The Role of Mentorship in the Retention of Graduate Interns

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Abstract
The objective of the research was to determine whether mentorship, as part of a graduate internship programme, contributed to the retention of graduate interns in a South African Information Communication and Technology (ICT) company. A Mentorship role survey and Retention survey were administered among a purposive selected sample of graduate interns (N=79) and mentors (N=39). Results showed that mentorship was statistically significantly related to the graduate intern's intention to quit the graduate internship programme. Results further showed a practically significant relationship between the opportunity to apply mentorship skills and the mentor's intention to employ the graduate intern upon completion of the programme.

Keywords: Mentorship, Graduate Interns, Employability, Intention to Quit, Graduate Internship Programme, Work Integrated Learning

Introduction
Talent retention is an important topic of debate in the Information, Communication and Technology (ICT) sector in South Africa, given the context of a skills shortage, the relative scarcity of specialist employees and the mismatch between the supply from higher education institutions and the demands of the ICT workplace (Frost 2002; Du Plessis, Stanz & Barkhuizen

2010; Griesel & Parker 2008; ISETT SETA 2005; Kruss 2005; Lloyd & Fenton 2008; Paterson 2007). In the latter case the retention of graduates in the workplace is a challenge due to the migration of skills, scarcity of specialist skills and the undersupply of skilled labour (Frost 2002; Holtzhauzen, & Du Toit 2009; Johnson 2002). As Generation Y-ers or Millennials begin to enter the workforce, organizations are faced with new challenges as they try to find innovative solutions to retain this group of employees (Du Plessis *et al.* 2010).

Within the current shortage of information technology skills in South Africa, it is imperative that companies that successfully recruit suitable and skilled IT graduates also ensure that they are retained, given the great demand for their skills (Pop & Barkhuizen 2010). Therefore organisations invest in graduate internship programmes to attract and retain talented graduates.

Graduate internship programmes are focused training where interns are provided with an opportunity to learn from the various areas of expertise of an employer (Buhlungu & Metcalfe cited in Kanye & Crous 2007). Graduate internships are thus a form of work integrated learning (Coll, Eames, Paku, Lay, Hodges, Bhat, Ram, Shiu, Ayling, Fleming, Ferkins, Wiersma & Martin 2011; Franks & Blomqvist cited in Coll *et al.* 2009; Holtzhausen & du Toit, 2009) that can assist graduates to thrive in the real-world context of the workplace by providing opportunities to maximize the assets (knowledge) they acquire through the university experience. This in turn will optimise their successful transition into organisations and enhance their employability (Bates 2008; Coll & Kallnins 2009; Costley 2007; Groenewald 2009; Heerde & Murphy 2009; Kruss 2005; Mcllveen & Pensiero 2008; Nica & Popescu 2010; Sattler 2011).

Workplace learning thus has a significant role in the development of graduate skills and competencies and to produce graduates that are more 'work ready' (Coll & Zegwaard 2006; Costa 2009). Researchers argue that the structure of workplace learning programmes provides graduates with organisational and cultural experiences that facilitate mastery in a variety of work related areas (Ingram, Bruning & Mikawoz 2009). Therefore in most cases each intern is assigned to a member of staff who acts as a mentor for that intern for the purpose of providing a comprehensive training experience.

Mentors play a critical role in smoothing the transition of new graduates in the workplace and to make the transition from novice to expert (Beecroft, Santher, Lacy, Kunzman & Dorey 2006; Behar-Horenstein, Roberts & Dix 2010; Berezuik 2010). In addition mentors also facilitate the learning process and guide the professional development and growth of the intern (Janse van Rensburg & Roodt 2005; Wilson, Holmes, de Gravelles, Sylvain, Batiste, Johnson, McGuire, Pang & Warner 2012).

Research has shown that protégés have greater career satisfaction, receive higher compensation and are more committed to their careers and organisations than employees without a mentor (see Henson 2006; Ingram *et al.* 2009). Berezuik (2010) similarly concurs and maintains that new graduates can become competent and efficient more easily if they are guided by mentors.

Previous research has shown that the mentorship process is an important contributor to the employability and retention of graduate interns, learners and artisans in organisations (see Mummenthey & Du Preez 2010; Van Rooyen, Du Toit, Botha & Rothmann 2010). Having a proper mentoring system and programme is therefore vital for the employability and retention of graduate interns (Eigsti 2009; Henson 2006; Lo & Ramayah 2011).

It is within this context that this study investigated the experiences of both interns and mentors in a graduate intern programme, concomitant with the propensity of graduates to remain in the company after the completion of the programme. Numerous studies have focused on the role of the mentor, with very few focusing on the role of the intern (O'Neill, Asgari, & Dong 2011). This research highlights the significance of both parties in the mentorship relationship and the retention of the graduate interns.

Against this background the main objective of this research is therefore to determine whether a mentorship as part of a graduate internship programme enhances the employability of graduate interns from both the perspectives of mentors and graduate interns. The next section of the article will highlight some of the limited literature available on mentorship and retention of graduate interns. Thereafter, a discussion of the research approach and method will be provided, followed by the results of the research. Finally the article concludes with a discussion of the research results, as well as recommendations for further research.

Mentorship and Retention of Graduate Interns

Mentoring is a process where a more experienced member of the organisation [mentor] takes responsibility for and actively participates in the systematic development of the skills and leadership abilities of a less experienced member of the organisation [mentee] (Abbott *et al.* 2010; Behar-Horenstein *et al.* 2010; Chatzimouratidis, Theotokas, Ioannis & Lagoudis, 2012; Gershenson 2012; Johns, McNamara & Moses 2012; Jones 2012; Parker 2011; Regents 2009; Walkington, Vanderheide & Hughes 2008). Latham, Hogan and Ringl (2008) define a mentor as: 'A supportive, facilitative partner who works with a mentee or protégé in an evolving and learning relationship that is focused on meeting mentee learning goals to foster professional growth'. They continue to define a mentee as 'a person of inexperience' and add that relationships between mentors and mentees are best when mentees can reflect on their personal and professional development.

According to Pinkerton (2009) mentoring has two components: a career function which includes making challenging assignments and providing protection, exposure, and visibility as well as a psychosocial function which promotes a sense of competence, clarity of identity, and effectiveness in role acquisition. In essence the role of the mentor is 'to guide the professional development of the mentee and knowledge, experience and organizational perspectives are shared candidly within a context of mutual respect and trust' (Janse van Rensburg & Roodt, 2005; Johns, McNamara & Moses, 2012). One of the goals of a mentoring programme is to assist graduate interns to become fully competent in the work place (Berezuik 2010) and is a critical component of development and specifically professional development (Cohen, Sherman, Kiet, Kapp, Osann, Chen, O'Sullivan & Chan 2012; Gershenson 2012; Johns *et al.* 2012).

Mentorship can also have benefits for the mentor and the organisation in addition to mentee benefits (Clamp 2011; Cureton, Green & Meakin, 2010; Hemson, 2006). The **mentor benefits** include: improved job satisfaction, career advancement, personal self-development, fresh ideas and feedback concerning projects in progress and assistance in effectively managing projects. The **organisational benefits** include: competent and dependable employees who continue to grow and meet new challenges and

obligations, increased productivity, increased commitment, lower rates of staff turnover, team based/ participative management, and increased effective communication and cooperation among staff and administrative units.

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The mentorship programme's success in most cases depends on a number of crucial factors such as management commitment, clear criteria for mentors/mentees, training for mentors/mentees/managers of mentees, clear programme guidelines, close monitor and evaluation of the process and continuous feedback to management/participants/ staff (Janse van Rensburg & Roodt 2005; Kanye & Crous 2007). Heathfield (2009) maintains that the quality of the supervision an employee receives is critical to employee retention, especially also as far as generation Y employees are concerned (Du Plessis *et al.* 2010). The results of the latter study indicated that the availability supervisor and organisational support was a significant predictor of Generation Y's decision to remain within the organisation.

Clearly employees leave managers and supervisors more often than they leave companies or jobs. Frequent employee complaints include a lack of clarity about expectations and potential earnings, lack of feedback about performance, failure to hold scheduled meetings and failure to provide a framework within which the employee perceives he/she can succeed (Heathfield 2009). When employees feel that they are unvalued, it contributes to turnover. A mentor, who guides supports and counsels youth as they navigate their way through the world of work, will thus yield positive results (Stanz & Mosoeunyane 2008).

In the light of the preceding the following research hypotheses were formalized for the research:

H_1: *The availability of a mentorship programme is a significant predictor of the graduate intern's intention to stay in the organisation*

H_2: *The availability of a mentorship programme is a significant predictor of the mentor's decision to employ the graduate intern*

Method

Research Approach

A quantitative research approach was followed using surveys to collect the data. The research also adopted the nature of ex post facto research in order to test for possible behaviours as a result of a mentorship programme in this case. This type of research design can aid in identifying those mentorship dimensions of the graduate internship programme that contributes to the graduate's turnover intentions and the mentor's intention to employ graduate interns (Field 2009). In this research, the mentorship programme and its dimensions were the independent variables and intention to quit and intention to employ the dependent variables.

Sample

This research focused on an ICT company that has implemented a graduate internship programme for IT graduates. A purposive sample was taken from graduate interns (N=79) and Mentors (N=39), who participated in the internship programme. This represented a response rate of 61% for the graduate interns and 75% for the mentors respectively. In this research mentors were primarily male (72%), 30 years and older (90%), had more than 10 years of work experience (87%) and some sort of a tertiary education (84%). Graduate intern respondents were primarily male (52%), aged between 20-24 years (50%) and hold bachelor degrees (64%).

Measuring Instruments

The variables measured in this research were mentorship, intention to quit and intention to employ. A brief description of how these variables were measured is presented below.

Mentorship - An adapted version of the Mentorship Role Questionnaire (Janse van Rensburg & Roodt 2005) was used to measure the frequency of interaction, quality of mentorship and the roles of the mentor from the perspective of the graduate intern. The questionnaire measured the frequency of interaction, quality of mentorship and the roles of a mentor. The MRQ measure has a 5-point intensity scale: *to no extent (1)* and *to a large extent (5)*, and *never (1)* to *always (5).* Mentors were asked to indicate the extent to which the graduate internship programme enabled him/ her to act as a mentor on a five point scale ranging from *1 = to no extent* to *5 = to a large extent*.

Intention to quit – Graduate interns were asked to indicate the extent to which they considered quitting the graduate internship programme with 1 item on a five-point scale from 1 to 5: *1 = to no extent* and *5 = to a large extent.*

Intention to employ – Mentors were asked to indicate the extent to which they consider employing the graduate intern on completion of the programme with 1 item on a scale from 1 to 5: *1 = to no extent* and *5 = to a large extent*
Open ended questions were included to substantiate the quantitative data.

Data Analysis

The statistical analysis was carried out with the SPSS Program (SPSS 2012). The reliability and validity of the Mentorship Role Questionnaire were determined by means of exploratory factor analysis and Cronbach alpha coefficient. Descriptive statistics (i.e., means, standard deviations) were used to analyse the data. Linear Regression Analyses and Pearson-product moment correlations were used to analyse the significant relationships between mentorship and intention to quit (graduate intern)/ intention to employ (mentor). A cut-off point of $p < 0,30$ was used for statistical significance (Field 2009).

Results

The results and findings are reported in two phases. Phase 1 presents the results of the research in a descriptive format. Phase 2 focuses on the testing of the hypotheses.

Phase 1: Descriptive Results

Graduate interns were first asked to rate their experience of the mentorship role. The mean scores of the dimensions of the mentor role questionnaire are reported in Table 1 below.

From Table 1 it is evident that the graduate interns perceived the mentorship experience in the organisation positively. The results clearly indicate a need for mentorship as an integral part of the graduate internship programme. On average, other results also indicated that the intern benefited to a large extent from interactions with the mentor, received professional guidance from the mentor, received challenging assignments to improve his/ her competence, mentors displayed content expertise and mentors provided constructive and useful feedback on interns' performance.

Other descriptive results showed that graduate interns (57%) indicated that they never considered quitting the internship programme. Most of the mentors (84,9%) who responded indicated that the internship programme enabled them to apply their mentor skills. Mentors (94.9%) also indicated that they considered employing the graduate intern on completion of the graduate programme.

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Table 1: Descriptive Statistics: Mentor Role Questionnaire

Item	Description	Mean	SD	Item	Description	Mean	SD
MRQ1	Need for mentor	**4.35**	1.03	**MRQ11**	Mentor encourage intern to prepare for position at organisation	3.63	1.28
MRQ2	Intern interaction with mentor	3.95	1.17	**MRQ12**	Mentor encourages intern to behave alternatively	3.13	1.40
MRQ3	Intern benefit from interactions with mentor	**4.05**	1.26	**MRQ13**	Sharing of personal experiences	3.41	1.31
MRQ4	Professional guidance and direction by mentor	**3.94**	1.22	**MRQ14**	Mentor serves as role model	3.67	1.34
MRQ5	Challenging assignments to improve intern competence	**3.89**	1.25	**MRQ15**	Mentor display content expertise	**3.88**	1.07
MRQ6	Frequency of feedback from mentor	3.44	1.29	**MRQ16**	Mentor's attitudes influences intern's attitudes	3.81	1.15
MRQ7	Respect of mentor for intern	3.58	1.25	**MRQ17**	Mentor share career history	3.53	1.33
MRQ8	Promotion of intern's career	3.62	1.31	**MRQ18**	Mentor provide constructive and useful feedback on intern's performance	**3.85**	1.20
MRQ9	Mentor encourage communication about fears and anxiety	3.68	1.26	**MRQ19**	Appropriate recognition of intern's contributions	3.80	1.20
MRQ10	Mentor convey feelings of empathy for graduate intern	3.56	1.26	**MRQ20**	Motivation to improve intern's work	3.77	1.28

Phase 2: Testing of Hypotheses

Prior to the testing of the hypotheses, the Mentorship Role Questionnaire (MRQ) was subjected to a factor and reliability analysis. Item scores were inter-correlated and these matrices were subjected to the Kaiser-Meyer-Olkin and Bartlett's tests for suitability for factor analyses. A MSA of 0.928 was obtained which according to the guideline of higher than 0.6 (Hair, Black, Babin & Anderson 2010) is adequate for factor analysis. Exploratory factor analysis resulted in a one-factor structure for the MRQ. The factor, labelled mentorship showed excellent reliability with a Cronbach Alpha of 0.972 (Field 2009).

Hypothesis 1

H_1: The availability of a mentorship programme is a significant predictor of the graduate intern's intention to stay in the organisation

A linear regression analyses was performed on the overall scale of Motivation and Intention to Quit. The results are reported in Table 2 below.

Table 2: Regression Analyses between Mentorship and Intention to Quit

Model	Unstandardised Coefficients		Standardised Coefficients	t	p	R	R^2	ΔR^2
	B	SE	Beta			.276[a]	.076	.063
(Constant)	2.450	.372	2.450	6.578	.000			
Mentorship	-.011	.005	-.011	-2.403	.019			

Table 2 indicates that mentorship is a significant predictor of Intention to Quit. The effect was small. Next a Linear regression analyses were performed to determine which dimensions of the mentorship process predicts the intention of graduate interns to quit the organisation. The results are reported in Table 3 below.

The results for Table 3 shows that the frequency of interaction with a mentor ($r_{(df = 79;\ p < 0.001)} = -0{,}363$), benefit from interaction with a mentor ($r_{(df = 79;\ p < 0.001)} = -0{,}363$), professional guidance and direction from the mentor ($r_{(df = 79;\ p < 0.001)} = -0{,}389$), mentor providing challenging assignments to improve

intern's competence ($r_{(df = 79;\ p < 0.001)}$ = -0,341), mentor conveying feelings of respect for the intern ($r_{(df = 79;\ p < 0.001)}$ = -0,335), mentor serving as a role model ($r_{(df = 79;\ p < 0.001)}$ = -0,383), mentor providing constructive and useful feedback ($r_{(df = 79;\ p < 0.001)}$ = -0,331), mentor acknowledge intern's contribution appropriately ($r_{(df = 79;\ p < 0.001)}$ = -0,339) are all significant predictors of the intern's intention to quit the organisation.

Further results showed that mentor providing career guidance ($r_{(df = 79;\ p < 0.001)}$ = -0,261, emotional support ($r_{(df = 79;\ p < 0.001)}$ = -0,234) are significant predictors of the graduate intern's intention to quit the organisation and the internship programme. The effects were small.

The relationship were all negative which indicates that the more attention mentors pay attention to the significant aspects of mentorship listed above, the less likely the graduate intern will consider quitting the graduate internship programme and vice versa. Hypothesis 1 is therefore accepted.

The results in Table 3 are further supported by the responses of the graduate interns to the open ended questions.

From the responses of the open ended questions it was evident that the majority of the interns experienced the mentoring programme as positive as the programme offered them exposure and contributed to gaining more self-confidence and this in itself contributed to their own motivation. As mentioned by a graduate intern: *'My mentor/s had confidence in me and instilled a lot of knowledge and etiquette of professional conduct. My mentor/s gave me practical hands-on experience and how I should handle problems'*. Another graduate intern stated: *'I personally feel privileged to have had a mentor who was concerned and interested in our development. I received more than I bargained for*' and '*It's very important that you have a mentor who is always willing to help and guide you when you need it*. *I believe mentorship in internship programmes motivates interns and makes them more productive'*.

A few interns experienced their mentors as unwilling to share knowledge as they were threatened by the interns and in these instances even though mentors had a willingness to support the programme they did not demonstrate the required interpersonal skills to guide the intern, which resulted in a negative experience for the intern. As mentioned by a graduate intern: *I think there should be a greater priority placed on finding suitable*

Table 3: Regression Analyses: Mentorship Dimensions and Intention to Quit

Item	Description	R	Item	Description	R
MRQ1	Need for mentor	-.146	MRQ11	Mentor encourage intern to prepare for position at organisation	-.331*
MRQ2	Intern interaction with mentor	-.363*	MRQ12	Mentor encourages intern to behave alternatively	-.149
MRQ3	Intern benefit from interactions with mentor	-.389*	MRQ13	Sharing of personal experiences	-.121
MRQ4	Professional guidance and direction by mentor	-.341*	MRQ14	Mentor serves as role model	-.339*
MRQ5	Challenging assignments to improve intern competence	-.335*	MRQ15	Mentor display content expertise	-.213
MRQ6	Frequency of feedback from mentor	-.181	MRQ16	Mentor's attitudes influences intern's attitudes	-.174
MRQ7	Respect of mentor for intern	-.383*	MRQ17	Mentor share career history	-.111
MRQ8	Promotion of intern's career	-.261*	MRQ18	Mentor provide constructive and useful feedback on intern's performance	-.300*
MRQ9	Mentor encourage communication about fears and anxiety	-.234*	MRQ19	Appropriate recognition of intern's contributions	-.305*
MRQ10	Mentor convey feelings of empathy for graduate intern	-.157	MRQ20	Motivation to improve intern's work	-.201

*Significant

mentors as it plays a huge role in moulding an intern. It can clearly be seen that lackadaisical mentors (due to their personal growth within the company

or just by nature) lead to lackadaisical interns which is not a good quality for growth'. Another intern added: *'The mentor I was placed under was not the right person to mentor young professionals coming into the business. I gained more from other senior members than I did from my mentor. I feel no background check was done when selecting mentor i.e. no consideration was given who would add the most value in development of the intern'*.

Hypothesis 2

H_2: The availability of a mentorship programme is a significant predictor of the mentor's decision to employ the graduate intern

Pearson correlations with Kendal's Tau were used to test the above hypotheses due to the small sample size. The results are reported in Table 4 below.

Table 4: Correlation coefficient between Mentor's Intention to Employ versus Opportunity to apply Mentoring Skills

		Mentoring	Intention to employ
Mentoring	Correlation Coefficient	1.000	.455**
	Sig. (2-tailed)	.	.001

* Statistically significant: $p < 0{,}01$
\+ Practically significant correlation (medium effect): $r > 0{,}30$
++ Practically significant correlation (large effect): $r > 0{,}50$

Table 4 shows a practically significant relationship of a medium effect between mentor's intention to employ graduate interns and the extent to which mentors were given the opportunity to apply their mentoring skills. Hypothesis 2 is therefore accepted.

The above results are also confirmed by some of the open ended responses of the mentors. Mentors made important observations about the need for the mentoring training programme in how it assisted them in being more effective in the mentoring process. As mentioned by a Mentor: '*Working with the interns on almost a daily basis has afforded me the opportunity to apply the skill which I have gained by means of the*

Mentorship Programme'. This is supported by another mentor who added: *'From prior internships I believe the mentorship training is important so effective mentorship can be provided'*. Some mentors mentioned time constraints that negatively impacted on the balancing between their mentoring role and fulfilling their normal management duties. A mentor for example indicated: *'Though it is time consuming and we have pressures to perform our own specific duties, it has to a fair extent allowed me to spend some quality time with my interns'*.

Discussion

The objective of this research was to determine whether mentorship, as part of a graduate internship programme, contributed to the retention of graduate interns in a South African ICT company. On average, results indicated that the intern benefited to a large extent from interactions with the mentor, received professional guidance from the mentor, received challenging assignments to improve his/ her competence, mentors displayed content expertise and mentors provided constructive and useful feedback on the interns' performance. The results are in line with Henson (2006) suggestion that mentee benefits include: career advice and advancement, personalised recognition and encouragement, improved self-confidence, learning to cope with the formal and informal structure of the company, honest criticism and informal feedback. Results also showed that the graduate internship programme allowed the majority of mentors to apply their mentorship skills and that they will consider employing the graduate interns on completion of the internship programme. The results confirm the mentor and organizational benefits in the mentorship process as indicated by Hemson (2006).

The remainder of the results are discussed per hypothesis formulated:

H_1: *The availability of a mentorship programme is a significant predictor of the graduate intern's intention to stay in the organisation*

The results showed that mentorship is a significant predictor of the graduates' intention to quit. The relationship between mentorship and the intern' intention to quit was negative, which means that the more positive the

graduate interns experience mentorship, the less frequently he/she will consider quitting the graduate internship programme. The results are in line with research that found that companies with a mentoring program have reported a significant improvement in employee retention, organizational learning, leadership training and career development (Beck-Howard 2009; Henson 2006; Parker 2011; Geber & Roughneen 2011; Ingram *et al.* 2009). From the above findings, it is evident that there is a need for mentorship as an integral part of the graduate internship programme.

Furthermore, our findings also confirm that the role of the mentor is indeed 'to guide the professional development of the mentee and knowledge, experience and organizational perspectives are shared candidly within a context of mutual respect and trust (see Janse van Rensburg & Roodt 2005). Casey, Fink, Krugman and Probst (cited in Eigst 2009) further indicated that a climate encouraging socialization via mentoring precedes the successful transition of graduate nurses to competent co-workers. The quality of supervision and mentorship an employee receives is thus critical to employee retention. Our findings thus also confirm the need for matching the right mentor and graduate intern to ensure the success of the mentoring process (Berezuik 2010).

H_2: The availability of a mentorship programme is a significant predictor of the mentor's decision to employ the graduate intern

The results showed a positive significant relationship between mentorship and the mentor's intention to employ the graduate intern. This means that the greater the extent to which a mentor is allowed to practice his/her mentorship skills in the graduate internship programme, the more likely he/ she will consider employing the graduate intern. The results confirm the mentor and organizational benefits in the mentorship process as indicated by Henson (2006) and Clamp (2011), Cureton *et al.* 2010). One should however also take cognisance of the time constraints that mentors are facing in the effective execution of the mentoring process. In this context, a more formalised mentoring process will be less time consuming and supplement the informal process (Dinsdale cited in Janse van Rensburg & Roodt 2005).

This research had some limitations. The first limitation is related to

the sample size. This research used a purposive convenience sample which means the findings cannot be generalised to other organisations. The research however identified and confirmed the importance of mentorship that may be of relevance to other organisations for the employability and retention of graduate interns. The electronic nature of the research questionnaire posed a limitation to those participants in the population group that did not have access to the organisation's network system. This may be a possible explanation for the low response rate of mentors as many of them are working on sites with no computer access.

Mentoring is pivotal to the success of the graduate internship programme and mentoring training should be considered as a pre-requisite for any employee that is considered to fulfil the role of mentor. The benefit of mentorship skills through mentor training will have positive effects for all employees managed by a mentor and not only the interns. Mentoring must take the form of a structured development programme and not merely a management-by-incident approach. It is important that mentors are involved in setting the daily tasks and objectives of the intern, monitor the progress of the intern on a regular basis and provide them with feedback on their progress.

Conclusion

The absence of any research in the South African environment with regards to graduate interns' and mentors' perception on the role and relationship of mentorship in the implementation of a graduate internship programme, makes this research stand out as unique and exploratory in the domain. From this research, it is evident that there is a need for mentorship as an integral part of the graduate internship programme. Findings indicated that a graduate intern's intention to quit the graduate internship programme was significantly related to the frequency and benefit of interactions with a mentor, professional direction and career guidance, constructive and useful feedback, appropriate recognition of contributions, respect and emotional support. A mentor who guides, supports and counsels youth as they navigate their way through the world of work, will thus yield positive results, especially from the intern's point of view.

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