rely on trust in the mentor's proper guidance, advice, experience and knowledge in the mentoring relationship. According to Ozgen and Baron (2007), having a reliance on mentors has the benefit of more rapid career advancement. The perception that entrusting the protégé with responsibilities, as soon as they are sufficiently taught, emerged. Entrusting the protégé with responsibility is both perceived as ideal and actual trust, which is good for the development

of job-specific competence (Tonidandel, Avery & Phillips, 2006). It is perceived that the mentor trusts that the protégé will give a goal-orientated effort to improve him- or herself. Teachability in the mentoring relationship, one of the dimensions of social capital, is of importance in preserving organisational knowledge (Kogut & Zander, 1996; Nahapiet & Ghoshal, 1998; Thomas & Lankau, 2003). It emerged that a mutual trust exists between the mentor and protégé. Actually having mutual trust is beneficial for the mentoring relationship, because the lack of mutual trust can cause strain on the mentoring relationship (Ludwig & Stein, 2008). The protégé trusts that his mentor will keep things balanced between the two of them. The findings of Bhatti and Viney (2010), the underpinning value of confidentiality in mentoring relationships, are in agreement with the finding of confidentiality that is experienced in the mentoring relationships in this study.

It is perceived that the mentors are trusted not to belittle the protégé. For the mentoring relationship to function properly, aspects such as providing constructive criticism, mutual trust and respect are needed (Lee, Anzai & Langlotz, 2006). It is perceived that for an open mentoring relationship the two parties need to know what to expect from the start. The protégé's expectations, attributes and strengths should be aligned with the intended change that the mentor is working towards (Reiss, 2007). Treat people you do not know with integrity, therein giving space for trust to grow. Growth in trust is both perceived as ideal and actual experienced trust. The growth in trust comes through increased contact in the mentoring relationship, as noted by Murphy and Ensher (1997, as cited in Osula & Irvin, 2009). The top management trusts that there are people (mentors) that will give the protégés the needed knowledge and experience. In this case study, the mentoring programme has the trust and support from top management, for which context mentoring is best suited (Eby, Butts, Durley & Ragins, 2010).

Theme 4: Basic trust (Table 8)

The major theme of basic trust in terms of mentoring relationships that emerges from the perceptions of the participants of this case study include: basic trust; the ideal open relationship; and the actual open relationship, as seen in Table 8.

Basic trust is the ability to risk being real and vulnerable, to keep your heart open, especially if you believe the motives of your fellow worker, manager or mentor are questionable (Frost,

2008). According to Dougherty, Turban and Haggard (2010), “mentors and protégés are expected to initiate and remain in relation when the expected benefits from the relationship are equal to or exceed the costs of the relationship” (p. 145). A mentor can therefore be expected to ensure that there is basic trust in the mentoring relationship, because enduring questionable motives and enduring relationship costs that exceed a relationship are equivalent. Basic trust or dispositional trust is perceived by the participants of this study, as seen in Table 8. There is generally a good perception of the mentoring relationships.

TABLE 8
BASIC TRUST (THEME 4)

Sub-theme	Associated keywords
<u>Basic trust</u>	
Dispositional trust	People will give five or six out of ten for how they see relationships or how we feel about them.
<u>Ideal open relationship</u>	
Open relationship	A mentoring relationship cannot be success if it is not open, because all the development aspects should be touched on, including emotional and social aspects.
Personality	An open relationship may depend on personality.
<u>Actual open relationship</u>	
Emulate	The protégé will follow the example of the mentor in having an open relationship. Working regularly with the protégés.
Aligned expectations	For an open mentoring relationship the two parties need to know what to expect from the start. An open relationship ensures that you can make sure what your function is.
Available	Mentor should be available 24/7. Open door policy. Help where possible.
Open communication	Open in saying that there is no problem or open in speaking my mind. An open relationship because I do not have to hide anything. Do not have to hide anything. Being able to ask things that you are not supposed to be asking. Openness in asking if there is a problem with what I am doing or do you have an opinion of my work. An open relationship brings people together. Open communication works. Open relationships through open communication. Meetings that you have, where things are directly spoken about.
Open emotionally	Being open emotionally toward each other. An open relationship comes from feeling more at ease than stiff. Ensuring that protégé has support, including emotional support.
Teachable/ Transferred knowledge	Willingness to be mentored. Willingness to improve self. An open relationship because of the realisation of the need to be mentored. What is transferred (learned) by the protégé depends on the openness of the relationship. A relationship cannot go on if the protégé is not teachable. If you are closed in a relationship you will not be able to learn from your mistakes.

Forming open relationship

Open relationships form when people communicate more on various levels, not just on work. When you can trust your mentor with personal things. Openness develops from growing focus. Maturity and honesty in relationship. When we have the mentors, we will still need more space and respect to mentor.

The ideal of an open relationship is perceived by the participants of this case study and includes: key role of *open relationships* in the mentoring pair and that open relationships may depend on *personality*, as seen in Table 8. A mentoring relationship cannot be a success if it is not open, because all the developmental aspects should be touched on, including emotional and social aspects. The ideal of having an open relationship is the ideal of having basic trust in a mentoring relationship, because basic trust is the ability to keep your heart open, especially when motives are questionable (Frost, 2008). An open relationship in mentoring relationships may depend on personalities. The mentor and protégé have a dysfunctional relationship match if their values, work styles and/or personality are mismatched (Burk & Eby, 2010).

Actual open relationship are perceived in the mentoring relationships of this case study, which includes: *emulating* mentor, *aligned expectations*, the *availability* of the mentor, having *open communication*, being *open emotionally*, being *teachable*, and *forming open relationship*, as seen in Table 8. The perception is that the protégé will follow the example of the mentor in having an open relationship. A protégé who is emulating his/her mentor is in an open relationship towards his/her mentor. In some cases, protégés who are emulating their mentors can be mistaken for having apathy in the relationship (Borges & Smith, 2004). It is perceived that for an open mentoring relationship the two parties need to know what to expect from the start. In an open mentoring relationship, the protégé's expectations, attributes and strengths should be aligned with the intended change that the mentor is working towards (Reiss, 2007). The mentor should have an open door policy and should be available 24/7. It is the duty of a mentor, according to Morisset (2008), to stay available in a mentoring relationship, therein keeping the relationship open. Having an open relationship by open communication is perceived. For communication to be open and productive, a level of trust needs to be developed and a barrier such as a "culture of isolation" between the mentor and protégé needs to be overcome (Bradbury & Koballa, 2008; Stanulis, 1995; Stanulis & Russell, 2000; Wildman, Magliaro, Niles & Niles, 1992). Having an open relationship is perceived, because of being emotionally open towards each other. In history, the famous

mentoring relationships have the legacy of powerful emotional interactions (Merriam, 1983, cited in Colly, 2010). It is perceived that what knowledge is transferred or learned by the protégé depends on the openness of the relationship. Teachability in the mentoring relationship – one of the dimensions of social capital – is of importance in preserving organisational knowledge (Kogut & Zander, 1996; Nahapiet & Ghoshal, 1998; Thomas & Lankau, 2003). It emerged from this study that an open relationship forms when people communicate more on various levels, not just on work. Forming an open relationship, among other factors, indicates that you are competent at providing career information and/or advice, which is central to the mentoring relationship (Chambers, Mahanna, Thornett & Field, 2006).

Limitations and suggestions for future research

A limitation of this case study is the relatively small population of this qualitative study (n=10). Investigation of the perceptions of the group dynamics of the mentoring relationship can be done in more depth and quantitatively in the future.

CONCLUSION

The bottom line of mentoring relationships is that they contribute towards a successful organisation. Being proactive in taking on unemployment by human development initiatives such as mentoring relationship programmes is of importance for economic growth in South Africa. The mentoring programme is perceived as successful by both the mentor and the protégé in the mentoring pairs (as seen in Table 3). Four of the major themes emerge in this case study, namely healthy relations; the ideal of a healthy relationship; trust; and basic trust.

The majority of results of the four major themes are mainly reported as inter-group dynamics within the mentoring relationships. The perception of causality between alignment in the mentoring relationship and all four major themes is found in this case study. In terms of healthy relations, alignment is perceived as alignment in listening, goals and understanding (Bozeman & Feeney, 2008; Clutterbuck, 2004; Godshalk & Sosik, 2003). The ideal of alignment in understanding in the mentoring relationship is perceived in terms of understanding of generational deference and understanding because of communication (Wykle & Gueldner, 2011). Open communication is perceived as causality towards an open relationship or basic trust. Alignment of expectations is perceived as causality towards trust and basic trust (Reiss, 2007). Teachability – a dimension of social capital – in the mentoring relationship is perceived for both major themes, namely trust and basic trust (Kogut &

Zander, 1996; Nahapiet & Ghoshal, 1998; Thomas & Lankau, 2003). Growth in trust, entrusting the protégé with responsibility, agreement (including confidentiality) in the mentoring pair and submission (or reliance) of the protégé towards the mentor are perceived as actual and ideal inter-group dynamics of trust in the mentoring relationship (Frost, 2008; Tonidandel *et al.*, 2006). Healthy relations are perceived, as an intra-group dynamic, between the mentoring pairs and line managers, human resource management and top management. Top management is additionally perceived as having the intra-group dynamic of trust with the mentoring relationships. Dynamic relations such as found with and within the mentoring relationship have impacted the world as we know it.

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Chapter 5: Review, conclusion and recommendations

INTRODUCTION

The synergistic relationships that are found in groups of people have led to achievements more than just above the norm, such as the first people to reach the summit of mount Everest, Edmund Hillary and Tenzing Norgay; the first non-stop transatlantic flight by Captain John Alcock and Lieutenant Arthur Whitten Brown, and the Internet search engine, Google, which was founded by Larry Page and Sergey Brin. Note that these examples of outstanding achievements that were highlighted are called *dyads*, that is, groups consisting of two members (Forsyth, 2009).

In the world of work that is facing a global recession, the effective functioning of small groups, such as dyads, is vital to just about all sectors of the organisation, such as found within this case study in the pulp-and-paper industry (Chapter 2; Elwyn, Greenhalgh & Macfarlane, 2001; KPMG, 2009). Small groups within organisations have been considered in terms of the employment relationship, within this research, in terms of conflict, cooperation and trust (Chapter 3-4). The major themes within this research fall under the study of *employee relations*, consisting of human resource management and industrial relations, covering everything that impacts on the employment relationship (Chapter 2-4; Nel, Swanepoel, Kirsten, Erasmus & Tsabadi, 2005). According to the findings, in Theme 1 of Chapter 2, the *mentoring relationship* is a form of sustained employee development, which falls under employee relations.

What has been gained from this research is the experience of mentoring relationships within a case study. This case study on the experience of mentoring relations has been reached in terms of the research questions. The research questions have been proposed within Chapter 1 and answered within Chapter 2-5. The research questions are listed below as well as being individually discussed within the discussion section of this chapter.

- LITERATURE:** What understanding on mentoring relations can be gained by a literary study?
- CORE:** Which core questions to mentoring relationships and mentoring success can be developed from the literary study?

- PURPOSE:** What is the purpose and approach of the mentoring programme of a specific company in the case study?
- SUCCESS:** What dynamics of the mentoring relations and mentoring success can be obtained through interviews?
- DISSEMINATE:** What can be gained through a dissemination of the empirical results?
- RECOMMENDATIONS:** What recommendations can be gained for a mentoring programme?

DISCUSSION

The synergistic relationships that are found within groups of people, such as mentoring relationships have lead to achievements. The research questions, into the dynamics of mentoring relationships, were answered in the form of three articles as presented, within Chapter 2-5. The research questions were reached in the following way:

Literature

Understanding into mentoring relations was gained in the *literary* study, within Chapter 2. The original focus of the mentoring relationship was that of the mentor-protégé dyad (Kram, 1985). A dyad is a group consisting of only two members, which is connected by and within a social relationship (Forsyth, 2009). A mentor-protégé dyad is therefore a mentoring relationship consisting of only two members, namely the mentor and the protégé. Bozeman and Feeney (2007) defines the mentoring relationship in numbering the participants in mentoring to transmit work-related knowledge as dyads (including sets of dyads). The dynamic relationship that guides, supports and influences the developing person is known as mentoring (Chapter 2, Theme 2; Haynes, Adams & Boss, 2008). Derived from the definitions found in the literature study, within Chapter 2 (Bozeman & Feeney, 2007; Brown, 1990, cited in Hattingh, Coetzee & Schreuder, 2005; Clutterbuck, 2001) mentoring is an offline relationship between two people for the transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to professional development between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).

Core

The *core* questions to mentoring relationships and mentoring success was disseminated in the literary studies of Chapter 2- 4. Not ignoring core constructs ensures that a study is credible (Trochim & Connelly, 2006). The core questions, used in the interview within this case study and was disseminated in the literary studies, can be summarised in the following constructs: the purpose and approach of the mentoring programmes of a specific company; mentoring success and; the dynamics of mentoring relations. The dynamics of mentoring relations is disseminated, in the literary studies of Chapter 3-4, in terms of: conflict, cooperation, trust and basic trust.

The research questions under the headings of *purpose*, *success* and *dissemination* have been reached in the form of qualitative research. Interviews of a convenient sample limited by the saturation of mentoring pairs and a mentoring custodian were gained. A qualitative content analysis was applied to the interviews for inferring meaningful explanations to the research questions.

Purpose

The *purpose* and approach of this case study's mentoring programme is that of: the selective inclusion of mentors and protégés into mentoring relationships; providing a formal mentoring programme for enabling qualification in the engineering field and providing a informal mentoring programme for employees who decide to further their studies and; having a mentoring programme for ensuring sustained development within the organisation, as seen within Theme 1 of Chapter 2. The personal relationship within mentoring dyad can have an impact on the development of high achievers, because it is perceived as maximizing potential in the junior workforce within this case study (Theme 1 of Chapter 2, DeLong, Gabarro & Lees, 2007). Mentoring is therefore used for sustained development of talent (Chapter 2, Theme 1). In a study of global organisations it was found that having a well-developed system to identify, develop and effectively manage talent within an organisation, has a distinct advantage over organisations without such a system (McDonnell, Lamare, Gunnigle & Lavelle, in press). Mentoring relationships are such a system. Mentoring relationships are dynamic relationships of mentoring dyads that are perceived as one of the means by which high achievers, junior workforce and you can be helped (Chapter 2, Theme 1; Stone, 2007).

Success

The perceptions of mentoring *success* within the mentoring programme were obtained through the interviews of this case study in mentoring relations. The mentoring programme is perceived as successful by both the mentor and the protégé within the mentoring pairs as disseminated in Chapter 2. The findings of this case study are therefore the perceptions of a mentoring programme that is perceived as a successful mentoring programme. In, Theme 2-3 of, Chapter 2 the dissemination of the major themes extracted from the interviews revealed that: there is a need for managing follow-up of the mentoring relationships and; the success of the mentoring programme of this case study is experience as correlating to the characteristic of the mentors and protégés in the mentoring relationship.

Dissemination

The dynamics of mentoring relations was obtained in Chapter 2-4 in these seven extracted major themes: the regulation of relations; cooperation; conflict; healthy relations; the ideal of a healthy relationship; trust and; basic trust. In, Theme 1 of, Chapter 3 the *dissemination* of the major themes extracted from the interviews revealed that: the potential of role conflict needs to be handled within the mentoring relationship and; an alignment or understanding between the mentor and protégé are perceived to ensure that conflict is functional. In Chapter 4, Theme 1 and Theme 3-4, the *dissemination* of the major themes extracted from the interviews revealed that: alignment is perceived as causality towards trust, basic trust and a healthy relationship in mentoring relationships.

The research question of producing *recommendations* towards a mentoring programme is answered in following.

Recommendations, Limitations and Future Research

Recent research on mentoring relationships in the workplace revealed the following problem area: Only 11.1 percent (n = 178) of the research was done qualitatively or combined according to research on the state of mentoring research done by Allen, Eby, O'Brien and Lentz (2008). There is therefore a need for more qualitative investigation into mentoring relationships, which is catered for by this research.

Recommendations towards a mentoring programme that are disseminated from Chapter 2-4 are: that mentoring relationships are contributing towards a *successful* organisation,

coordinating mentoring relationships by taking mentor and protégé *characteristics* into account, ensuring mentoring relationship *follow-ups*, knowing that mentors can *mediate* conflict and, *entrusting* protégés.

- *Successful*: The bottom line of mentoring relationships is that it contributes towards a successful organisation.
- *Characteristics*: The characteristics of protégés and especially mentors need to be taken into account within the coordination of mentoring relationships.
- *Follow-ups*: Mentoring relationships need to have regular follow-ups.
- *Mediate*: Managerially it should be noted that it is perceived that the mentor can facilitate the handling of conflict by acting as a mediator, but should not arbitrate.
- *Entrusting*: Managerially it can be noted that trust in the mentoring relationship is perceived when the protégé are entrusted with responsibility.

A limitation of this case study is the relatively small population of this qualitative study (n=20). The lack of understanding in literature of the relationship between positive criticism and functional conflict can be suggested as an area of future research from Chapter 3. Investigation on the perceptions of the group dynamics of the mentoring relationship can be done in more depth and quantitatively in the future.

CONCLUSION

Understanding of mentoring relationship has been gained in this research in defining mentoring relationships in the *literature* study of Chapter 2. The *core* questions to mentoring relationships and mentoring success was disseminated in the literary studies, within Chapter 2- 4. The *purposes* of the mentoring programme in this case study have been disseminated, within Theme 1 of Chapter 2. The mentoring relationships in this case study is found to be successful and; the *success* of the mentoring programme of this case study is experience as correlating to the characteristic of the mentors and protégés in the mentoring relationship (Chapter 2). The dynamics of mentoring relations was *disseminated* within Chapter 3-4 in these seven extracted major themes: the regulation of relations; cooperation; conflict; healthy relations; the ideal of a healthy relationship; trust and; basic trust. The recommendations to future study are reached in this chapter (Chapter 5, Discussion). In conclusion the research questions, on the dynamics of mentoring relations success proposed in Chapter 1, have been reached in Chapter 2-4.

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