REFERENCES


Benton, J. 2005. *Using action research to foster positive social values.* Maryland, USA: Scarecrow Education.


APPENDIX 1

- LETTER OF INFORMED CONSENT -
Faculty of Economic and Management Sciences, University of Pretoria, Pretoria, 0002

Letter of Informed Consent

This form confirms the consent of  to participate in the research project titled “The principles and Practices of Mentoring for educators in a Technical College in Africa: A Self study Enquiry” conducted by Julia Akumu Nyanjom under the supervision of Dr. Hilary Geber. The purpose of the study is to investigate how mentoring capacities, and the principles and practices that inform the mentoring process present themselves in a technical college situated in Africa, and how learning from mentorship can be explored to assist in individual learning in the technical college.

I have been informed, to an appropriate level of understanding, about the purpose and methodology of this research project, the nature of my involvement, and any possible risks that I may be exposed by virtue of my participation.

I agree to participate in this project by doing the following:

• Maintaining a mentoring relationship with the researcher, Julia Akumu Nyanjom, as a mentee, for at least six months, beginning immediately
• Keeping a reflective journal and submitting it monthly for analysis
• Accommodating interviews and/or conversations at regular intervals during the relationship

I understand and agree that:

• My participation is voluntary and I have the right to withdraw from this research at any time without penalty
• The researcher has the right to terminate my participation in this research at any time
• All data will be kept in a secure place inaccessible to others
• Confidentiality will be assured in that only the researcher will have access to the data
• Anonymity will be assured, since data will be coded in such a way that I will not be identified
• I will be able to read or obtain the research report once it is finalised
• The benefits of participating in this study include the following:
  o I will have an opportunity to reflect upon teaching practice
  o The mentoring relationship may impact on me personally, professionally and academically
  o I may experience a sense of satisfaction for having contributed to educational research
• There are no greater risks for my involvement other than those ordinarily incurred in daily life

I understand that it may be desirable, for comparative purposes, to use the data from this research for comparison with related existing research. I understand that any subsequent use of the data from this research will conform to the above parameters.

I understand that the results of this research will be used for publication.

I have read the consent form and understand the nature of my involvement. I agree to participate within the above stated parameters.

Name of participant:
Signature of Participant
Date:
Address:
Phone Numbers:
Email address:
APPENDIX 2

- INTRODUCTION TO REFLECTIVE JOURNAL WRITING
  (SAID FRAMEWORK) -
INTRODUCTION TO REFLECTIVE JOURNAL WRITING

As a participant in this research project, you are invited to maintain a reflective journal. In the journal you are requested to reflect upon your mentoring relationship through the description of your learning experiences. You may wish to become aware of how to reflect on your learning experiences and focus on some of the descriptions listed below.

What is a reflective journal?

Reflection is the critique of practice - the values, beliefs and attitudes that are implicit in the practice.

A reflective journal is a clear and concise narrative that follows the reflection or critical thinking about one's learning experience or specific learning events. It is not a traditional diary or a daily log. It is a writing tool, a learning mechanism which involves many different writing techniques to enhance reflection and creative thought. It is used to analyse small events happening in everyday life, whether positive or negative.

Encouraging reflective writing

Reflection is a skill that usually needs to be learned. To encourage reflection on daily incidents in your practice during the mentoring relationship the SAID process (Hogan 1995:7) may be used. The SAID model can be employed by thinking about the following questions and writing down your thoughts.

Situation: Reflect on the actual experience

What was the learning situation/event?
What images/scenes do I recall?
Which people/comments/words struck me?
What sounds/smell do I recall?
What else do I remember about the incident?

Affective domain: Reflect on the feelings

How do I feel (good and bad feelings) about what I learned?
What was the high spot/low spot?
Was I surprised/angered/elated/curious/confused/depressed by anything in the experience? Why?
Interpretation of events: What did I learn?

What have I learned and how did I learn it?
What can I conclude from this experience?
What was my key insight/learning?
How could I have learned more effectively/efficiently?

Decision: What will I do as a result?

What do I need to do before this sort of thing happens again?
What action(s) can I take to learn more effectively/efficiently in future?
What would I do differently next time?
What would I say to people who were not there?
What was the significance of this experience to my practice?
In what ways could I change my attitudes, expectations and values to feel better about the situation?

Pre-study project

For the benefits of personal, professional and academic development, and also for the benefits of the research project we are undertaking, we will do a one-week practice of reflective journal entries. This one-week pilot warm up will be done by reflecting on the following questions:

What are my expectations of this mentoring relationship?
What do I hope to achieve from the mentoring relationship?
How will I know if I have attained my outcomes?
What are my theories about the purpose of mentoring in education?
From my perspective the main roles of mentoring are…?
My personal theory on how I will learn in this mentoring relationship is…
In my practice I am most proud of…

These questions are designed to encourage the participants to reflect upon their feelings, emotions, values and beliefs and reasons for participating in the study. They will form the focus questions. These questions will also be used at a later stage (e.g. after three months) to promote reflection about the progress of the mentoring relationship. This will be a critical tool able to provide a ‘before’ and ‘after’ picture.
Daily entries

After the one week of learning reflective practice we will start on our reflective journals writing about events occurring during our mentoring relationships.

During the mentoring relationship the mentees and the mentors will revisit the focus questions. The mentees and mentors will also be encouraged to reflect on and evaluate their practice according to their personal development plan (PDP). The mentors will encourage links between action and outcomes. Mentors and mentees will be encouraged to explore their values, beliefs and attitudes that may be influencing their actions. Discussions will be held about the progress and the ongoing personal, professional and academic learning of the participants. Suggested areas for discussion will include:

| The setting of specific goals by the mentee and target dates for their achievement |
| Discussion of what is going well in the mentoring relationship |
| Discussion of areas that need development and suggestions for how these could be addressed. |

Guidelines for reflection

Pick a quiet place and reflective time to do your journal entries
Be self aware, honest, and open in your reflection
Write freely and intuitively without paying attention to grammar/spelling
Focus on reflecting on incidences, rather than on reporting facts
Record experiences as soon as possible after they happen
Be selective in what you choose to describe. Do not try to describe everything
If you get stuck, do something different and come back to the writing later
Daily writing is encouraged
Entries may be written in any format - written, pictorial, graphic - in an electronic format.

The suggested questions may stimulate and encourage reflection on the mentoring relationship, and how you are learning from the relationship, but be free to discuss other questions/topics or incidents that you consider to be important to your development goals.

Once the journal is submitted, a feedback session will be organised where the learning experiences will be discussed.
Submitted journal will be kept in a secure place accessible only to the researcher.
APPENDIX 3

- GUIDE TO PREPARING A PERSONAL DEVELOPMENT PLAN (PDP) -
A guide to developing a personal development plan

*This guide should be used to determine your personal development and growth plans during the period of the mentoring relationship*

### Career

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see as your main responsibilities in your career at present?</td>
<td></td>
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<tr>
<td>How have your career options and your job developed over the past year?</td>
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<tr>
<td>Which aspects of your career do you most value and what do you least value?</td>
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<tr>
<td>What would you define as your major achievement?</td>
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</tr>
<tr>
<td>What has caused your major problems?</td>
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<tr>
<td>Have you defined your future learning and development needs?</td>
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<tr>
<td>Do you have a written career plan for the next five years?</td>
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<tr>
<td>Are you clear about your long term career aspirations?</td>
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</tr>
</tbody>
</table>

### Relationships

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are your main contacts?</td>
<td></td>
</tr>
<tr>
<td>What support and assistance do you receive from and give to others?</td>
<td></td>
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<tr>
<td>Do you regularly receive feedback from people around you about your performance?</td>
<td></td>
</tr>
</tbody>
</table>
## Personal

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your strengths, skills, experience and knowledge attributes?</td>
<td></td>
</tr>
<tr>
<td>What are your values?</td>
<td></td>
</tr>
<tr>
<td>Are you able to negotiate political tensions and power struggles?</td>
<td></td>
</tr>
<tr>
<td>Do you have the skills that are not fully used in your job?</td>
<td></td>
</tr>
<tr>
<td>What are your most significant networks (family, work and social)?</td>
<td></td>
</tr>
<tr>
<td>How have you changed/progressed/developed/improved over the year/period?</td>
<td></td>
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<tr>
<td>Are you skilled in problem solving and communications skills?</td>
<td></td>
</tr>
<tr>
<td>What factors do you feel you cannot control?</td>
<td></td>
</tr>
<tr>
<td>How well do you manage your time?</td>
<td></td>
</tr>
<tr>
<td>How do you respond to change?</td>
<td></td>
</tr>
<tr>
<td>How clear is your vision for your personal life?</td>
<td></td>
</tr>
<tr>
<td>What is the balance between your personal and work life?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4

- GROW FRAMEWORK -
Structure of mentoring meetings

During the meeting, the emphasis will be on the PDP item we are currently working on. I will employ the GROW model as the framework to assist in conducting the meeting. At the end of the meeting, we will confirm where we are with the item, or whether we need to continue working on it. It will also be determined what we are working on next, to be the focus of the next meeting.

I will structure the mentoring meetings in a BEFORE, DURING and AFTER frame:

MENTEES

<table>
<thead>
<tr>
<th>Before the meeting</th>
<th>During the meeting</th>
<th>After the meeting</th>
</tr>
</thead>
</table>
| Plan for unstructured interview, but with guiding questions that I may ask.  
  • Goal phase  
  What do you want to tell me about (the PDP item...)  
  • Reality phase  
  How do you feel you have been doing with it?  
  • Options phase  
  What options do you see that you could adopt to help you achieve your goal?  
  • Wrap-up phase  
  How and when will you take the next steps? | Conduct an unstructured interview, taking into account the guiding questions that I had prepared  
  • Tape the session  
  • Take notes especially on facial expressions and body language | Critically reflect on the data collected  
  • What learning has occurred?  
  • What issues are emerging? |
APPENDIX 5

- ACTION RESEARCH MENTORING CONVERSATION GUIDE -
Action research mentoring conversation guide

1. Read my account of the last meeting we had

2. What problems (if any) did I encounter? (REFLECT)

3. What do I want to improve about that meeting (REVISED PLAN)

4. WHY

5. What do I intend to do in this meeting (ACT)

6. How did the meeting go? (OBSERVE)

7. WHY

8. What is my new understanding of mentoring or of session? (REFLECT)
APPENDIX 6

- FOCUS GROUP INTERVIEWS -
Focus group interview for the Mentees (December 2006)

Interview to be conducted by Dr A Onyango

Research Questions

Q2. How can mentees use their learning and development to contribute to the principles and practices of mentoring in a VET educational institution?
Q3. How can mentors use their learning and development to contribute to the principles and practices of mentoring in a VET educational institution?

Data from these interviews will contribute to the development of an understanding of the principles and practices that underpin a mentoring process for personal and professional development of educators in a technical college in Africa.

- This will be an unstructured, open ended and natural qualitative discussion, where the participants are allowed to say what it is that they want to say. The session will be videotaped.
- A number of open-ended questions have been highlighted to encourage responses that may answer or address the research question. A list of ‘pick-up’ statements indicates areas where it is expected that the discussion participants will say something. Where they do not, you, as the interviewer, may formulate a question from the ‘pick-up’ statements to probe for some information.

However, if it appears that this process is inhibiting the flow of information, then simply allow the participants to speak and remain an interested and attentive listener and observer. Look out and listen for clues that indicate that the speaker may be performing just for the audience, or telling you what he or she wants or expects you to hear. Try to capture the gestures, the body posture and the tension that you notice. Jot down your observations.

- Give each discussion participant the chance to expand on what she/he sees as a priority in her/his own situation.
- The conversation should be kept free flowing. Do not be restricted by the questions. Be prepared to listen for a long period and very patiently.

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>‘Pick-Ups’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What are the most rewarding aspects of your experiences as a mentee?</td>
<td>• Values&lt;br&gt;• Beliefs&lt;br&gt;• Attitudes</td>
</tr>
<tr>
<td>2 Within the relationship, what are your roles and responsibilities as mentees? Which are your predominant roles?</td>
<td>Mentoring functions&lt;br&gt;• Role model&lt;br&gt;• Giving advice&lt;br&gt;• Coach&lt;br&gt;• Provide growth experiences&lt;br&gt;• Provide friendship&lt;br&gt;• Encourage Etc</td>
</tr>
<tr>
<td>3 What do you see as the mentor’s roles and responsibilities?</td>
<td>Learning and Change&lt;br&gt;• Learning&lt;br&gt;• Change&lt;br&gt;• Influence</td>
</tr>
<tr>
<td>4 What aspects of the mentoring role do you view as most important to you? Do you have examples of how they presented themselves in your mentor/mentee relationship?</td>
<td></td>
</tr>
<tr>
<td>5 What activities have you undertaken with your mentor, and what are your feelings towards these activities?</td>
<td></td>
</tr>
<tr>
<td>6 Has being mentored changed you in any way? How?</td>
<td></td>
</tr>
</tbody>
</table>

Please do remember to thank the participants for their participation at the end of the interview session.
Focus group interview for the mentees (March 2007)

Interview conducted by Mrs. A. Atieno

Research Questions
Q2 How can mentees use their learning and development to contribute to the principles and practices of mentoring in a VET educational institution?
Q3. How can mentors use their learning and development to contribute to the principles and practices of mentoring in a VET educational institution?

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<thead>
<tr>
<th>Guiding Questions</th>
<th>‘Pick-Ups’</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What have been the most rewarding aspects of your experiences as a mentee?</td>
<td>• Values</td>
</tr>
<tr>
<td></td>
<td>• Beliefs</td>
</tr>
<tr>
<td></td>
<td>• Attitudes</td>
</tr>
<tr>
<td>2. Do you feel that your goal/expectations have been met? Do you feel that the</td>
<td>• Learning</td>
</tr>
<tr>
<td>goal/expectations of the mentor have been met?</td>
<td>• Growth</td>
</tr>
<tr>
<td></td>
<td>• Development</td>
</tr>
<tr>
<td>3. Have you been successful in attaining or progressing towards your goals?</td>
<td>• Professionally</td>
</tr>
<tr>
<td></td>
<td>• Personally</td>
</tr>
<tr>
<td></td>
<td>• Academically</td>
</tr>
<tr>
<td>4. What benefits did you receive from being a mentee? What benefits do you think</td>
<td>• Learning</td>
</tr>
<tr>
<td>the mentor received in the relationship?</td>
<td>• Change</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>

Please do remember to thank the participants for their participation at the end of the interview session.