

**Your mentoring story. My mentoring story.**  
**Constructing mentoring guidelines for mentors**  
**working with learner-athletes in a South African sport school.**

by

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*“I am, because we are; and since we are, therefore I am.”*

John Mbiti

(Mbiti, 1970)

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## ABSTRACT

This study explored how mentors working in a South African sport school were able to use their individual and shared mentoring experiences to draw up mentoring guidelines that would assist them in their roles as mentors within the school's boarding establishment. This was achieved by: firstly, exposing them to an experiential learning model; secondly, using the model as a tool for reflection on their personal mentoring experiences; thirdly, facilitating a mentoring focus group; fourthly, transcribing and analysing their experiences, discussions, and reflections through a narrative thematic analysis; and lastly, by collaborating with the participants to formulate mentoring guidelines. The findings were largely consistent with the literature reviewed; however, there were a few instances that they differed or were unique to the literature reviewed.

**Keywords:** Adolescents, boarding schools, experiential learning, focus groups, guidelines, learner-athletes, mentorship, reflective practice, values.

## ABBREVIATIONS

<b>Abbreviation</b>	<b>1<sup>st</sup> Appearance</b>	<b>Description</b>
<b>EU</b>	Chapter 2	The European Union
<b>HIV</b>	Chapter 2	Human Immunodeficiency Virus
<b>HIV/AIDS</b>	Chapter 2	Human immunodeficiency virus infection and acquired immune deficiency syndrome
<b>hpc</b>	Chapter 1	High Performance Centre
<b>HPCSA</b>	Chapter 1	Health Professions Council of South Africa
<b>ISR</b>	Chapter 1	Institute of Sport Research
<b>MA</b>	Chapter 1	Master of the Arts
<b>NCAA</b>	Chapter 2	National Collegiate Athletic Association
<b>SVM</b>	Chapter 2	Seven Vector Model
<b>TUC</b>	Chapter 1	Transvaal University College
<b>TSHS</b>	Chapter 1	TuksSport High School
<b>TSHSR</b>	Chapter 1	TuksSport High School Residence
<b>UP</b>	Chapter 1	University of Pretoria

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# CHAPTER 1 BACKGROUND

## Introduction

This chapter will explain the history of the TuksSport High School (TSHS) and how various factors affect the context of the study. It will highlight the challenges mentors face within the context of this study and how those challenges influenced the research questions, as well as the objectives of the study. The chapter will be concluded by bringing to light the various motives for conducting the study and providing an overview of the chapters to follow.

### 1.1 SETTING

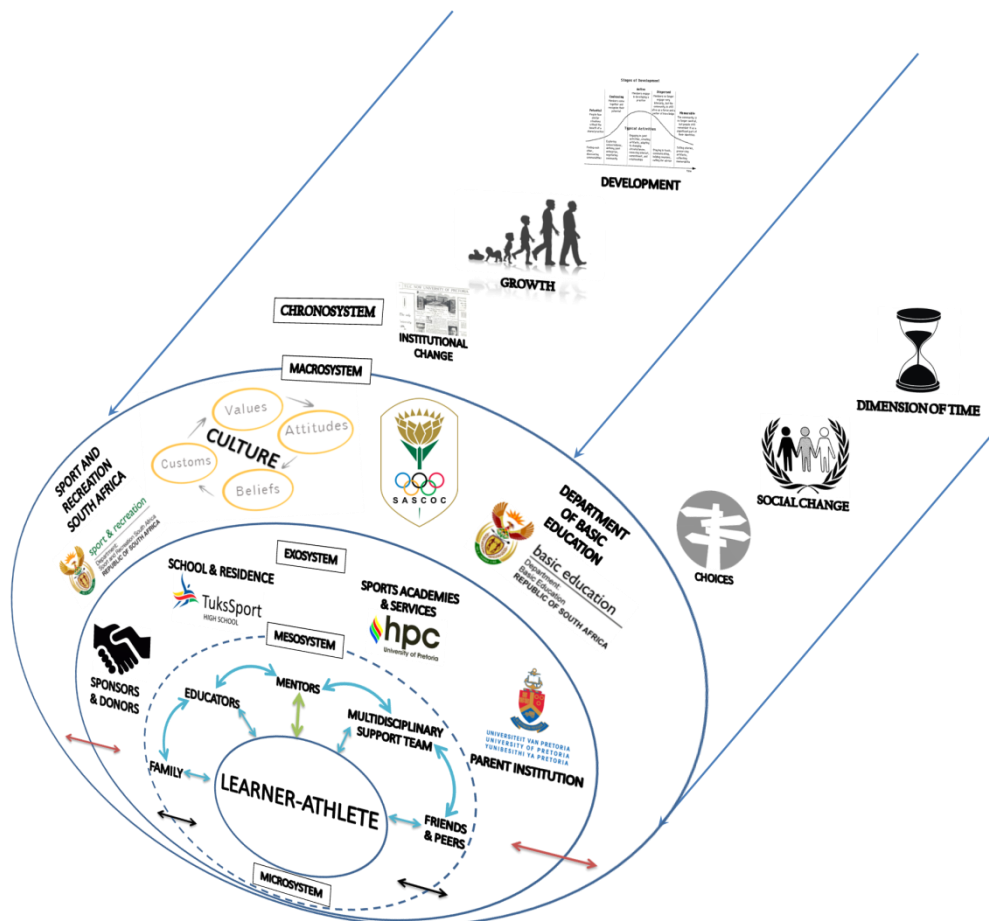


Figure 1.1. Bronfenbrenner's Ecological Systems Model. Adapted from *International Encyclopaedia of Education* (pp. 39-41), by U. Bronfenbrenner, 1994, Oxford, England: Elsevier.

To illustrate the diverse nature of this study's context, an adaptation of Bronfenbrenner's Ecological Systems model was employed as depicted in Figure 1.1 above (Bronfenbrenner, 1994; Henriksen et al., 2010; Visser, 2007). This model allows one to view the context of the learners of the TSHS, and how various stakeholders and factors play a role in influencing their well-being. Bronfenbrenner's Ecological Systems model holds that human behaviour and well-being is influenced by several ecological systems, namely the chronosystem, macrosystem, exosystem, mesosystem and microsystem – which will be delineated in the sections to follow (Bronfenbrenner, 1994; Visser, 2007).

### **1.1.1 Chronosystem**

This level of Figure 1.1 depicts the change or consistency over time, not only for the learner-athlete but within the macrosystem and all the levels within it. The closer one gets to the microsystem the lesser the time needed to influence that system (Bronfenbrenner, 1994). Within the study's context, time has played and continues to play a huge part in the learner-athlete development. Time has also allowed the development of various factors and institutions that influencing the learner-athlete's day-to-day activities and long-term future. Due to the extensive histories that could be detailed from all the various governing bodies and institutions that influence the TSHS, only the trajectory of the school will be outlined.

In understanding the type of learners found at the TSHS, we must be aware of the socio-political history that impacts a lot of the learners. Hannaway, Steyn, and Hartell (2014) argue that despite the 'political Apartheid' having ended in 1994, an 'educational Apartheid' and 'economic Apartheid' remained – systems which see learners from indigenous black populations still struggle from a socioeconomic and educational perspective. Learners at the TSHS who arrive from impoverished socioeconomic backgrounds, more often than not, attended previously disadvantaged schools in black communities where the standard of education is not as high. This often results in them struggling to meet the academic challenges of the TSHS. These learners often also struggle to merely adjust to a learner-athlete environment due to their lack firsthand experience in such a context, as well as a lack of knowledge about the context because their parents and/or people in their communities have never experienced a learner-athlete context either.

When we speak of the TSHS, it is paramount that we acknowledge the history and position of the University of Pretoria (UP). UP is state-supported coeducational, multicultural,

multiracial and bilingual institution of higher learning. The roots of this institution stem from the Transvaal University College (TUC). Transvaal University College was founded in 1908 when arts and science courses were transferred from Johannesburg to Pretoria. Transvaal University College formally became the University of Pretoria in 1930. While the core of the university is largely located in Pretoria, it extends itself to its surrounding areas. The university has six academic campuses that consist of the Hatfield, Groenkloof, Prinshof, Mamelodi, Onderstepoort, and Sandton campuses. The university is of significance because it houses the other two environments (High Performance Centre and TuksSport High School) that fall within the context of this study (Leon, 2015; High Performance Centre [hpc], 2016).

Leading on from the university is the High Performance Centre (hpc). This institution was founded in the year 2002 and will celebrate 15 years of excellence in facilitating a highly conducive and stimulating environment for sports professionals, future champions, and enthusiasts alike to excel in their sporting disciplines. This facility is located on the LC de Villiers Sports Grounds – an auxiliary site adjacent to the main Hatfield campus. The hpc's distinctive blend of world-renowned training facilities, medical support, accommodation, and hospitality, nutritional, and scientific research has firmly established it as a pioneer in its own right (Leon, 2015; High Performance Centre [hpc], 2016). These services and facilities are at the disposal of the TSHS learner-athletes and provide them with the opportunity to extend themselves further in their chosen sporting discipline.

Looking specifically at the TSHS, it can be described as a place where learners in their secondary phase of education are given the unique opportunity to pursue their athletic/sporting interests in a distinctive sporting milieu. The school was created in 2002 with as little as 27 learners. Subsequently, the school grew year in and out, and it currently accommodates more than 200 learners. The school today bears little resemblance to the one that started out in a single basement classroom at the hpc. As the school grew in numbers, there was a decision to accommodate the learners by using the Groenkloof campus vacant classrooms and lecture venues. The school made use of bus shuttle services to transport its learners between the LC De Villiers Sports Grounds and the Groenkloof campus for the school day. In 2015, the school's dream of having their own buildings and classroom space was realised through the leadership of Mrs. Hettie de Villiers, the current principal of the school. The school is now located on the LC De Villiers Sports Grounds, a milestone that has benefitted the identity of school (TuksSport High School [TSHS], 2016).

### 1.1.2 Macrosystem

This level of Figure 1.1 illustrates the overarching pattern of systems within it. It depicts the cultural context that the learner-athletes find themselves in, but also depicts the bodies that regulate the immediate setting of the learner-athletes (Bronfenbrenner, 1994). In the context of this study, the macrosystem consists of the cultural values and norms influenced by the historical and political context of South Africa; the Department of Basic Education (DBE); Department of Sport and Recreation (SASR); and the South African Sports Confederation and Olympic Committee (SASCOC).

Looking specifically at the governing bodies that impact the TSHS, it is important to note that there are international bodies that determine what the national governing bodies in South Africa implement and practice. These bodies do however carry more importance and have more say in sporting domains. The DBE, for example, impact on the allocated number of school days in a calendar year, as well as the range of hours in the school day. This affects the time allocations and practicalities of the school day. SASR and SASCOC impact on the performance requirements and standards for the learner-athletes to participate in their various sporting disciplines at a national and international level, as well as provide funding for the facilitation of many national competitions and travel to international competitions.

### 1.1.3 Exosystem

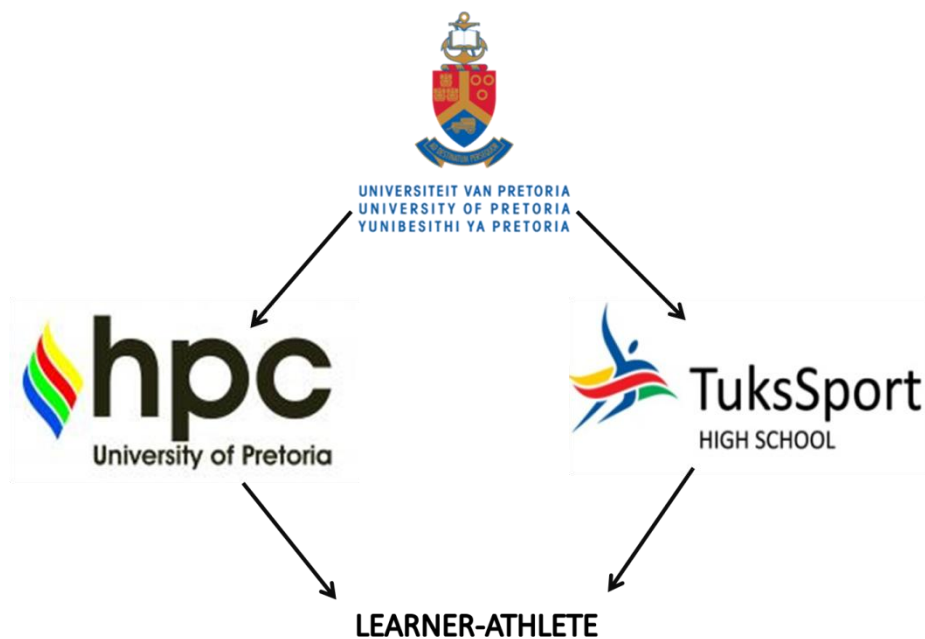


Figure 1.2. How UP impacts on the learner-athlete

This exosystem level of Figure 1.1 depicts the linkages and processes taking place between two or more settings, where at least one of the settings does not involve the learner-athlete (Bronfenbrenner, 1994). Despite the learner-athlete not being involved in that particular setting, events occur that in some way influence processes within the learner-athlete's immediate setting as depicted in Figure 1.2 above (Bronfenbrenner, 1994).

An illustration of how the exosystem impacts the learner-athlete is seen in the accessibility restrictions and traffic entering the LC De Villiers campus as a result of the actions of UP. At the beginning of 2017, UP decided to move the student registration process for the 2017 academic year to the LC de Villiers campus, which saw the increase in vehicle and human traffic on this campus. This is the same campus that the TSHS is located on, so the accessibility for learners, parents, and staff members was impacted by the increase in traffic – which often meant lags or delays in arriving at the school in the morning. Part of the increase in traffic was the increased security around the campus due to precautionary measures taken by UP to prevent disruptive student protests if they took place in that period. This restricted the accessibility and movement within the campus and ultimately impacted on the accessibility to the school.

#### **1.1.4 Mesosystem**

This level of Figure 1.1 depicts the linkages and processes taking place between two or more settings containing the learner-athlete (Bronfenbrenner, 1994). According to Gill and Gray (2006), the mesosystem can be seen as a semi-permeable membrane or layer between the microsystems and the macrosystem. When there are three or four interactions taking place with the learner-athlete within their mesosystem, we refer to them as triads and tetrads respectively (Krebs, 2009).

One triad that often occurs in the mesosystem and is useful in understanding the context of this study is the interaction between the learner-athlete, teacher, and medical doctor. The medical doctor falls under the hpc in terms of the organisation affiliation but falls under a setting known as the Sport Science and Medical Unit (SSMU); while the teacher falls under the TSHS in terms of institutional affiliation, but is a part of the TSHS teaching staff. These three often interact because learner-athletes are not immune to illness and it often important for all three to be parties to know the prognosis and treatment plan if the learner is sick.



### **1.1.5 Microsystem**

This level of Figure 1.1 depicts the learner-athletes' interaction with various people that directly affect their behaviour and well-being (Bronfenbrenner, 1994; Visser, 2007). Individual interactions are known as dyads or two-person systems (Krebs, 2009). The microsystem contains a series of dyads with the learner-athlete acting as the common denominator (Krebs, 2009).

An example of an almost permanent dyad that occurs is the interaction between the learner-athlete and their parents. This interaction is often two-sided and can be a positive or negative interaction that influences the learner's well-being. Parents can be supportive, and give useful insight about managing the pressures that their children may face; yet at the same time they can have a negative impact on their children by burdening them with familial obligations and/or give poor advice with regard to navigating certain difficulties (Carter-Francique, Hart & Cheeks, 2015). To conclude the use of Bronfenbrenner's Ecological Systems model in understanding the context of the study it is important to note that the microsystem encompasses a host of people that form dyads with the learner-athlete. These dyads can be seen in Figure 1.1; however, for purposes of this study, the green dyad between the learner-athlete and mentor will be the primary focus of this study.

## **1.2 PROBLEM**

Learners at the TSHS attempt to complete a balancing act of their academics, specific sporting code, and personal lives on a daily basis. This is no easy feat, and often these learners have difficulties in managing this demanding lifestyle. The school provides a residence facility where a significant number of the learners at the school live as boarders. One of the limitations of having this opportunity at the school is that there is currently very limited literature to shed light on the experience of living away from home in a learner-athlete<sup>1</sup> boarding/residence setting.

The work of Wylleman, Alfermann and Lavellee (2004) – which describes the developmental lifespan of an athlete – was reviewed to shed light on how this limitation could be addressed. Their work suggests that athletes go through various transitions – transitions which can be

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<sup>1</sup> Student-athlete and learner-athlete can be differentiated in that learner-athletes can be considered as individuals still in their primary or secondary phase of education; while student-athletes are individuals in their tertiary phase of education.

divided into four levels, namely: The Athletic, Psychological, Psychosocial, and Academic Vocational level (Wylleman et al., 2004; Wylleman & Reints, 2010). The limitation experienced in the TuksSport High School Residence (TSHSR) is situated in the psychosocial level between the ages of 13 and 19. Wylleman et al. (2004) denote that between the ages of 13 and 19, adolescent athletes perceive their relationships with their peers, coaches, and parents as the most significant. The difficulty with this assertion within the TSHSR is that it is not directly applicable to the context the learners are in. Wylleman and Reints' (2010) study on perceptions in high-intensity sport highlighted that one of the major challenges experienced by tennis players transitioning to a *topsportschool*<sup>2</sup> is the change in living environment. Despite this, Wylleman and Reints (2010) only make mention of this difficulty but do not elaborate on the subject at depth. Looking at Wylleman et al.'s (2004) lifespan model if applied to the TSHSR, the change in living environment largely shifts the individuals of significance at the psychosocial level – which means that the model is not directly applicable to the TSHSR context.

Currently, the learners have various forms of support available to them. These include, but are not limited to, academic, athletic, medical, psychological, and social support. Part of the social support personnel that the school has put in place for the learners in the residence are house parents to help support and manage the learners in this environment. In addition to the house parents, the school also recruits mentors<sup>3</sup> to help support the house parents. More so than the other support systems, the mentors play a crucial role in helping the learners navigate their psychosocial development transitions because of the time and contact they are afforded with the learners in the residence. The challenges they face in playing this role are multifaceted: firstly a lot of them have never had to play this role of significance; secondly they all have limited experience in mentoring learner-athletes from diverse contexts; and thirdly they do not have practical guidelines they can refer to, to assist them with fulfilling these psychosocial roles.

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<sup>2</sup> Wylleman and Reints (2010) define a *topsportschool* as a secondary school providing flexibility in educating high performance learners; multiple training sessions during the course of a day that are organized by the sports federations' elite level coaches, and boarding facilities for athletes.

<sup>3</sup> Pulce (2005) views a mentor as someone that can play multiple roles, such as a loyal friend, confidant, advisor, teacher, guide, coach, and/or role model. Mentors are often people that are entrusted with the care and education of another because of their knowledge or expert status. They often choose to mentor because they are drawn to the role of nurturing a person of talent and ability. At the TSHS, mentors are individuals in their early adulthood phase of life that are sourced externally and employed by the school to provide assistance to the house parents in supporting the learners.

A factor that compounds the third challenge is the fact that their roles as TSHSR mentors are twofold because they have to strike a balance between an “administrative” and “supportive” role. These roles are often at odds with one another because their administrative role requires a more didactic-instruction-interactional style, while the supportive role requires a facilitative-reflective-interactional style. Switching between the roles and interaction styles is quite tricky, and often results in the mentors also fulfilling the supportive role through a didactic-instruction-style. This makes giving any form of support that much more difficult because the role of the learner in a didactic-instruction-interactional style is largely passive (Blândul, 2015). In the meeting prior to the study, the house parents highlighted that an alternative style of engagement was needed – a style that would be more effective in meeting the needs of the mentors’ administrative and supportive roles.

To address this, discussions with the resident psychologist at the TSHS highlighted that reflective learning could be useful in addressing the abovementioned concerns (M. Human, personal communication, 17 June, 2016). It was suggested that reflective learning could be used as a medium to stimulate deliberate thought about how the TSHSR mentors could use their experiences of being mentored and/or mentoring others to inform how they can better fulfil their roles in the residence. Beyond that, the collective discoveries and/or epiphanies made during the process of reflection could serve the purpose of facilitating the construction of mentoring guidelines that would ultimately be used by current and future mentors of the TSHSR.

### **1.3 RESEARCH QUESTIONS**

Based on the aforementioned contextual problem, the primary research question put forward for this study was: “How mentoring experiences could be used to construct mentoring guidelines for mentors working with learner-athletes in a South African sport school?” Essentially, the study looked to focus on the individual mentoring experience, the collective mentoring experience, and how those experiences could translate into mentoring guidelines.

#### **1.3.1 Question 1**

This research question focused on the individual mentoring experiences of the TSHSR mentors and therefore asked: “What did each TSHSR mentor learn about mentoring through reflecting on their personal mentoring experiences?”

### **1.3.2 Question 2**

The second research question focused on the collective mentoring experiences of the TSHSR mentors and therefore asked: “What did the TSHSR mentors learn about mentoring from each other’s personal mentoring experiences?”

### **1.3.3 Question 3**

The final research question focused on the how the mentoring experiences could be translated into guidelines and therefore asked: “What guidelines for mentoring at the TSHSR can be established based on the findings of Question 1 and Question 2?”

## **1.4 GOALS**

### **1.4.1 Primary Goals**

Primary goals are usually a broad indication of what the researcher hopes to accomplish and/or what the desired research outcomes of the research process will be (Verhoef & Hildsen, 2004). This study had three primary goals, which are indicated below:

- Primary Goal 1: To explore the personal mentoring experiences of TSHSR mentors.
- Primary Goal 2: To explore what the TSHSR mentors learn from one another about mentoring through sharing their personal mentoring experiences.
- Primary Goal 3: To draft guidelines for the TSHSR on mentoring learner-athletes.

### **1.4.2 Secondary Goals**

Secondary goals give clearer indications of how the primary goals will be achieved be (Verhoef & Hildsen, 2004). Bearing this in mind, the four secondary goals of this study were:

- Secondary Goal 1: To expose and educate the TSHSR mentors on the purpose of reflective learning.
- Secondary Goal 2: To facilitate the reflective learning process by encouraging the mentors to use reflection on their own mentoring experiences using a reflective learning model.
- Secondary Goal 3: To facilitate a focus group discussion with the purpose of allowing the mentors to learn from one another’s personal mentoring experiences.

Secondary Goal 4: To use the individual and collective mentoring experiences to formulate an initial set of mentoring guidelines for learner-athletes.

Secondary Goal 5: To collaborate with the mentors in drafting a final set of mentoring guidelines that will help inform the supportive aspect of their mentoring roles in the TSHSR.

## **1.5 MOTIVATION**

In this section, the motivation for conducting the study is discussed. There were two motives in completing this study, and these were for academic and organisational purposes.

### **1.5.1 Research Motivation**

For a long time, we have been aware of a special population of students that were not only enrolled at their various institutions for academic purposes but additionally are considered or consider themselves as athletes (Singer, 2008; Stambulova, Engstrom, Franck & Linner, 2015). These populations are considered as student-athletes, which have been explicitly defined and widely researched about in the American and European contexts (Cosh & Tully, 2013; European Commission, 2012; Singer, 2008; Stambulova et al., 2015; Wylleman & Reints, 2010). However, within South African context we have been somewhat limited to only a handful of studies (Burnett, 2003; Clark & Burnett, 2010; Garnett & Surujlal, 2009; Mji & Surujlal, 2013; Serra, Blignaut, Abrahams, Bruce & Surujlal, 2014; Singh & Surujlal, 2006; Tshube & Feltz, 2015). Beyond that and specifically within the South African context, there are hardly any studies depicting and defining the learner-athlete (Human & Human, 2016; Joy Magazine, 2007; Kubayi, Toriola & Monyeke, 2013; Nongogo, Kubayi & Amusa, 2014; Zeeman, 2013). For this reason, this study serves a distinct purpose within the South African context to not only contribute to student-athlete literature but also depict how the South African learner-athlete is characterised.

This study addresses the many challenges that student-athletes face in trying to keep a balance of an athletic, as well as academic lifestyle. Various support teams help student-athletes manage their lives – support teams that have already been mentioned in section 1.1 and will be detailed in Chapter 2. Literature indicates that three domains often challenge student-athletes, including academic, athletic, and psychosocial domains. This study is rooted in the psychosocial domain, specifically the role that mentorship can play for learner-athletes (Wylleman et al., 2004; Wylleman & Reints, 2010). This study will contribute to the body of

literature on student-athletes and their support structures, by highlighting the usefulness of having mentors available to learner-athletes at a psychosocial capacity in a South African sport school.

Lastly, this study gives particular attention to the role of mentors, who are often characterised as educators, coaches, parents, older teammates, or siblings for student-athletes (Bloom, Durand-Bush, Schinke & Salmela, 1998; Hart, 2009; Herholdt, 2012; Pulce, 2005; Robins, 2006). This study makes use of mentors that do not fall under any of those roles, but rather ones that are placed within a learner-athlete context with the sole purpose of acting as extended custodians to the learners. Their unique roles are something that this study aims to explore and augment to the literature that corroborates the usefulness of mentorship (Carter & Hart, 2010; Hart, 2009; LaFleur & White, 2010; Mazerolle, Eason, Nottingham & Barret, 2016; Portner, 2008; Robins, 2006). Furthermore, the literature covered in this study showed that a significant amount of mentor studies were in the spheres of nursing, education, and business – with a very limited pool of literature shedding light on mentoring within a sporting sphere (Bloom et al., 1998; Hart, 2009; Herholdt, 2012; Pulce, 2005; Robins, 2006). Therefore, the nature and aims of this study allowed for the contribution to the body of knowledge on mentoring as a whole and secondly on mentoring within the sporting domain.

### **1.5.2 Organisational Motivation**

Part of the process of becoming a registered Counselling Psychologist under the Health Professions Council of South Africa (HPCSA) is to complete a one-year internship. For my internship year, I tailor-made an internship programme at the TSHS to serve as the Intern Psychologist at the school. My service to the school was only offered to the learners, however as has been depicted through the adaptation of Bronfenbrenner's Ecological Systems model in section 1.1 (Setting), maintaining the well-being of the learners goes beyond the therapeutic or clinical context. It is for this reason that there was an organisational motivation to complete the study.

The study will be beneficial for the learners because they can seek psychosocial support from their mentors who will be better informed on how to fulfil their supportive roles for the learners. For the mentors, it will be beneficial because it will give them the opportunity to use the experiences they have had of being mentored and/or mentoring others in allowing them to fulfil their roles in building strong rapports and safeguarding the emotional well-being of the

learners (TuksSport High School [TSHS], 2017). Lastly, this study will benefit the TSHS because the research process will allow for the construction of mentoring guidelines to ensure that meaningful psychosocial support is available and/or given in this developmental phase of the learners' development. Furthermore, having mentors within the TSHSR equipped with the tools to support the learners fulfils part of the TSHS's mission as a learning institution that provides all learners with the opportunity to acquire and develop necessary life-skills, knowledge, and values to take charge of their futures in an ever-changing and challenging world (TuksSport High School [TSHS], 2016).

### **1.5.3 Academic Motivation**

This research project was conducted at the University of Pretoria for the Department of Psychology. There are three types of Master of the Arts (MA) degrees offered by the department, which consist of MA (Research Psychology), MA (Clinical Psychology), and MA (Counselling Psychology). Completing this study falls under one of the requirements for the successful completion of MA (Counselling Psychology) degree programme. This format is in line with the researcher-practitioner model that stipulates an individual completes 50% of their course in research training and the other 50% in practical training. Thus, the purpose of this study is to complete the MA (Counselling Psychology) degree programme (Breedt, 2014).

## **1.6 OVERVIEW**

### Chapter 1: Introduction

This chapter describes the setting of the study; defines the research problem; outlines the research questions and goals of the study; and states the various motivation factors for the completion of the study.

### Chapter 2: Literature

This chapter reviews the body of literature surrounding the understanding of student-athletes; their challenges; how they are supported; how mentorship can supplement their support systems; and what directives can be put in place to aid these support initiatives.

### Chapter 3: Methodology

This chapter justifies the paradigmatic stance of this study; describes the participant group; details the research process that ensued; clarifies how the quality of the study was maintained; and finally, explains how the ethical considerations were addressed.

### Chapter 4: The Learning Phase

This chapter presents the first half of the findings, focusing on what was discovered in the mentoring experiences.

### Chapter 5: The Application Phase

This chapter presents the second half of the findings, focusing on how the mentoring experiences were consolidated and applied.

### Chapter 6: Conclusion

This chapter focuses on addressing the three research questions; highlighting how the research contributed to scholarly literature; presenting the suggested mentoring guidelines; and lastly, disclosing the limitations of the study.

## **Conclusion**

This chapter gave an overview of the TSHS focusing on its history, stakeholders, and partners through an ecological systems model. It highlighted the current challenge within the TSHSR, and proposed research questions and goals to address this as a research problem. The chapter was concluded by specifying the three motives for the study – research, organisational, and academic – as well as providing a synopsis of the chapters that will follow.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter is intended to place the TSHS learner environment into context and highlight ways in which the context can be improved based on the endeavours of previous studies. This will be done by illuminating the concept of dual careers (specifically related to the student-athlete phenomenon); the difficulties and benefits of the student-athlete lifestyle; the types of support available to learners in a student-athlete environment; the use of mentorship as a form of support; and ways in which support for the student-athlete can be consolidated.

### **2.1 STUDENT-ATHLETE PHENOMENON**

#### **2.1.1 Defining the Student-Athlete**

Defining a student-athlete can often be a daunting task because the difference between a student-athlete and normal college student can be very subtle (Watt & Moore, 2001). Both groups attend their institution with the objective of furthering their academic endeavours; the normal group in many instances are interested in a particular sport and partake in it during their leisure time. The major difference, however, is in the level of interest, intensity, and purpose the student-athlete group engages in a particular sporting discipline (Watt & Moore, 2001). It is for this reason that we often deem the student-athlete population as a special population because student-athletes are not only enrolled at their various institutions for academic purposes but, additionally, are considered or consider themselves as athletes (Singer, 2008; Stambulova, Engstrom, Franck & Linner, 2015).

In Europe, student-athletes have been categorised as having dual careers under the *European Union (EU) Guidelines on Dual Careers of Athletes* (European Commission, 2012). These athletes have intentions of becoming accomplished athletes or sportsman in their various disciplines, but face time constraints of balancing their intensive training and fixture schedules with the demands of their various academic institutions (European Commission, 2012). In the American collegiate sport context, there has been evidence through media coverage and empirical evidence that secondary and tertiary institutions have long been breeding grounds for student-athletes that were enrolled at their institutions for their sporting ability (Cosh & Tully, 2013; Singer, 2008; Stambulova et al., 2015).

Part of participating in a sport at the level of interest, intensity, and purpose that student-athletes do is the unexpectedly complex layer to student life that is added (Gayles, 2009; Watt & Moore, 2001). In addition to the daily student routine of attending classes, lectures, tutorials, and participating in the day-to-day social encounters that come with the student life – student-athletes also have sport-related commitments such as practices, gym work, injury rehabilitation, travelling to fixtures, and learning game tactics (Watt & Moore, 2001). All these activities can be taxing on student-athletes, and are often only secondary to the major challenges of trying to achieve social adjustment, intellectual growth, and/or career exploration (Gayles, 2009; Watt & Moore, 2001).

In contrast to normal students, student-athletes are involved in a constant balancing act between their roles as student and athlete (Watt & Moore, 2001). Gayles (2009) and Wolverton (2008) state the student-athletes often have to balance between keeping their educators and parents happy by doing well in their academics, while are also in a struggle to meet their coaches' and teammates' expectations, as well as meet the rules and regulation of their sporting governing body. In addition to these factors, there also more individual aspects that student-athletes face amongst themselves, such as the level of competition, sex, race, ability, and the sporting code (Watt & Moore, 2001). It is based on all the above facets of the student-athletes that we can define the student-athletes.

### **2.1.2 Student-Athletes in the South African Context**

Leading on from the last section, this one focuses on individuals at the tertiary or university level of education within the South African context. In these contexts, individuals are commonly referred to as student-athletes or in some instances athlete-students (Burnett, 2003; Clark & Burnett, 2010; Garnett & Surujlal, 2009; Mji & Surujlal, 2013; Serra, Blignaut, Abrahams, Bruce & Surujlal, 2014; Singh & Surujlal, 2006; Tshube & Feltz, 2015).

Within the South African context, we have been limited to research like Burnett's (2003) study on multifaceted student-athlete development or Singh and Surujlal's (2006) study on student-athlete satisfaction in Johannesburg universities when trying to gain an understanding about the experiences of student-athletes in the South African context. Burnett's (2003) study highlights the factors necessary for student-athletes to develop holistically – as competitors, students, and individuals – however, the study does not highlight tangible methods or guidelines in which this development can be achieved. Burnett (2003), as well as Singh and

Surujlal's (2006) studies were based on student-athletes in a tertiary setting, whereas the context of this study is based on a secondary level institution. This differs in a multitude of ways and cannot comprehensively shed light on learner-athlete experiences in a sport school like the TSHS.

Beyond that, a lot of the available literature on student-athletes in the South African context is only slightly relevant to the learner-athlete experience in a sport school. The majority of the research that is in some way relevant to this study consists of studies such as the recruitment of student-athletes in South Africa (Serra et al., 2014); availability of academic support for student-athletes' dual-careers in Southern Africa (Tshube & Feltz, 2015); student-athlete leadership behavioural preferences in coaches (Mji & Surujlal, 2013); and the impact football had on socialisation for female student-athletes by Clark & Burnett (2010). It is from the lack of insight, as well as the increasingly outdated nature of the student-athlete literature in South Africa that this study finds its relevance in serving as a source for learner-athlete literature, but more importantly highlighting ways in which learners can be better supported through mentorship initiatives in their context.

### **2.1.3 Learner-Athletes in the South African Context**

The South African sporting context differs from the aforementioned contexts in the United States and Europe because there are so many diverse and different environments that learners or students participate in sport. This section focuses on the learner within the secondary or high school environment – which is often referred to as school sport (Joy Magazine, 2007; Kubayi, Toriola & Monyeki, 2013; Nongogo, Kubayi & Amusa, 2014; Zeeman, 2013).

Within the South African high school context, there is limited literature that depicts the experience of learners having to balance between their academic and sporting roles. Often literature only ever focuses on the sporting experiences and evaluating the appropriateness of intensive and/or competitive school sport (Joy Magazine, 2007; Zeeman, 2013). Joy Magazine (2007) highlighted that school sport is getting out of control because it requires learners to become too serious about their sport and specialise too early – merely falling short of being classified as bona fide professional sport people. The publication also argued that learners were falling into the traps of trying to achieve success at all costs and that more often than not this was fuelled by various stakeholders in the learners' lives – such as parents, teammates, coaches, teachers, and scouts (Joy Magazine, 2007). The biggest pressure from a

school perspective is due to the fact that talented learners, coupled with good sporting results, often means that schools are able to secure sponsorships that fund their sporting programmes, as well as entice prospective parents that want to ensure their talented children attend a top performing sporting high school (Joy Magazine, 2007).

Conversely, Zeeman (2013) argues that professionalism in school sport is actually beneficial to learners interested in being top-level sporting performers. Zeeman (2013) argues this notion by stating that a professional approach to school sport provides the necessary platform for sportsmen and women to hone their abilities optimally, with the ultimate desire to pursue a sporting career. The article later goes on to highlight that even if schools chose not to professionalise sport at their schools, private companies would fulfil this niche for learners by offering coaching clinics and personal training initiatives (Zeeman, 2013). Thus, schools are often at a crossroads about professionalising their sporting programmes or losing learners to more professional sporting schools (Zeeman, 2013). Both Joy Magazine (2007) and Zeeman (2013) give an indication about the direction of sport in the South African context at a secondary or high school level – however, they never mention the experience of learners having to cope with the pressures of the increasing professionalism in school sport, either at an academic or psychosocial level, and more importantly balancing their roles as learners and athletes.

In more recent literature and based on the context of this study, Human and Human (2016) describe the usefulness of facilitating narrative career counselling with learner-athletes in a South African sport school. Their study highlights how career guidance can be an invaluable asset for learners at a sport school who can often become engulfed in their roles as either learners or athletes (Human & Human, 2016). The study illustrates one way of supporting learner-athletes at a sport, and in some essence, corroborates the potential usefulness of this study in promoting mentorship as another form of support in the unique context of the TSHS.

## **2.2 CHALLENGES TO THE STUDENT-ATHLETE LIFESTYLE**

As with most situations in life, things that require a balancing act of some sort bring about many complications and/or challenges, but they are pursued because of their inherent benefits. A student-athlete lifestyle is no different, and studies show that there are a lot more challenges than faced than in non-athletic lifestyles (Cosh & Tully, 2013; Kristiansen & Houlihan, 2015). These challenges can be mainly categorised as academic, sporting, and

psychosocial difficulties which are often endured simultaneously and make the student-athlete lifestyle that much more complicated.

### **2.2.1 Academic Difficulties**

Studies on student-athletes in tertiary institutions have indicated that academic challenges pose as the major hurdle (Cosh & Tully, 2013; Gayles & Baker, 2015; Singer, 2008; Stambulova et al., 2015). Numerous accounts on the experiences of balancing academics with sport show that athletes simply choose to attain the bare minimum or the minimum requirement to continue with their chosen course (Cosh & Tully, 2013; Kristiansen & Houlihan, 2015; Singer, 2008). Goldberg (1991) corroborates this view when he makes mention of the ‘Texas No Pass, No Play’ rule that was implemented in the state of Texas, United States of America in 1984. This was a policy that saw more student-athletes take their academics more seriously in subsequent years, as well as the adoption of this policy in other states around the country (Goldberg, 1991; Goldberg & Chandler, 1995). Thus, we often find that student-athletes are put under pressure to maintain their grades to retain eligibility to play inter-varsity sport (Singer, 2008).

A lot of athletes attribute their academic goals of ‘aiming to pass’ or ‘just doing enough to pass’ as a result of time constraints. These constraints are directly linked to their hectic practice and fixture schedule (Cosh & Tully, 2013). Often the student-athletes have to take time off school to attend national training camps or compete in places that require quite a bit of travel time (Kristiansen & Houlihan, 2015). A consequence of this is that they miss time at school or university, which is often hard to catch up once they return given the amount they have missed, as well as the time constraints they already have with their normal routines (Kristiansen & Houlihan, 2015). A study by Jolly (2007) on the experiences of student-athletes in college shows that when the sporting seasons are underway, student-athletes report spending over 20 hours a week on practices and matches. The same study also gives evidence of how taxing the student-athlete experience can be by depicting the routine of a student-athlete in their class (Jolly, 2007). The student’s day began quite early with mandatory academic monitoring meetings or tutoring sessions. Thereafter, they began the normal class day with all the other students and would be finished by the early afternoon to attend training sessions, which often lasted between two to four hours. The student would then have a bit of free time that was in conjunction with their supper time, and thereafter would either have to attend an evening class or mandatorily make their way to the study hall. As such, their

evenings often ended between 9 and 10 pm (Jolly, 2007). Although these measures may be seen as helpful to the student-athlete, it presents a demand that non-athletic students may not have to encounter because they are able to manage their schedules and routines.

Last, but certainly not least, student-athletes often experience academic challenges in the form of the stereotypes they are ascribed. Student-athletes are often faced with ‘dumb jock’ stereotype from their non-athletic student counterparts as well as their teachers (Despres, Brady & McGowan, 2008; Goldberg, 1991; Yopyk & Prentice, 2005). Yopyk and Prentice (2005) argue that by virtue of their identity, student-athletes are assumed to be somewhat lacking when it comes to their academic roles. Goldberg (1991) writes that the impact of the ‘dumb jock’ label can become so perverse that student-athletes begin to internalise it and rather than striving for academic excellence and/or graduation, they simply aim to be eligible for their sport. To substantiate this view, evidence from Yopyk and Prentice’s (2005) study showed a trial between two groups in which one was primed with an athlete role and the other with non-athletic or student identity. The results showed that athletes had lower self-regard for their student roles and performed less well in a mathematics test, than who were primed with a student identity (Yopyk & Prentice, 2005). Added to the internalisation of the ‘dumb jock’ stereotype are the negative experiences and perceptions that student-athletes often endure from educators (Carter-Francique et al., 2015; Jolly, 2007). Carter-Francique et al. (2015) note that student-athletes endure prejudice, stereotypes and systematic degradation – especially when events of privilege were perceived, such as athletic scholarship or admission with low Scholastic Aptitude Test. Furthermore, Jolly’s (2007) study indicates that some professors make the life of student-athletes more difficult by responding indifferently to their athletic demands, and often refusing to reschedule tests or assignments, or even allowing them to make them up.

### **2.2.2 Sporting Difficulties**

The sporting challenges often associated with the student-athlete lifestyle are fatigue, injuries, and maintaining a high level of performance (Baron-Thiene & Alfermann, 2015). As mentioned before, there are time constraints that come with being a student-athlete, which ultimately takes its toll on them because they may choose to neglect rest in hopes of catching up academically (Kristiansen & Houlihan, 2015). Beyond that, American collegiate studies also attest to the fact that athletes often train for way too long, which in itself is taxing on the athletes. An outcome of prolonged and intensive physical exertion is the loss of form in

performance, while an additional and often common consequence of such a heavy training and fixture schedule is that injuries begin to crop up (Singer, 2008).

Injuries are a major part of the student-athlete experience. Based on the studies of Heird and Steinfeldt (2013) as well as Putukian (2015), there are two aspects of injuries that we have to consider – these are the length of injury and the type of responses to the injury. Heird and Steinfeldt (2013) study notes that there are temporary and permanent injuries. Approximately 25% of injuries that student-athletes sustain are severe and result in the student-athlete having to rest from athletic participation for at least ten days. In some instances injuries can be permanent – something that is often life changing and shattering for a student-athlete (Heird & Steinfeldt, 2013). Heird and Steinfeldt (2013) believe that student-athletes that are forced into athletic termination due to injury have no control over the time and circumstances of their injury. Therefore, they are never really adequately prepared for this loss.

Injuries undoubtedly cause a disruption in the student-athletes' sense of identity, and individuals that strongly identify with their athletic role are often at greater risk of having adjustment difficulties (Heird & Steinfeldt, 2013; Putukian, 2015). This brings in the second aspect of injuries – the type of response. Putukian, 2015 believes that there are normal or appropriate responses, and then there are problematic responses. Appropriate responses to injury for a student-athlete consist of, but are not limited to: feelings of sadness, isolation, irritation, lack of motivation, anger, frustration, changes in appetite, sleep disturbance, and disengagement (Harris, 2003; Putukian, 2015). These responses start becoming problematic when responses move along a spectrum from appropriate responses to excessive symptoms. Excessive responses are often visible through extreme anger or rage and episodes of emotional outbursts and recurrent crying (Harris, 2003; Putukian, 2015). Along the spectrum, student-athletes may also go through phases of persistent to worsening symptoms (Harris, 2003; Putukian, 2015). These phases often consist of irritability, appetite alterations leading to disordered eating, sadness leading to depression, and lack of motivation leading to apathy. It is during this phase that it is necessary to intervene if preventative or proactive measures have not taken effect (Harris, 2003; Putukian, 2015).

Another facet of the sporting challenges is maintaining performance demands and the consequences of not meeting these demands. Student-athletes regularly have to balance the demands of living up to the expectations others have of them, as well as cope with the level

of intensity and quality that comes with a competitive student-athlete environment (Goldberg, 1991; Goldberg & Chandler, 1995). Often, they come from environments where they were seen as promising and/or exceptional in comparison to other athletes, and have similar performance expectations on themselves when making the step up from college to high school (Goldberg, 1991; Goldberg & Chandler, 1995). This expectation is also something that could be apparent for learners that move from their old school and start attending the TSHS. These expectations can weigh student-athletes down if they do not adapt the way they envisaged they would (Goldberg, 1991; Goldberg & Chandler, 1995). This realisation can lead to problems in self-concept, which Goldberg (1991) suggests is of great significance because it more often than not has far-reaching implications.

These far-reaching implications are often manifested in consequences of not reaching performance demands. This is seen through premature termination of the athletic role for student-athletes (Heird & Steinfeldt, 2013). Heird and Steinfeldt (2013) state that part of making the student-athlete transition is coming to terms with the end of their athletic roles because their competitive playing options have struck out. This transition can be seen either at the end of their high school or college phases. Statistics show that only about 6% make the step up from high school sport to National Collegiate Athletic Association (NCAA) level, and only 3% of the NCAA student-athletes manage to make the step up to the professional set up (Heird & Steinfeldt, 2013). The difficulty of this transition can be seen in Goldberg and Chandler's (1995) study where an extract from a former leading high school football player showed how much being a student-athlete meant to them. They likened the experience of being cut off from proceeding to play college football as a divorce from something they had loved and known for a third of their life – and giving it up was psychologically and emotionally taxing (Goldberg & Chandler, 1995). This experience is probably similar to a lot of other student-athletes that were former stars in high school and/or college and is one of many difficult realities faced by student-athletes.

### **2.2.3 Psychosocial Difficulties**

Psychosocial challenges are at the heart of all the challenges that student-athletes may face. A useful way to understand their psychosocial challenges is by using Chickering and Reisser's (1993) Seven Vector Model (SVM) of young adult development. There are seven vectors that represent significant obstacles for adolescents and young adults, which they have to face. These seven vectors consist of developing competence; managing emotions; moving



through autonomy toward interdependence; developing mature interpersonal relationships; establishing identity; developing purpose; and lastly developing integrity (Despres et al., 2008; Harris, 2003). It is important to note that this model of development applies to student-athletes and non-athletic students. The developmental hurdles of the SVM, as well as the athletic context, present an additional challenge for student-athletes to face.

The first vector – developing competence – consists of intellectual and interpersonal competencies (Despres et al., 2008; Harris, 2003). Intellectual competencies relate to when student-athletes are faced with the ‘dumb jock’ label. They often struggle to offset this label by setting educational goals, and ensuring that they strengthen their identity and self-efficacy as students (Despres et al., 2008; Goldberg, 1991; Harris, 2003; Yopyk & Prentice, 2005). Interpersonal competences are related to how student-athletes are often so quick to isolate themselves from non-athletic students because they never develop successful communication skills needed to identify and express their feelings. This is often due to the fact that they never really develop friendships outside of the athletic culture (Despres et al., 2008; Harris, 2003).

The second vector – managing emotions – entails that the student-athlete learns to manage emotions; recognise the consequences to displaying specific emotions in different contexts; and the ability to integrate, express, and regulate these emotions (Despres et al., 2008; Harris, 2003). Goldberg and Chandler’s (1995) study highlight that the difficulty with this for student-athletes is that their athletic roles require a social behaviour that in many ways resembles that of a young, ill-disciplined, or irresponsible person. They go on to say that athletes are often rewarded to a huge degree for good behaviour and punished for misbehaviour. The challenge with this is that the athlete is never able allowed or expected to really appreciate and internalise the their emotions to situations other than the ones ascribed to them – and often these ascribed emotional responses mean that they have to behave, much like a child does (Goldberg, 1991; Goldberg & Chandler, 1995). Lastly, we also find that because of the underlying senses of toughness and masculinity in athletic roles, student-athletes do not seek help or express that they need help when it may be in fact very needed. Added to this, is the belief that coaches and various stakeholders in their athletic sphere will perceive them as weak, so they choose to push through psychological obstacles like they do with physical obstacles (Goldberg & Chandler, 1995; Heird & Steinfeldt, 2013; Putukian, 2015).

The third vector – moving through autonomy toward interdependence – is specifically related to emotional autonomy. This means that the student-athletes would move from the excessive need to seek reassurance and approval from authority figures, and becomes mature enough to disengage to a large degree from these authority figures (Despres et al., 2008; Harris, 2003). The difficulty often found for student-athletes is that the athletic environment is often very authoritarian, and student-athletes are accustomed to being coached and being given directives – following these directives is often more rewarded than engaging in autonomous thought (Despres et al., 2008; Harris, 2003).

The fourth vector – developing mature interpersonal relationships – involves developing a greater capacity for trust; increased emotional and relational stability; as well as increased respect, tolerance, appreciation, and openness to people different from the student-athletic mould (Despres et al., 2008; Harris, 2003). One of the biggest challenges recurrently mentioned in this study is that student-athletes do not have enough time to be exposed to a diversity of experiences and relationships (Despres et al., 2008; Harris, 2003). Goldberg and Chandler (1995) believe that the degree to which student-athletes experiences are centred on sport and same-sex athlete peers can be detrimental in the development of interpersonal behaviours appropriate to mixed, nonathletic settings in which talk about and behaviour associated with sport may not be appropriate. Added to this is the fact that student-athletes often feel too comfortable or enjoy the role status and popularity thrust on them to see the usefulness of developing a wide repertoire of interpersonal skills (Goldberg & Chandler, 1995).

The fifth vector – establishing identity – is one of great significance because student-athletes are often very intertwined in their athletic roles. One of many challenges for student-athletes is that their athletic role never fully allows them the room to explore and consolidate factors such as gender and sexual orientation, self-acceptance, and self-esteem – something that is largely as a result of over-identification with athletic role as well as the norms set by the athletic environment (Despres et al., 2008; Harris, 2003). One reason for this is highlighted by Heird and Steinfeldt (2013) who believe that the more an identity is activated and consolidated through interactions with others, the more significant it becomes to the person. Thus, we find that in the case of student-athletes who recognised their athletic talent at a young age have internalised a strong sense of identification with their athletic role (Heird &

Steinfeldt, 2013). In the case of adolescents, there is often a generalised self-estimate and identity on the basis of the feedback they get for their performances and on the perceived capability of fulfilling their athletic roles (Goldberg & Chandler, 1995). One of the major detriments of the over-identification of the athletic role is that the athlete identifies with the athlete aspect of the self at the expense of other aspects of life and other possible social roles – and can often become disillusioned and unmotivated to explore alternative roles (Goldberg & Chandler, 1995; Heird & Steinfeldt, 2013).

The sixth vector – developing purpose – entails developing a sense of direction and establishing priorities that are in unison with career plans and aspirations, personal interests, as well as interpersonal relationships (Despres et al., 2008; Harris, 2003). Student-athletes often find that this can be a challenge because they often have not sufficiently met the academic requirements to give them the full range of career options they would be interested in. Furthermore, they have been so engulfed in their athletic roles that there was never any certainty about what to do after their athletic career was over, and they were never really able to gain interests in anything outside of an athletic environment, which is also a factor that affected their interpersonal relationships (Despres et al., 2008; Harris, 2003).

The seventh vector – developing integrity – is the final phase of the development model, and involves the ability to create personal values and beliefs that came as a consequence of the opportunity to explore options and keep an open mind (Despres et al., 2008; Harris, 2003). Through these experiences, individuals are expected to begin to humanise values and personalise values in an effort to become or develop a sense of congruence. Based on the evidence presented in this study so far, it is evident that student-athletes do not always have this possibility and are restricted in their ability to develop integrity based on spending majority of the formative years following the instructions of coaches, educators, and parents (Despres et al., 2008; Goldberg, 1991; Goldberg & Chandler, 1995; Harris, 2003; Heird & Steinfeldt, 2013).

## 2.3 SUPPORTING STUDENT-ATHLETES

### 2.3.1 Measures Taken to Support Student-Athletes Academically

It is not all doom and gloom for student-athletes because there are support pillars for almost all challenges they face. Within the academic domain, there is evidence to show that athletes are not put into situations where their studies are neglected or marginalised to the betterment of their athletic needs. Qualitative research in Norway has shown that athletes that take time off from school are able to return and get help from teachers in the form of extra lessons (Kristiansen & Houlihan, 2015). Evidence of this can be seen in Jolly's (2007) study, where student-athletes receive a timetable in the form of tightly regimented weekly routines to ensure that do not fall behind on their academic commitments – a tendency that so often occurs for student-athletes. Within the same study, educators in a faculty with a good representation of the student-athlete population were encouraged to develop an understanding of the day-to-day lives of student-athletes and the challenges they faced. A key component of this was to open new lines of communication between educators and student-athletes, as well as make concerted efforts of venturing into the student-athlete world (Jolly, 2007).

Furthermore, a lot of European institutions follow the *EU Guidelines on Dual Careers of Athletes*, and as a result ensure that student-athletes are supported academically as much as possible (European Commission, 2012). A similar notion is also followed in collegiate sport in the United States of America where the NCAA has put in place requirements for students to be enrolled in courses which they have to make significant steps towards course completion yearly (Singer, 2008; Stambulova et al., 2015). A policy similar to the aforementioned is the 'Texas No Pass, No Play' a policy put forward in 1984 in a bid to ensure that the student-athletes took their academic roles more seriously (Goldberg, 1991; Goldberg & Chandler, 1995).

Lastly, in more recent times, there has been the addition of elite sports schools, which cater for the needs of student-athletes in that they are flexible in the time they allow student-athletes to meet their training demands, but also employ staff with an understanding of the student-athlete lifestyle and strive to facilitate a holistic learning experience (European Commission, 2012; Kristiansen & Houlihan, 2015). Human & Human (2016) also speak of a sport school within the South African context – the same school that this study is based on – that shares similar characteristics to the ones mentioned in the European context.

### **2.3.2 Measures Taken to Support Student-Athletes in their Athletic Role**

Within the sporting sphere, there are numerous measures put in place to support a student-athlete lifestyle. The first of these measures is usually at a policy level, where governing bodies such as the NCAA and the EU put in place directives that limit the amount for hours that can be spent on sport per week. A great illustration of this is the 20 hours per week rule, which is the maximum amount of time student-athletes are allowed to engage in their sporting commitments in the competitive season (Singer, 2008; Stambulova et al., 2015). Jolly's (2007) study shows that these directives are being followed in most institutions within the American collegiate context, and that practice times can be between two to four hours per day. It then becomes the responsibility of coaches and trainers to factor in how much travel and playing time will weigh in on the 20-hour limitation for the week (Jolly, 2007).

In the more immediate sphere of influence, athletes have performance support teams that consist of psychologists, doctors, physiotherapists, and coaches. These personnel play a major role in ensuring the well-being of the athlete, be it when there is an injury crisis, performance dip, or personal issues affecting their athletic role (European Commission, 2012; Kristiansen & Houlihan, 2015). Putukian (2015) note that often student-athletes are reluctant or less likely to seek help when dealing with physical ailments or mental health issues because of a 'toughness' complex that often underlies athletes. It is for this reason that multi-disciplinary support teams become so important in managing student-athletes and allowing them to feel comfortable and supported enough to be able to admit when they encounter difficulty – but more important is consensus amongst the support team that the student-athletes holistic well-being is their primary focus (Harris, 2003; European Commission, 2012; Kristiansen & Houlihan, 2015; Putukian, 2015).

Lastly, within the sporting sphere – it was mentioned at the end of the sporting difficulties (2.2.2) that athletes may experience uncertainty about deciding whether to continue their sporting careers or drop out. In some instances, they will have family to help advise them – this is where Carter-Francique et al. (2015) believe that parents with some insight on the student-athlete context can be very insightful. However, in many instances parents have never been student-athletes and act as hindrances because they burden their children with familial obligations and/or give poor advice with regards to post-athletic career advice (Carter-Francique et al., 2015). As a result of this, psychologists can play a huge role in helping make the transition to a post-athletic career path or even one that starts to factor in dual careers that

increases the option they have. Human and Human's (2016) study how useful facilitating narrative career counselling with learner-athletes in the South African learner-athlete context can be useful in helping student-athletes from a variety of backgrounds make optimal career choices.

### **2.3.3 Measures Taken to Support Student-Athletes Psychosocially**

Looking at the personal challenges, we often find that as a result of the identification dilemma that student-athletes have – they often stick within the athletic surroundings and make friendships there (Gayles & Baker, 2015; Stambulova et al., 2015). They find this easier because there is often an understanding amongst other student-athletes about some of the sacrifices they have to make for the betterment of their career. In many ways, surrounding themselves with these people gives them a sense of validation about their sacrifices (Gayles & Baker, 2015; Stambulova et al., 2015). Outside of the athletic community, the student-athletes often depend on family and friends they made before they arrived at their respective institutions for support. The trouble with this is that contact may be very limited, especially if they stay away from home or specifically at their student-athletic institutions (Gayles & Baker, 2015; Stambulova et al., 2015). This begs the question of the importance of additional support beyond the formal relationships they have with coaches and psychologists. Could there be individuals that have had student-athlete experiences or have great insight about the context that could serve as additional sources of information and counsel in steering young student or learner athletes clear of role engulfment, and even beyond that, help them establish coping strategies to meet the demands of a student-athlete lifestyle?

## **2.4 MENTORING AS A FORM OF SUPPORT**

### **2.4.1 Defining Mentorship**

While studies on mentorship are ongoing, it is evident that research on mentorship in sport is very limited. Using a definition based on career and business mentorship, mentorship can be seen as the relationship between an expert (mentor) and an apprentice (mentee), where the expert can help steer the career of an apprentice. These relationships usually consist of an older person as the mentor and the younger person as the mentee (Bloom et al., 1998; Hart, 2009; Herholdt, 2012; Robins, 2006). Pulce (2005) views a mentor as someone that can play multiple roles, such as a friend, confidant, advisor, teacher, guide, coach, and/or role model. Mentors are often people that are entrusted with the care and development of a less

experienced or young person because of their knowledge, experience, or expert status (Pulce, 2005).

Robins (2006) work on mentoring in the early years gives an indication of the responsibilities of each stakeholder in the mentoring relationship – essentially what should be expected from the mentor and what should be expected from the mentee. The mentor is seen as someone that offers their assistance rather than decides or micromanages for the mentee; to be consistent and efficient in their approach; being mindful not to become over-dependent and/or exploit the mentee; and lastly, to be vigilant and aware about the dynamics of the relationship as things change (Hart, 2009; LaFleur & White, 2010; Portner, 2008; Robins, 2006). The mentee's responsibilities are directly proportional to that of the mentors. It is their responsibility to seek counsel and advice but not become puppets to their mentor's directives; to be alert to the potential pitfalls of being exploited or manipulated; to ensure that they are only seeking advice or counsel and not demanding favours; making sure they are synthesising all that they learn from their mentors and not merely mimicking; and lastly, to be cognizant of the dynamics and changing nature of the mentoring relationship (Portner, 2008; Robins, 2006).

Based on the aforementioned, we can infer that, within our context, the learner-athletes would be considered the 'mentees' in a mentoring relationship. 'Mentors' would be all the stakeholders involved in developing the learner – e.g. parents, teachers, coaches. However, for the purposes of this study, the mentors of the TSHSR serve as the principal 'mentors'.

#### **2.4.2 The Nature of Mentoring Relationships**

In this section, we highlight the two types of mentoring relationships that can occur between a mentor and a mentee. Based on the literature reviewed, there are two types of mentoring relationships – these are formal mentoring and informal mentoring (Chao, Walz & Gardner, 1992; Fagenson-Eland, Marks & Amendola, 1997; James, Rayner & Bruno, 2015; Raabe & Beehr, 2003; Sosik, Lee & Bouquillon, 2005; Yang, Hu, Baranik & Lin, 2013). Chao et al. (1992) believe that the fundamental difference between formal and informal relationships is the way in which the relationship is established. Formal mentoring relationships are managed, structured and sanctioned by an organisation or institution to assist them in personnel development of some kind. In contrast, informal relationships are relatively spontaneous and

authentic in their formation, and rarely ever occur as a result of external involvement from institutions or organisations (Chao et al., 1992).

The literature found on the types of mentoring relationships stem largely from an organisational or career development perspective. This study is located within a learner-athlete context, and it would be difficult to completely apply the two types of mentoring relationships. For this reason, it is imperative that one type of mentoring relationship is adopted for this study. Based on the various mentoring relationship studies and the applicability of a mentoring relationship in the TSHSR context, it was found that the informal type of mentorship would be the most suitable (Fagenson-Eland et al., 1997; James et al., 2015; Raabe & Beehr, 2003; Sosik et al., 2005; Yang et al., 2013). Chao et al. (1992) believe that, in formal mentorship, mentor assignment can range between random to committee assignment. The difficulty with this is that the mentor may not feel that their mentee is worthy of their guiding hand, or that the mentee may not feel too comfortable with the appointed mentor. Added to this is, of course, is that time will be required for the two parties to find their feet and become cohesive, as well as the pressure for both parties to participate in their mentorship relationship as a function of their work position (Chao et al., 1992; Fagenson-Eland et al., 1997). When it comes to informal relationships, it is often found that there is a desire on the part of the mentor to offer assistance, and a willingness on the part of the mentee to be open to guidance and help from the mentor (Chao et al., 1992; Fagenson-Eland et al., 1997). Lastly, the study by Chao et al. (1992) showed that informal mentees indicated that a similarity in goals and interests led them to desire a mentoring relationship with their mentors, whereas formal mentees indicated that they had no choice on the matter or were oblivious to the factors that were involved in the assignment of their mentor.

Informal mentoring relationships often allow for both the mentor and mentee to feel comfortable and satisfied with one another (Yang et al., 2013). These features could prove significant in facilitating a mentoring relationship in the TSHSR context because part of the mentoring relationship is providing different types of support for the mentee. The recurring feature about the benefits of informal relationships is the increased level of psychosocial support offered in comparison to formal mentoring relationships (Fagenson-Eland et al., 1997; James et al., 2015; Raabe & Beehr, 2003; Sosik et al., 2005; Yang et al., 2013). The study by Fagenson-Eland et al. (1997) showed that mentees in informal mentoring relationships perceived greater psychosocial support in comparison to mentees in formal



mentoring relationships – a notion that is corroborated by the mentorship studies done by Raabe and Beehr (2003), Sosik et al. (2005) and Yang et al. (2013). It is on this basis that we deem the informal mentoring relationship as the most suitable for the TSHSR context because it fulfils the most significant level of support that learner-athletes require in balancing their busy lifestyle.

### **2.4.3 Dynamics of the Mentoring Relationship**

In this section, we highlight the dynamics that may occur in mentoring relationships. Often mentoring relationships are homogenous in their cultural diversity and where gender is concerned. In a context as diverse as the TSHS, addressing some of the complexities and benefits of culture and gender in mentoring relationships is an important step in illuminating the nature of this study.

#### **2.4.3.1 Culture and mentorship**

Mentoring across cultural boundaries is something of great intricacy. We find that this dynamic to mentoring requires the amalgamation of group norms, societal pressures, expectations, and personal characteristics in the interaction of the mentor and the mentee (Johnson-Bailey & Cervero, 2002). Cross-cultural mentorship allows for the opportunity of many potentially fruitful outcomes. With these opportunities come challenges and threats, which make the establishment of any cross-cultural mentoring relationship very complex. Frels and Onwuegbuzie (2012) believe that cross-cultural mentoring requires attributes of altruism, active listening, sincerity, openness, patience, persistence, and an unconditional appreciation for diversity.

One major challenge of cross-cultural mentoring is where there is a difference in socio-economic standing, which often brings with it a different set of values and norms (Spencer, 2007). In Spencer's (2007) study on adolescent mentoring relationship failures, a participant gives their account on the difficulties in mentoring cross-culturally. The participant states that her mentoring relationship failed because of her judgemental views on the mentees home environment and her assumptions on their way of living (Spencer, 2007).

Another challenge perceived in cross-cultural mentorship is where race is involved (Barker, 2007; Frels & Onwuegbuzie, 2012; visibility, risk and negotiation from the margins). Barker's (2007) study provided one notion, which was that black college students preferred

same race mentoring over cross-race mentoring. The reason for this was that black students wanted mentors that had shared lived experiences and that they perceived had more positive beliefs about their academic capability (Barker, 2007).

To combat some of these challenges and create the opportunity for fulfilling mentoring relationships, Crutcher (2007) as well as Frels and Onwuegbuzie (2012) believe that mentors who come from the dominant cultures should seek to engage and immerse themselves in power discourses so that they may overcome fears, biases, and stereotypes about mentees from different backgrounds to their own. This will allow them to understand and empathise with their mentee's experiences (Crutcher, 2007; Frels & Onwuegbuzie, 2012). Johnson-Bailey and Cervero's (2002) believe that cross-cultural mentoring relationships should be used as a context for learning. Their study gave written accounts of how each author experienced their mentoring relationship with the other. The study delineated that trust; mindfulness of racism as a hidden destructive force; visibility, risk, and negotiation from the margins; identifying that mentoring relationships are contexts of struggle for learning and power; allowing the mentor be the learner; and finally, seeing race and forgetting race in a mentoring relationship were key components to how a cross-cultural mentoring relationship can blossom despite the individual differences mentors and mentees may have at the start of their relationship (Johnson-Bailey & Cervero, 2002).

#### 2.4.3.2 Gender and mentorship

Much like the role of culture in mentoring, gender brings with it the potential for a multitude of engaging and fruitful experiences. The potential opportunities do not come without challenges. Unlike culture in mentorship, the challenges in gender and mentoring – specifically cross-gender mentorship – can often prove more difficult to navigate (Clawson & Kram, 1984; Hurley & Fagenson-Eland, 1996; Kanchewa, Rhodes, Schwartz & Olsho, 2014; O'Brien, Biga, Kessler & Allen, 2010; Ramaswami, Dreher, Bretz & Wiethoff, 2010; Sosik & Godshalk, 2000; Way, 2011). Looking at the challenges associated with gender and mentoring, Kanchewa et al. (2014) delineate that there are two types of difficulties. These difficulties are the pitfalls of intimacy and relational difficulties (Hurley & Fagenson-Eland, 1996; Kanchewa et al., 2014; Sosik & Godshalk, 2000).

Mentoring relationships, in general, are quite unique and personal connections, and often they need to be fulfilling for both the mentor and mentee. This aspect of the mentoring

relationship is often hard to manage when cross-gender mentoring relationships are concerned, and often there are a few intimacy pitfalls that both mentee and mentor have to circumvent. At the least complex level, cross-gender mentoring relationships can be a non-sexual, psychologically intimate relationship (Hurley & Fagenson-Eland, 1996). These relationships are easy to manage and are characterised by mutual closeness, affection, trust, respect, commitment, and self-disclosure (Hurley & Fagenson-Eland, 1996; Kanchewa et al., 2014). The challenges and complexities begin when perception changes. Based on Hurley and Fagenson-Eland's (1996) continuum of sexuality and intimacy in cross-gender mentoring relationships, perception is the key factor that changes the dynamics of a non-sexual, psychologically intimate relationship. These are the perceptions of people within the environment of the mentoring relationship, who may begin to perceive a cross-gender relationship as sexually intimate for one reason or another (Hurley & Fagenson-Eland, 1996; Kanchewa et al., 2014). The most challenging pitfall to navigate around is that of within the mentoring relationship when perceptions change because actions and/or gestures may be perceived as romantic or displays of affection. Often, this is the pitfall that damages the integrity of cross-gender mentoring relationships because the characteristics of mutual closeness, affection, trust, respect, commitment, and self-disclosure can be easily misinterpreted (Hurley & Fagenson-Eland, 1996; Kanchewa et al., 2014).

The other challenge found in cross-gender mentorship is relational difficulty. The study by Kanchewa et al. (2014) tells of the tendency for individuals to seek homogenous mentoring relationships in the organisational and academic context because they were drawn to others with whom they perceived shared similarities. It was also noted that adolescents repeatedly identified with same sex mentors in comparison to opposite-sex mentors (Kanchewa et al., 2014; Sosik & Godshalk, 2000). The relational difficulty of cross-gender relationships from the mentee's perspective is that female mentors often offer more interpersonal support – whereas male mentors often provide more goal-orientated support (Kanchewa et al., 2014; O'Brien et al., 2010). Additionally, Sosik & Godshalk (2000) note that female mentors provide more friendship, counselling, personal support, and sponsorship in same-gender relationships – this is in comparison to any other dyad. The relational difficulty from the mentee's perspective is that often males and females – especially in adolescence – require distinct types of mentorship due to their differing mindsets and objectives going into a mentoring relationship (Allen & Eby, 2007; Kanchewa et al., 2014). Research showed that boys, in general, benefitted from relationships that focused on developing autonomy and

instrumental goals, while girls benefitted from relationships that had a higher emotional connection and primarily focused on psychosocial goals (Allen & Eby, 2007; Blake-Beard, Bayne, Crosby & Muller, 2011; Kanchewa et al., 2014). Furthermore, it was found that there is often hesitance to engage in cross-gender mentoring because these relationships offer less role modelling and social role modelling functions in comparison to same-gender mentoring relationships (Blake-Beard et al., 2011; Kanchewa et al., 2014; Ramaswami et al., 2010; Sosik & Godshalk, 2000).

Despite the seemingly overwhelming immensity of challenges in mentoring where gender is concerned, there is potential for fruitful mentoring experiences, specifically where cross-gender mentorship is concerned. The difficulty with seeking same-gender relationships is often that institutions, communities, and/or organisations may not have equal numbers of male and female mentors to match up with mentees of the same sex, which creates a delay in the support that mentees could be attaining through cross-gender relationships (Allen & Eby, 2007; Grossman, Chan, Schwartz & Rhodes, 2012; Kanchewa et al., 2014). Added to this, same-gender matching assumes uniformity and a sense of conformity – which inadvertently disregards factors that may be beneficial to mentees from a cross-gender mentoring relationship (Allen & Eby, 2007; Kanchewa et al., 2014). Evidence of this can be found in Way's (2011) study that showed boys resisted cultural assumptions about masculinity and the nature of their relational objectives by seeking intimate and vulnerable same-gender relationships similar to those that girls are also reported to seek (Kanchewa et al., 2014; O'Brien et al., 2010). This conversely raises the question of whether girls may be in the same situation and may also benefit from seeking cross-gender mentoring relationships because they have a desire to focus on developing autonomy and instrumental goals (Allen & Eby, 2007; Blake-Beard et al., 2011; Kanchewa et al., 2014). It also raises the question as to whether gender may be the most salient factor in determining relationship processes and outcomes (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011; Kanchewa et al., 2014).

One of the major challenges raised with regards to cross-gender mentoring is issues of intimacy and how it often plays a role in hindering cross-gender mentorship. Johnson-Bailey and Cervero's (2002) study is a great illustration of how cross-gender mentoring relationships can be impactful and circumvent the pitfalls that are often associated with intimate cross-gender mentoring relationships. Their accounts of the experiences in the mentoring relationship show that it is indeed possible to navigate against intimacy pitfalls by ensuring

that visibility and transparency in their relationship was maintained – something they termed as visibility, risk, and negotiation from the margins (Johnson-Bailey & Cervero, 2002). This enabled them to ensure that their mentoring relationship served as a site for learning – where both the mentor and mentee benefitted (Johnson-Bailey & Cervero, 2002).

In an attempt to navigate the pitfalls that come with cross-gender mentoring relationships, one can apply the principles of visibility and transparency similar to Johnson-Bailey and Cervero's (2002) study. This approach in many ways can combat any perceptions of intimacy that may arise. Kanchewa et al. (2014) suggest it may be cumbersome and effortful to initiate at the start because of the similarities to formal mentorship – however the frequency of contact and the development of a strong emotional relationship between mentor and mentee can prove useful, similar to the relationship described in Johnson-Bailey and Cervero's (2002) study. Additionally, Hurley and Fagenson-Eland (1996) suggest the formulation of guidelines can be useful in navigating these pitfalls – something that this study ultimately aims to achieve in the form of mentoring guidelines for the TSHSR mentors.

#### **2.4.4 Mentoring Student-Athletes**

In an early study by Bloom et al. (1998) focusing on the importance of mentorship in developing athletes and coaches, it was discovered that mentoring relationships occurred more frequently among collegiate athletes in comparison to non-athletes. Furthermore, it was highlighted that coaches were most often the mentors of these athletes. Often, these coaches had to play the roles of confidant, counsellor, and role model for athletes to perceive the mentoring relationship as valuable – roles that often had to be fulfilled simultaneously with their coaching role (Bloom et al., 1998). Until the relevance of mentorship in the student-athletic context began to increase, coaches often had to be more than the teachers of sports skills – they had to have knowledge on life skills that they could teach their athletes and make positive contributions in their development beyond their athletic roles (Bloom et al., 1998). Studies have shown that the most common and primary features of being a mentor are acting as a guide; role model; having good communication and relational skills; and lastly, being able to evaluate and advise a mentee (Carter & Hart, 2010; Hart, 2009; LaFleur & White, 2010; Mazerolle et al., 2016; Portner, 2008; Robins, 2006).

Carter and Hart (2010) go one step further and delineate three different types of support that mentors working with student-athletes should provide. The first type is career support – this

involves academic subject choices and preparation; tracking academic achievement; career development; and lastly, work ethic (Carter & Hart, 2010). Within the TSHS context, teachers and psychologists are able to provide this level of support because of their level of experience and expertise in guiding learners. The second type is athletic support – this involves tracking the student-athlete’s athletic development, their athletic concerns, and their psychological and physical well-being (Carter & Hart, 2010). Within the TSHS context, learners are able to receive this level of support through their coaches, physiotherapists, doctors, and psychologists because they are the stakeholders best placed to provide this guidance and assistance.

The third type of support – psychosocial support – involves supporting student-athletes in issues that arise in their lives; personal development; relationship challenges; academic and athletic concerns affecting their interpersonal function; and lastly, alleviating feelings of isolation (Carter & Hart, 2010). Within the TSHS context, learners are able to receive this level of support from teachers, coaches, psychologists, parents, and friends. The challenge comes with learners that identify so closely with their athletic roles that they fall into the trap of acting tough and resilient to satisfy their athletic identity at the expense of not seeking support (Goldberg & Chandler, 1995; Heird & Steinfeldt, 2013; Putukian, 2015). Added to this is the fact that teachers, coaches, and psychologists do not have round the clock access or contact with the learners, especially when the learners reside in the TSHSR, and peers and/or friends may not be adequately equipped to help manage or intervene in some of the challenges that may arise. This begs the question whether the mentors of the TSHSR would be better suited in providing psychosocial support?

Informal mentoring relationships have been credited with offering significant psychosocial support (Fagenson-Eland et al., 1997; James et al., 2015; Raabe & Beehr, 2003; Sosik et al., 2005; Yang et al., 2013). Through the development of informal mentoring relationships, TSHSR mentors have the opportunity of providing fulfilling and enriching mentoring experiences to the learners by providing them with psychosocial support. Learner-athletes are often under immense pressure from all the roles they have to fulfil and as a consequence may feel overwhelmed and stressed towards the end of their day (Mazerolle et al., 2016). For learner-athletes living in the TSHSR, mentors can offer timely support and interventions to help alleviate the burden the learners may bear, but beyond that, can help reduce the potential experiences of burnout and/or role engulfment (Mazerolle et al., 2016). Their availability and

access to the learners, as well as the level of experience and advice that they could give learners in comparison to peers, would be invaluable.

## **2.5 CONSOLIDATING STUDENT-ATHLETE SUPPORT**

### **2.5.1 Reflection and Student-Athlete Mentoring**

#### **2.5.1.1 Moving from didactic approaches to reflective practices**

The primary problem mentioned in Chapter 1 was that mentors were struggling with effective ways to interact with the learners in the TSHSR. It was highlighted that reflective conversations could be useful in replacing the didactic-instruction-interactive style that mentors were using to fulfil their administrative and support roles. The didactic-instruction-interactive has often been used in an attempt to educate and model effective ways of communication. However, there has been little evidence to show that these strategies are effective. This can be attributed to the fact that didactic approaches are often focused on knowledge rather than understanding and skill acquisition (Arnold, Back, Barnato, Prendergast, Emler, Karpov, White & Nelson, 2015; Blândul, 2015). To advocate this notion, Kaskutas, Marsh and Kohn (1998) believe that didactic application without the opportunity to tangibly experience or have direct practice is unlikely to reach the desired outcome because no real internalised learning occurs. In a study by Steirnborg (2010) on the effect of didactic versus experiential teaching on HIV/AIDS-related knowledge and attitudes, empirical evidence showed that in terms of knowledge the experiential group recorded larger changes between their pre-test and post-test scores in comparison to the didactic learning group. Furthermore, in terms of attitudes, the experiential group showed improvement where perceptions, awareness, and understanding of contracting HIV were concerned in comparison to the didactic group who showed an increase in the fear and unease of contracting HIV (Steirnborg, 2010).

One of the difficulties mentioned before about the student-athlete environment is that it is relatively authoritarian, and student-athletes are accustomed to being coached and being given directives (Despres et al., 2008; Harris, 2003). The authoritarian approach is in many ways similar to the didactic-instruction-interactive style, which does not often allow student-athletes the opportunity to engage in autonomous thought processes as well as reflect on their actions because following directives is often more rewarded than engaging in

autonomous thought (Despres et al., 2008; Harris, 2003). Thus, having the mentors engage in reflective conversations with the learners to facilitate more reflective thought processes becomes significant and would provide learners with an alternative means of interaction as well as inadvertent psychosocial benefits (Chu, 2014).

#### 2.5.1.2 Reflection in context

To date, the research on reflection has largely been in the fields of nursing and medicine, education, and allied health services (Börjesson, Cedersund & Bengtsson, 2015; Farrell & Mom, 2015; Fisher, Chew & Leow, 2015; Giles, Bills & Otero, 2015; Jordi, 2011; Kuswandono, 2014; Lee, Chesterfield, Shaw, & Ghaye, 2009; Lowe, Rappolt, Jaglal, & Macdonald, 2007; Ossa Parra, Gutiérrez & Aldana, 2015; Walker, Cooke, Henderson, & Creedy, 2013). Within the sphere of health services (allied health services, nursing and medicine), there is evidence to show the usefulness of reflection when it comes to the training, mentoring, or continuous development of practitioners and healthcare workers. Börjesson et al.'s (2015) study notes how useful reflection is because it allowed the nursing assistants in an old age home to think about what and why they are doing what they are doing. More importantly, it allowed them to incorporate knowledge with their own personal experiences, ultimately enabling them to internalise what they learnt and improve their quality of care work (Börjesson et al., 2015). In another study, Fisher et al. (2015) showed how clinical psychologists were able to benefit from the use of reflection and noted three key findings – firstly was that, as individuals, they understood themselves better and how they impacted on their work; secondly, it helped them therapeutically in understanding and engaging with clients; and lastly, it helped them understand their roles as clinicians, which helped uphold their ethical and professional standards (Fisher et al., 2015).

From an educational perspective, accounts on the usefulness of reflection have been limited to the experiences of teachers, which prompts the need for further study about student or learner experiences on reflection (Farrell & Mom, 2015; Jordi, 2011; Kuswandono, 2014; Ossa Parra et al., 2015). In a study by Ossa Parra et al. (2015) on the use of critical reflective learning to promote transformative learning, professors were questioned about their own practices and about students when they carried out critically reflective teaching. The findings of this study showed that professors aimed to link learning experiences endorsed by the class with students' lives and context; they confronted their own and their students' frames of



reference; and lastly, they became more aware of the influence and impact of their beliefs on their teaching practices (Ossa Parra et al., 2015).

Reflective practice is well versed in so many other contexts, and as a result has seen the literature on reflection in sport come up short. In one of the earlier studies where reflection in sport is concerned, Lee et al. (2009) explored the potential usefulness of reflection in sport and found that the biggest challenge was the use of reflection in an evaluative manner and gauging performance, rather than engaging with complete and holistic experiences that led to understanding and finding meaning. Faull and Cropley's (2009) study depicts how reflective learning as incorporated in a senior tri-athlete's training regimen and tracked how they were able to go from reflecting in a pessimistic evaluative manner to having increase self-awareness and advancing their evaluation skills to a level that was more constructive and useful to them. In a more recent study that tracked elite youth athletes for two and a half years, Jonker, Elferink-Gemser, de Roos and Visscher (2012) showed that elite youth athletes that became senior internationals scored highest on reflection during their junior years in comparison to those that only ever managed to achieve senior national status. These findings, as well as a few others in the study, highlight the value of reflection in elite youth sport to attaining senior-level international status at some point in their career as well as the importance of reflection in sport as a whole (Jonker et al., 2012).

### **2.5.2 Guidelines and Mentoring**

One of the objectives of this study is to put forward a set of guidelines that will better inform the TSHSR mentors on how they can be useful and more effective in the roles they play for the learners in residence. From a clinical perspective, Woolf, Grol, Hutchinson, Eccles, and Grimshaw (1999) define guidelines as a methodically developed set of statements to assist practitioners and how they make decisions where their clients are concerned so that they are giving the appropriate and consistent health care to all clinical circumstances. From an educational perspective, and one that is more congruent with the TSHS context, Poisson (2009) believe that policies and directives are often focused on quantifiable outcomes, such as the improvement of educational outputs through inputs that involve learning time and frequency, class size, infrastructure and facilities, teaching and learning materials, and the qualification of educators. Poisson (2009) goes on to highlight that often these quantifiable inputs can prove ineffective if intangible inputs are not first addressed. These inputs are factors, such as: the commitment of teachers and various stakeholders in the learner

environment; the capacity and willingness to help learners reach their potential; and responsible judgements that impact ethical and professional behaviour (Poisson, 2009).

Guidelines can be useful in navigating some of the intricacies that come with various contexts, and Poisson (2009) believes that the objectives of guidelines should be to firstly guide and support individuals in interacting with learners in an educational context; protect the individuals, as well as the learners; achieve, maintain and/or improve the degree of professionalism and conduct; and lastly, communicate transparency and visibility, which promote public trust and support for the individuals. Guidelines, policies, and/or directives have proved useful in a multitude of contexts – although for the purposes of this study, we will only address them within academic and athletic spheres, as well as look at how guidelines and study findings help to navigate the complexities and intricacies of mentoring relationships.

In the academic and athletic spheres, there have been guidelines and policies put in place to help support learners and navigate them through some of the difficulties that accompany having to balance two different roles. Academically speaking, there are directives in place to ensure that student-athletes' studies are not neglected or marginalised to the betterment of athletic needs. These can be seen by the policies and guidelines put in place by the *EU Guidelines on Dual Careers of Athletes* (European Commission, 2012), as well as the *NCAA Division Manual* (NCAA, 2009; Singer, 2008; Stambulova et al., 2015). These policies can also be seen in the sporting sphere, where directives that limit the amount of hours that can be spent on sport per week have been put in (Goldberg & Chandler, 1995; NCAA, 2009; Singer, 2008; Stambulova et al., 2015).

When looking at guidelines in the context of mentoring, there are two focuses that are entailed, which is first to ensure the efficacy of the mentoring relationship, and secondly to ensure that there is direction to navigate some of the complexities of a mentoring relationship. A number of studies delineate their proposed methods and secrets to mentoring success (Batty, Rudduck & Wilson, 2006; Casto, Caldwell & Salazar, 2005; Johnson, 2002; Larson, 2006; Newby & Heide, 2013; Pyatt, 2010; Suedkamp Wells, Ryan, Campa & Smith, 2005). There are several guidelines that each study mentions; however, the most frequently mentioned amongst and of significance to this study are that mentors need to clarify expectations and set clear goals; encouraging mentees to be reflective and independent;

maintaining boundaries; to monitor, evaluate, and making adjustments through the course of the mentoring relationship; to act as a role model to mentees; and lastly to be aware, open, and empathetic to beliefs and experiences that may differ between the mentor and mentee (Allen & Eby, 2007; Batty et al., 2006; Casto et al., 2005; Johnson, 2002; Larson, 2006; Newby & Heide, 2013; Pyatt, 2010; Suedkamp Wells et al., 2005). Additionally, studies also suggested the implementation of mentoring training sessions and/or workshops to help educate mentors on how to be more effective in their roles (Batty et al., 2006; Casto et al., 2005; Newby & Heide, 2013; Pyatt, 2010). This guideline is one of great value because it speaks to one of the objectives of this study and will play a huge role in achieving the aims of this study.

Lastly, we address the variety of guidelines that can be beneficial in helping mentors navigate some of the difficulties that accompany cross-cultural and cross-gender mentorship. When it comes to engaging in spaces different to what we normally know, Frels and Onwuegbuzie (2012) believe that it is often the fears and uncertainties about those spaces that make them difficult to navigate – that is why we often need some direction to show us the way. Looking firstly at cross-cultural mentorship, studies have suggested the following steps to improve the quality of the cross-cultural relationship: expansion of your worldview through self-disclosure; modelling communication and sharing experiences through humour; cultivating intrinsic motivation through the nature of the relationship; being aware and open through emphasis on the here-and-now presence; and lastly, the promotion of honesty and authenticity through discussion, active listening, and patience (Casto et al., 2005; Frels & Onwuegbuzie, 2012; Johnson, 2002; Johnson-Bailey & Cervero, 2002; Spencer, 2007). Lastly, when dealing with cross-gender mentorship, there are a number of guidelines and/or considerations mentioned when looking to improve the quality of the cross-gender mentoring relationship, with the most recurrent ones being: for male mentors of female mentees to immerse themselves in the understanding of their sexist beliefs, gender stereotypes, and power relations; to give mentors an understanding on how to avoid pitfalls exploitation, intimacy, mutuality, and the appropriateness of interaction in various contexts; to make the mentoring process visible and open through journaling and the documentation of relationship objectives; garnering support for the relationship from various stakeholders; and finally, for mentors to be able to accept that certain circumstances will be beyond them and to accept that same-gender mentoring relationships would be more appropriate (Casto et al., 2005; Hurley & Fagenson-Eland, 1996; Johnson, 2002; Johnson-Bailey & Cervero, 2002).

## **Conclusion**

This chapter focused on placing the TSHS learner environment into context and highlighting ways in which the context can be improved based on the endeavours of previous studies. This was achieved by: firstly, describing the student-athlete phenomenon and situating it within the South African and learner-athlete context; secondly, detailing the challenges and benefits of the student-athlete lifestyle; thirdly, highlighting the types of support available to learners in a student-athlete environment; fourthly, describing how mentorship could be used as a form of support; and lastly, proposing ways in which the psychosocial support for the student-athletes can be consolidated through effective mentoring.

## CHAPTER 3 METHODOLOGY

### Introduction

The purpose of this chapter is to give an understanding of the different paradigmatic positions in social science research with the ultimate aim of depicting the paradigmatic stance the study will take. Thereafter, the research participants and the research process that ensued will be detailed. To close off the chapter, the measures taken to uphold the research quality as well as the ethical considerations will be outlined.

### 3.1 PARADIGM

#### 3.1.1 Definition of a Paradigm

The word paradigm comes from the Greek word *paradeigma*, which can be defined as pattern, sample, or example. Thomas Kuhn popularised the term through his works, and the term is now more commonly used to mean worldview; a framework; and a set of assumptions, beliefs, and/or theories (Kuhn, 1996; Thomas, 2010). In layman's terms, it can be seen as the way we see the world – our perception, understanding, and/or interpretation (Thomas, 2010). How we perceive and/or understand things is informed by the set of assumptions that we have made about the world. Essentially, these assumptions shape the way we interact with other people and the world (Lincoln, Lynham, & Guba, 2011; Mertens, 2010; Thomas, 2010).

Before any research process commences, it is imperative that the researcher identifies their assumptions; as well as the assumptions that would be best suited for the research process they engage in. Creswell (2013) and Thomas (2010) believe that a study's paradigm is informed by four major dimensions – these are ontology<sup>4</sup>, epistemology<sup>5</sup>, axiology<sup>6</sup> and methodology<sup>7</sup>. These dimensions inform what paradigm (worldview) we choose to conduct

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<sup>4</sup> Ontology is concerned with how the nature and structure of the world is articulated. It delineates the nature of reality and what can be known about it (Saunders, Lewis & Thornhill, 2007; Thomas, 2010).

<sup>5</sup> Epistemology refers to the nature of the relationship between the researcher (the knower) and knowledge. It questions what qualifies as knowledge and how we know what we know (Saunders, Lewis & Thornhill, 2007; Thomas, 2010).

<sup>6</sup> Axiology is concerned with the understanding of values – specifically the role that values play in the research process (Saunders, Lewis & Thornhill, 2007).

<sup>7</sup> Methodology refers to how the researcher goes about practically finding out what emerges from the research based on their beliefs about knowledge and/or reality (Thomas, 2010).

our research under. There are a few worldviews that researchers subscribe to. Some carry more weight than others, and others are either in their infancy or outdated. The next few subsections of this chapter will explore the four worldviews commonly used in research and endorsed in Creswell’s (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. The four worldviews will consist of the postpositivist, constructivist, transformative, and pragmatist paradigms, which have been outlined below in Table 3.1 (Creswell, 2013).

Table 3.1  
*Philosophical Assumptions of the Four Research Paradigms*

PARADIGM (worldview)	ONTOLOGY (the nature of reality)	EPISTEMOLOGY (how reality is known)	AXIOLOGY (role of values)	METHODOLOGY (approach to inquiry)
POSTPOSITIVIST	A single reality exists beyond ourselves. Researcher may not be able to understand it or get to it, because of the lack of absolutes.	Reality can only be approximated. It is constructed through research and statistics. Interaction with research subjects is minimized. Validity comes from peers, not participants.	Researcher’s biases are kept in check and are not allowed to be expressed in the data.	Scientific writing and procedures. Research objective is to create new knowledge. A deductive process is used, such as theory testing, variable acknowledgement and making comparisons between data sets.
CONSTRUCTIVIST	Multiple realities are constructed through lived experiences and interactions between others.	Reality is co-constructed between the researcher and the participant(s). The research is inevitably shaped by individual experiences.	Individual values are acknowledged and negotiated amongst others.	Writing style is more literary. Research process is less rigid. An inductive process is used through methods of interviewing, naturalistic observation and analysis of text.
TRANSFORMATIVE	Reality often emerges as subjective-objective. Communities and/or individuals are studied – often to identify inequities, challenges or disparities.	Co-created findings with multiple ways of knowing. Reality is often known through an understanding of the social structures. Through the study reality can be changed.	Respect and diversity of values is emphasized within the standpoint of various communities and/or individuals. Researcher needs to be aware of their values and impact.	Use of collaborative processes for research; questioning of methods and discourses; highlighting issues and concerns; and then ultimately taking action and bringing about change.
PRAGMATIC	Reality is what is useful, is practical and what works.	Reality is discovered through the use of many tools that result in both subjective and objective kinds of evidence.	Values are discussed because of the impact it has on both researcher’s and participants’ views.	The research process involves both inductive and deductive approaches to data collection and analysis methods.

Note. Compiled from Creswell, 2013; Creswell, Hanson, Plano Clark and Morales, 2007.

### 3.1.2 Postpositivist Paradigm

The postpositivist paradigm represents the more quantitative form of social science research and has been denoted by terms that include – but are not limited to – *empiricism, objectivism, rationalism, and positivism*. More recently, the term postpositivist was introduced to phase out the more traditional notion of an absolute truth of reality and/or knowledge (Creswell, 2013; McGregor & Murnane, 2010; Thomas, 2010). This shift came about as a result of the realisation that when engaging in research involving human behaviour and actions, we cannot

be certain about our claims of knowledge (Creswell, 2013; Phillips & Burbules, 2000). Furthermore, proponents of postpositivist research argue that truth is essentially based on language – and language as we understand it, is a socially constructed phenomenon. Thus, we cannot assume that positivism generates absolute truths, because the foundation of positivism is compromised (Vosloo, 2014).

As a result of the change in the notion of absolute truths, postpositivists began to recognise cause and effect as a probability that may or may not occur rather than endorsing a notion of precise cause and effect (Creswell, 2013). Postpositivist researchers begin their studies by generating a question and conjuring a hypothesis and thereafter focus on the understanding of data as it evolves during the investigation. The process of analysing and reporting on findings then becomes a question of how much the researcher can rely on the results and how well certain outcomes can be predicted (Morris, 2006; Vosloo, 2014).

Much like traditional positivist approaches, postpositivist researchers also aim to achieve a degree of validity, specifically internal validity. They do so by analysing data through multiple levels of data analysis to achieve rigour – these analyses are generally conducted through computer programs, such as Statistical Package for the Social Sciences (SPSS) (Creswell, 2013; Vosloo, 2014). When reporting on their findings, postpositivist researchers write in a similar style to scientific reports and resemble the structure found in quantitative periodicals (Creswell, 2013).

### **3.1.3 Constructivist Paradigm**

The constructivist paradigm is another worldview that is often used in social science research. This worldview is often associated with qualitative type studies. Constructivism is often synonymous with the terms interpretivism and social constructivism (Creswell, 2013). In describing this paradigm, the terms social constructivism and constructivism will be used interchangeably. It is a paradigm that is focused on understanding the experiences of individuals in all facets of their lives (Creswell, 2013; Thomas, 2010; Vosloo, 2014). Constructivists focus on this because humans are constantly trying to make sense of their worlds, and in doing so, there is often a process of perceiving, creating, understanding, defining, justifying, and rationalising all daily actions (Vosloo, 2014).

When trying to understand the nature of reality within the constructivist paradigm, we must be acutely aware that people develop subjective meaning of their experiences (Creswell, 2013). Essentially, constructivists imply a mind ontology because it is the mind that interprets experiences and events, and thereafter constructs meaning... Meaning however, does not exist outside of the mind (Vosloo, 2014). It then becomes imperative that we acknowledge the fact that something that holds true at the moment may not hold true tomorrow or in another context different to the social environment we created that meaning in (Vosloo, 2014).

Constructivists are reliant on the individual's perspective of a situation or event. They are aware that meaning is varied and abundant because subjective meanings are socially and historically constructed. Effectively, meaning is formed through interaction with others, hence the term social constructivism (Creswell, 2013; Thomas, 2010; Vosloo, 2014). Reality is known through individuals' subjective meanings. Thus, the role of the social constructivist researcher is to depict the individuals' subjective experience. The social constructivist researcher cannot engage in the research process without acknowledging their role in the illustration of the participants' reality – essentially, they are part of the reality they construct (Creswell, 2013; Vosloo, 2014). The phenomena they aim to illustrate is based on their interests – interests that are seeded by values and unique ways of perceiving the world, which manifest themselves in the interaction with the research participants and influence what reality is depicted in the research process (Creswell, 2013; Vosloo, 2014).

The primary intention for social constructivist researchers is to rely solely on the participants' view of the phenomena being depicted. To facilitate this process, the style of inquiry is often through the open-ended questioning, which allows for flexibility in discussion and interaction (Creswell, 2013). Strydom, Fouche, and Delport (2002) believe that constructivist research process should be grounded in interaction and field-based inductive techniques (Vosloo, 2014). Thereafter, it becomes a question of enhancing the quality of interpretation and understanding of the interaction, which Neuman (2011) feels is best accomplished through studying transcribed conversations and videotapes (Vosloo, 2014).

#### **3.1.4 Transformative Paradigm**

The transformative worldview offers social scientists another lens through which research can be conducted. The transformative worldview is frequently associated with the terms critical postmodernism, critical theory, postmodern scholarship, and participatory action



research (Creswell, 2013; Vosloo, 2014). It is a paradigm that falls under qualitative type research. It differentiates itself from the constructivist worldview in that it looks to challenge the assumption of the neutrality of knowledge; power discourses and social injustices; and lastly the discrimination, marginalisation, or oppression of individuals and/or groups (Creswell, 2013; Thomas, 2010; Vosloo, 2014).

Transformative researchers believe that the nature of reality is subjective-objective, which is essentially a two-fold reality. Firstly, there are theories and structural laws directly and indirectly imposed on people, especially marginalised individuals and minorities that do not fit within the confines of these imposed realities (Creswell, 2013). These theories and structures can be seen as the objective reality within the transformative worldview because they are often socio-historically embedded and difficult to oust (Creswell, 2013). In essence, they are forms of confinement, varying in the amount of space, autonomy, and freedom they allow individuals. Secondly, the transformative paradigm adopts a subjective view of reality because individuals experience the theories and structural laws imposed on them differently to one another – what holds for one does not hold for the other, and what was understood now might be understood differently tomorrow (Creswell, 2013; Vosloo, 2014). It is as a result of these different experiences and their impact on individuals that the transformative paradigm came to the fore because often these experiences have been studied to find that there are multitudes of inequalities and injustices that need to be challenged (Creswell, 2013; Neuman, 2011; Strydom et al., 2002).

The role of values is important in the transformative research process because respect for the diversity and uniqueness of each individual or community's values allows the transformative researcher to engage with participants perpetuating and further marginalising the individuals participating in the study (Creswell, 2013; Denzin & Lincoln, 2011). Mertens (2014) believes that it is paramount for the transformative researcher to intertwine politics and political change agenda because this allows the research process to be one that brings about social change and, at the very least, challenges social oppression (Creswell, 2013). Part of the transformative research process is understanding issues of disempowerment, inequality, oppression, domination, suppression, and/or injustice that may be occurring in the participant's context and to continuously address and challenge those issues in all facets of the study (Creswell, 2013). Creswell (2013) as well Denzin & Lincoln (2011) believe that transformative researchers need to collaborate with their research participants. This may

involve asking the participants to help with the drafting of the initial interview or research questions; the data collection process; the analysis of the data; and finally, having a major input into the final research report (Creswell, 2013). This allows the participants to maintain a strong voice throughout the study and ultimately ensures that the injustices of the marginalised group are addressed in the study (Creswell, 2013; Denzin & Lincoln, 2011).

### **3.1.5 Pragmatic Paradigm**

The last of the common worldviews that will be discussed in this study is that of the pragmatic paradigm. The pragmatic paradigm is frequently associated with the terms mixed methods, pragmatism, and realism (Creswell, 2013; Denscombe, 2008; Given, 2008; Oosthuizen & Du Toit, 2012; Vosloo, 2014). Pragmatism originates from the word *pragma* which implies a practical and/or sensible way of doing things (Given, 2008; Oosthuizen & Du Toit, 2012). Pragmatism is quite often regarded as the philosophical underpinning of the mixed methods approach. This is because its practical inclination provides the set of assumptions about knowledge that form the basis of mixed method approaches and differentiates it from being purely postpositivist (quantitative) or interpretivist (qualitative) (Denscombe, 2008; Oosthuizen & Du Toit, 2012). Based on the aforementioned the terms, pragmatism and mixed methods may be used interchangeably throughout this section of the study.

The nature of reality under the pragmatic worldview is that truth is relative. Reality is truthful if it is practical and in constant adaptation to the environment it is found in (Creswell, 2013; Oosthuizen & Du Toit, 2012). This implies that the pragmatic paradigm follows a contingent or situational approach in dealing with situations of all kinds – straightforward, as well as more complex situations (Oosthuizen & Du Toit, 2012). If reality is dependent on the situation – the here and the now, or at least what is relevant at that time – then reality can only be known through adopting a multitude of perspectives and/or tools (Creswell, 2013; Denscombe, 2008; Oosthuizen & Du Toit, 2012). The array of perspectives and approaches available to mixed methods researchers is what endears them to the pragmatic worldview. Mixed method studies can be classified as a fusion of approaches, which allows researchers to search for common ground or at least a degree of compatibility between qualitative and quantitative approaches that will be useful to the purposes of their studies (Denscombe, 2008). This fusion requires for the researcher to be transparent with participants about the assumptions and expectations they bring to the study, as well as assumptions and

expectations of the participants so that the best approaches are taken to achieve the most practical outcome of the study (Creswell, 2013).

When it comes to the preferred approach to the inquiry, pragmatists will use multiple data collection procedures to best answer the research question. Pragmatic researchers are interested in the ‘what’ and ‘how’ of the research question. This sees them utilising various sources for the data collection process; focusing on the practical implications of the study; and continuously emphasising that the research problem is addressed (Creswell, 2013; Morgan, 2007; Tashakkori & Teddlie, 2010). An example of the pragmatic paradigm at work is when ethnographers often employ mixed method approaches to their studies that will see the inclusion of surveys (quantitative approach) and focus groups or in-depth interviews (qualitative approach) (Creswell, 2013).

### **3.1.6 Research Study’s Paradigm**

This research study adopted a social constructivist paradigm, which is explained in section 3.1.3 above. As a result, this section is focused on how the social constructivist paradigm was applied to this study – specifically, how the paradigm compliments the methodology.

Social constructivism is a paradigm that examines the knowledge and understandings of the world that are developed collectively by persons and/or groups. The paradigm assumes that understanding, significance, and meaning are attained through interaction (Amineh & Davatgari, 2015; Leeds-Hurwitz, 2009). The study’s main objective was to explore mentoring experiences at an individual and collective level and to ultimately use what was learnt from those experiences to draft mentoring guidelines. The philosophical assumptions endorsed by the social constructivist paradigm allowed for this because ontologically multiple realities were constructed through the individual mentoring experiences and the sharing of them through interaction. Epistemologically, reality was co-constructed by the researcher and the participants through the process of the individual reflections and focus group questioning. At an axiological level, the mentoring experiences carried with them values that were negotiated in a focus group to formulate mentoring guidelines for the TSHSR.

According to Kim (2003), social constructivists view learning largely as a social process. Learning does not only occur within the individual, nor is it a passive development of behaviours influenced by external factors; rather it is a process that becomes meaningful

through the engagement of social interaction and negotiation with individual knowledge (Kim, 2003; Simpson, 2012). Reflective learning was an essential facet of this study, and it required that the mentors learnt how to reflect on their own experiences. The social constructivist paradigm was useful because it allowed the research participant and researcher to engage in the roles of learner and facilitator respectively. Social constructivism acknowledges the fact that the learners' backgrounds (mentoring experiences) influence their version of the truth and reality; that they are an integral part of the learning process; and that learning is dependent on social interaction with more knowledgeable others – in this instance, other TSHS mentors with valuable mentoring experiences (Amineh & Davatgari, 2015). Amineh & Davatgari (2015) go on to describe the teacher's role, supporting the notion of a facilitator (researcher) rather than a teacher. The facilitator assists the learner in his or her process of making sense of the content – an active and bi-directional interaction; whereas a teacher is instructive on what, why, and how the content is learnt – a passive and one-directional interaction (Amineh & Davatgari, 2015). The social constructivist paradigm allowed for the researcher to adopt a facilitator's role in the process of teaching the method of reflective learning, while the mentors were able to adopt a learner's role on how to use what they learnt on their own experiences.

## **3.2 PARTICIPANTS**

### **3.2.1 Sampling Criteria**

As was highlighted in Chapter 1, the ultimate goal of this study was to construct mentoring guidelines for the mentors working at the TSHSR. Within the margins of this ultimate goal, the following criteria determined whether a participant could partake in the study or not.

1. Participants had to be 20 years or older.
2. Participants had to be employed as mentors at the TSHSR.
3. Participants had to be competent in English as it was the language that all participants and the researcher could collectively use in their engagement.

In the initial stages of the study, the participants were going to be chosen based on their affiliation with the New Residence. This particular residence is allocated the most mentors, and it represents the most diverse sample of the population amongst the other residences. During the initial meeting, all the mentors' communicated a willingness to partake in the

study. This, coupled with the fact that the ultimate goal of constructing mentoring guidelines for the TSHSR was taken into account, and after consultation with the researcher’s supervisor, allowed for the criterion to be modified to include all the mentors at the TSHS. The reasoning for this shift was that the inclusion of all the mentors that wanted to participate would increase the credibility of the study and ultimately enhance the quality of the mentoring guidelines.

### 3.2.2 Sampling Method

Non-probability sampling is often used in qualitative research and has consistently proved its suitability for this type of research. Purposive sampling was selected from the variety of sampling techniques and was in this research study (Patton, 2002). Choosing this method of sampling was substantiated by Patton (2002) and Simpson’s (2012) notions that the researcher selects information-rich participants to acquire a greater deal of data concerning issues of the study. In lieu of the research objectives, purposive sampling presented itself as the most useful method in selecting the mentors at the TSHSR as the participants of this study because of the unique dual roles they play for learners in a sport school – one of the only schools designed to cater for learner-athletes in South Africa.

### 3.2.3 Participant Group

Table 3.2  
Demographic information of research participants

Participant No.	Gender	Ethnicity	Age
Participant 1	Female	African	24
Participant 2	Male	African	26
Participant 3	Female	Caucasian	22
Participant 4	Female	Caucasian	29
Participant 5	Male	African	24
Participant 6	Male	Mixed Race	26
Participant 7	Female	Caucasian	23
Participant 8	Male	African	24
Participant 9	Male	Caucasian	24

### **3.3 DESIGN**

De Vaus (2001) defines the research design as the structure that needs to be put in place before data collection and/or analysis can commence. The research design ensures that we answer the research question(s) as unambiguously as possible (De Vaus, 2001). To show how this was achieved, a detailed account of the study process is depicted in the sections to follow.

#### **3.3.1 Phase 1: Permission**

The first step in initiating this study was to gain permission from the various stakeholders and gatekeepers. Permission was obtained to conduct the study from UP at three stages – initially, from a small committee meeting organised by the researcher’s supervisor; secondly, from the Departmental Research Committee (Psychology); and lastly, from the Faculty of Ethics Committee (Humanities). From a gatekeeper’s position, permission to conduct the study and approach the TSHSR mentors was obtained from the principal of the TSHS (Mrs. Hettie de Villiers). Once permission was received from the faculty (UP) and organisation (TSHS), the participants were approached for their permission.

#### **3.3.2 Phase 2: Information**

The second step of the process was to approach the TSHSR mentors after permission had been obtained to do so. The initial contact was to give a detailed description of the research study: what the objectives were; what the anticipated risks and potential benefits were; and lastly, to answer any queries they had about the study (Leon, 2015; Thomas & Hersen, 2011). During the same meeting, the consent forms were disseminated (see Appendix B); a time and date for the training workshop was agreed upon; a time frame for when they should have completed their personal mentoring stories; a time and date for when we could conduct the focus group discussion; and lastly, tentative dates for when we could do a feedback session on the guidelines that emerged from the data analysis.

The participants were given the consent forms at the start of the week and asked to return them at the end of the week if they were still willing to participate in the study. Once they returned their informed consent forms, they were asked to provide a pseudonym that they would be able to easily recognise themselves by when they read the study after its completion.

### **3.3.3 Phase 3: Preparation**

#### **3.3.3.1 Physical Preparation**

Part of the preparation to conduct the study was to book and prepare a venue to conduct the experiential learning model workshop and focus group session at the TSHS. This preparation involved the procurement of a video recording device and appointing a cameraman to capture the proceedings of the focus group so that participants, but more importantly speakers, were visible to the camera and audible enough for the voice recording component.

#### **3.3.3.2 Personal Preparation**

Due to the nature of this study, the researcher needed to embrace their axiological stance and be mindful of how their personal values, biases, and personal experiences would play out in the study (Creswell et al., 2007; Leon, 2015; Robert & Shenhav, 2014; Saunders et al., 2007). Part of the study was also being aware that a social constructionist paradigm required the researcher to be a co-constructor of whatever experiences were shared – and for this purpose it was discussed and decided through supervision, that the researcher also writes about their experiences of being mentored and reflect on them using the model (Beneke, 2005; Pienaar, 2011; Van Niekerk, 2005). This would allow the researcher to have more insight and empathise with the research participants on their mentoring experiences, as well as make the process of co-authoring mentoring guidelines more authentic.

Lastly, the researcher undertook a process of familiarising themselves with the appropriate techniques for the facilitation of a focus group. There were seven features that stood out and that the researcher felt were relevant to for facilitation of the focus group; these were: 1) being mentally prepared; 2) using purposeful small talk before the commencement of the focus group; 3) giving a short and smooth introduction; 4) using pauses and probes to draw out more responses; 5) containing the reactions of the participants; 6) using subtle group control; 7) and lastly, using an appropriate conclusion (Dawson, Manderson & Tallo, 1993; Harrell & Bradley, 2009; Krueger & Casey, 2014).

### **3.3.4 Phase 4: Workshop**

In the initial proposal, there was only one training workshop intended for all the mentors. However, due to the number of mentors that wanted to participate in the study, the logistics of gathering everyone together became more difficult to navigate. Thus, it was decided to

facilitate two workshops over two weekends to allow all the mentors an opportunity to participate and accommodate their busy schedules. Six of the mentors were able to attend the workshop on the first weekend, and the remaining five attended the second workshop on the second weekend. Both workshops lasted approximately one and half hours.

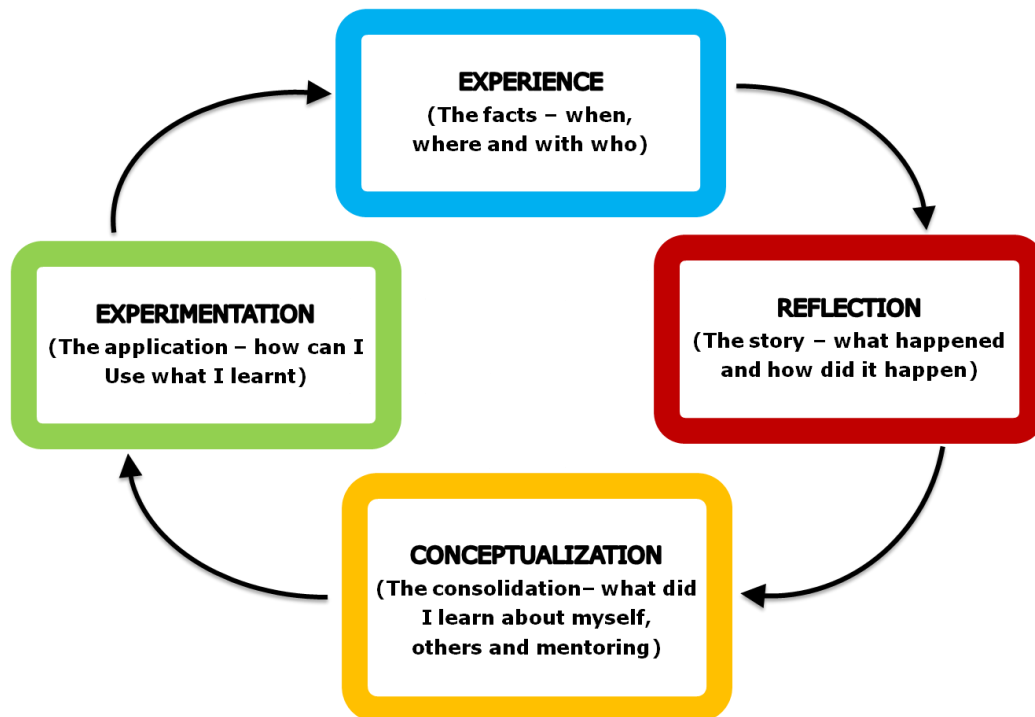


Figure 3.1. The Experiential Learning Cycle. Adapted from *Experiential Learning: Experience as the Source of Learning and Development* (p. 32), by D. A. Kolb, 2014, Upper Saddle River, NJ: Pearson Education.

Figure 3.1 served as the experiential learning model the TSHSR mentors used in their training. It was used because it made experiential learning a more tangible concept for the TSHSR mentors to grasp. During the workshop, the theoretical foundations of the model and the principles of the cycle were explained, which took up the first hour of the workshop. Thereafter, the TSHSR mentors were given the opportunity to consider instances where the cycle could have been used in their recent experiences or prior mentoring experiences – a task intended for them to gain some practice before they had to write their individual mentoring stories. This lasted for the final half an hour of the allocated workshop duration, and it gave them a chance to ask questions if they encountered any challenges.



### **3.3.5 Phase 5: Individual Reflections**

Once the workshop was concluded, the TSHSR mentors went off on their own to write about their mentoring experiences using the experiential learning cycle as a process of reflection based on a writing sheet (see Appendix E). The use of the individual reflections was essential because it allowed for the researcher to capture the mentoring experiences of the mentor holistically, and beyond that, it allowed the mentors to recapture central moments and all the details around them at their own pace (Aquilina, 2013; Clandinin & Huber, 2010).

### **3.3.6 Phase 6: Group Reflections**

The study made use of a focus group format continuing the process, depicted in Figure 3.1. The focus group allowed the TSHSR mentors to share what they learnt from their personal reflections in using the Experiential Learning Cycle. An advantage to using the focus group format for the study was that the TSHSR mentors already knew one another, which helped them prod and probe one another to tell their own stories. In a sense, the prodders assisted the facilitation (Bender & Ewbank, 1994).

The focus group lasted approximately two and a half hours. It was divided into two parts: the first part was the sharing of the TSHSR mentors' individual mentoring experiences through the Experiential Learning Cycle, and the last part was the discussion about possible mentoring guidelines for the TSHSR mentors to use. Once all the individual mentoring experiences had been shared and explored with the whole group, the TSHSR mentors deliberated on their preferred approaches to mentoring based on their experiences. It was during this discussion that the TSHSR mentors began to formulate a broad set of mentoring guidelines. Once the focus group was concluded, the TSHSR mentors were asked to write individual reflections about their experiences of the focus group through the Experiential Learning Cycle.

### **3.3.7 Phase 7: Transcriptions**

The experiences and reflections shared in the focus group were transcribed verbatim by the researcher for use in a thematic analysis. The transcription was useful for getting a good grasp on the experiences, and opened up a flow of ideas that may not have been possible were the text transcribed commercially (Bauer, 1996; Jovchelovitch & Bauer, 2000). This research benefitted from the fact that video-recording allowed for an almost real-life experience and reliving of the focus group, which allowed the transcription to be that much more accurate.

Lastly, the participants also gave written accounts of their individual experiences of the focus group, which added to the quality of the data because it allowed the data to benefit from the width of the focus group and the depth of individual experiences.

### **3.3.8 Phase 8: Analysis**

The analysis consisted of the data presented from the written experiences of mentoring, the video recording of the focus groups, and the written reflections of the research process. A thematic analysis commenced once the three different sets of data had been captured and/or transcribed. The use of a thematic analysis allowed the researcher to explore data finely or broadly. Bearing in mind that this study viewed reality as subjective, an inductive approach was used because this allowed for the identified themes to be strongly linked to the experiences of the mentors (Braun & Clarke, 2006). In supporting this view of reality and the inductive approach, the researcher focused on the semantic level themes identified from the mentoring experiences. Semantic level themes are explicit in their meaning and were more suitable for the study because the use of the three different sets of data allowed for any underlying ideas and assumptions to be comprehensively covered (Braun & Clarke, 2006).

The first research question of this study entailed an exploration of the individual mentoring experiences of the TSHSR mentors (see 1.3.1). This was something that a thematic analysis allowed because there was more focus on the content of the experiences shared, than how the experiences were shared or told (Riessman, 2005). The second research question (see 1.3.2) required the researcher to collate the individual mentoring experiences and consolidate while understanding the relation to the others. This process was facilitated by the fact that a thematic analysis allowed for the identification of common themes across the TSHSR mentors experiences (Emerson & Frosh, 2009; Riessman, 2008). The final research question (see 1.3.1) required the researcher to use the individual and collective experiences of the TSHSR mentors to formulate mentoring guidelines. This was done through a thematic identification process that entailed: familiarisation or a way of recognising what was being said in the experiences; coding or a way of understanding the experiences; discovering themes or a way of linking what had been discovered; consolidating themes or refining what had been discovered into more concise concepts; and reporting on the themes, which formed the basis of how the guidelines were generated (Bold, 2012; Boyatzis, 1998; Braun & Clarke, 2006; Floersch, Longhofer, Kranke, & Townsend, 2010; Marks & Yardley, 2004; Reissman, 1993, 2008).

Ultimately, the proposed mentoring guidelines were drafted from the analysed data retrieved in the focus group. Thereafter, the drafted mentoring guidelines were presented to the TSHSR mentors, who gave their input and suggested changes. This was in accordance with the paradigmatic stance taken for the study, which is further detailed in the next section (see section 3.3.9). The final set of mentoring guidelines for the TSHSR are detailed in the conclusion of this mini-dissertation.

### **3.3.9 Phase 9: Feedback**

Biber and Levy (2011) believe that any form of collaboration constitutes the need to consider multiple realities. The aim of the research process was to formulate mentoring guidelines for the TSHSR. Besides from the experiences, discussions and reflections that were analysed, the researcher engaged in a collaborative process with the TSHSR mentor for a lengthy period after the data was collected and attended their weekly meetings to give feedback and garner suggestions on the mentoring guidelines until its final completion. This constitutes what Gergen (2000) and Hoffman (1990) define as a collaborative meaning-making process and allowed the researcher to involve the TSHSR mentors and vice versa in the creation of guidelines that would impact on the learners in the TSHSR, but more prominently their roles as mentors.

## **3.4 QUALITY**

### **3.4.1 Credibility**

Credibility bids the question of whether research findings match the actual reality of a phenomenon, situation, or event. There were a few threats to credibility; this study enhanced its credibility because the researcher was familiarised with the context of the participants, as well as engaged in an identical process of reflection about their mentoring experiences that gave more insight than would have been the case if they had not undergone a similar process. Secondly, the synchronicity of the philosophical assumptions and the objectives of the study enhanced the credibility of the study. Lastly, the researcher sought frequent debriefing with the research supervisor and received critical feedback that improved the study immensely (Hancock, Ockleford & Windridge, 2009; Shenton, 2004).

### **3.4.2 Consistency**

Consistency emphasises how dependable research findings would be if the same research topic were to be carried out for a second time or repeatedly. In combating the threats to consistency, the researcher was transparent with their data collection methods and disclosed all aspects of their sampling (see Appendix E). Secondly, the focus group allowed for consistency in questioning because the researcher was able to easily recall previous questions they had used with other participants. Lastly, the researcher transcribed verbatim from the focus group session to make the study as reliable as possible (Lewis, 2009; Shenton, 2004; Simpson, 2012).

### **3.4.3 Transferability**

Transferability is concerned with the degree to which results can be generalised and applied in other scenarios. In combating threats to transferability, the researcher selected a sample that would be most representative of a sample population. The specificity of mentors working in a sport school's residence within a South African context helped achieve this because of the scarcity of such a sample population. Secondly, the researcher employed the use of personal reflections as well as a focus group session – methods that provided richness of descriptions and diversity of experiences, ultimately enhancing transferability (Merriam, 2009; Shenton, 2004; Simpson, 2012).

### **3.4.4 Supervision**

Having regular research supervision greatly enhanced the quality of the study. During the supervision meetings, all facets of the research were discussed, and guidance was offered to ensure that no quality was compromised (Rael, 2004).

## **3.5 ETHICS**

### **3.5.1 Permission**

There were two sets of permissions that need to be obtained, and that was firstly from the University of Pretoria to conduct the research (see Appendix A), and secondly from the principal of the TSHS (see Appendix A) to gain access to the mentors from the residence.

### **3.5.2 Informed consent**

The researcher met with the TSHSR mentors once permission had been obtained to conduct the study. In this meeting, all the relevant information about the research process was provided on an informed consent form (see Appendix B). Only once the TSHSR mentors had read through and agreed to participate in the research could they continue as participants in the study. The participants of this study were twenty years and older, which meant that they could legally sign for consent themselves.

### **3.5.3 Privacy**

The information collected for this study will remain confidential and will only be disclosed with the permission of the mentor who that information is relevant to. To ensure confidentiality, the information will be kept under lock and key. Pseudonyms were used throughout the study and any documentation associated with the study. Furthermore, because the study involved the use of a focus group, it was emphasised on both the consent forms (see Appendix B) and initial meeting how invasive it would be to share any information of the other participants outside of the focus group.

### **3.5.4 Support**

In anticipation of any emotional disturbance or discomfort, the participants were offered the opportunity to receive free psychological support from one of the resident psychologists at the High Performance Centre free of charge (see Appendix C).

## **Conclusion**

This chapter justified the paradigmatic stance that it took through an exploration of the various paradigms available within social science research. It also focused on describing the research participants that collaborated in completing the study, and the steps that were taken to meet the research objectives. It was concluded by detailing the procedures that preserved the quality of the study was upheld; and finally, by outlining the measures put in place to ensure ethical considerations were addressed.

## **CHAPTER 4**

### **THE LEARNING PHASE**

#### **Introduction**

This chapter is one of two chapters that present the findings of the study. This particular chapter focuses on what was discovered from the TSHSR mentors' experiences. It is divided into two main sections that focus firstly on what transpired in the mentoring experiences and secondly on what was identified in those mentoring experiences.

#### **4.1 “WHAT WAS OUR EXPERIENCE?”**

This section of the findings depicts what transpired in the mentoring experiences that the TSHSR mentors shared as well as what was discussed in the mentoring focus group. It focuses on how the TSHSR mentors perceived their experiences, with a specific focus on the favourable and challenging aspects they associated with mentoring.

##### **4.1.1 Favourable Experiences**

The experiences shared and the discussions that ensued about mentoring in the focus group highlighted qualities that the TSHSR mentors believed were pertinent to their mentoring experiences – and essentially being a good mentor. These qualities were derived from their experiences of being mentored as well as their experiences of mentoring others. These qualities were split into two main headings, which consisted of the support and leadership approaches that mentors took.

###### **4.1.1.1 Support**

This section describes the supportive qualities that impacted on the TSHSR mentors and allowed them to perceive their experience as favourable. There were four qualities that stood out, namely: presence, patience, open-mindedness, and compassion.

Presence was seen as essential because the majority of the mentors believed it was merely important just being there in various capacities – whether this was as a pillar of support or someone that could always be relied upon. It was all seen as an essential aspect of being a mentor. Smiley's brief exchange with the researcher – in the extract below – gives a vivid illustration of this notion:

*Smiley:* I get the feeling that each and every single one of us need somebody that we can count on. So, when you've heard of kids having committed suicide, or when they've gotten to that point, did they have someone that they could count on?

*Researcher:* So, I guess essentially being their bedrock, a pillar of strength?

*Smiley:* Yeah.

Patience was another essential quality to have in the make-up of a good mentor. It was important because there was a belief that mentees develop at their own pace – thus, it was essential for mentors to allow mentees the time and space to grow. A precise illustration of this was given in Sarah's experience with her mentor, who allowed her the time and space she needed to get things right on her own. The following extract depicts this:

Some days he would sit for hours helping me while still doing his own work. He was always super patient and never made me feel like he was too busy. There were some things I came to him for help with over and over again – and yet he never seemed upset and just explained it again.

The third quality that was understood to be important to the make-up of a good mentor was open-mindedness. This was a trait believed to be important because it allowed the mentor to be more accepting and receptive to various backgrounds and beliefs and because it allowed mentors to have more constructive engagements with mentees. In a simple example of this, White-Boi found it odd that one of the boys that he mentors was dating a girl significantly older than him, something which he understood to be quite odd and questioned whether his perception needed to shift. The quote below illustrates this:

To me, I was like she's in matric and basically a woman, and he is essentially still a boy. Like, how does that even play out? So, then I was like maybe I should change my way of thinking and maybe like adopt a different approach to things because maybe if I'm thinking like "ahhh man, this is wrong", then how am I going to communicate to them, and they are in relationships like that. So, I just thought about that.

Compassion was observed to be an important quality of a good mentor. Compassion stemmed from mentoring experiences where kindness and empathy were shown to the mentee – and

despite how effortless it may have been for the mentor, they were enough for the mentoring experience to have a lasting impression on the mentee. A perfect illustration of this can be observed in Didi's reflection of her mentoring experience when she was enduring a difficult spell in her life:

We sat outside on one of the school benches, and she would just talk to me and make sure that I was doing okay. This probably went on in the space of 8 months (...) This taught me that a little bit of kindness and caring can go a long way. It really meant a lot to me that she would take time out of her schedule to meet with me every week. It shows that mentoring really isn't a complicated process. You just need to be willing to invest some time and care into another person, and it can make all the difference in the world.

The aforementioned depict the supportive qualities important to be a good mentor. They do not depict all the important supportive qualities of being a good mentor; but they do, however, reveal the importance of having at least one of these qualities and ultimately how impactful embodying one of these qualities can be in the mentoring relationship. These supportive qualities underline part of what sustains and cultivates a good mentoring relationship.

#### 4.1.1.2 Leadership

This section describes the supportive qualities that impacted on the TSHSR mentors and allowed them to perceive their experience as favourable. The qualities that defined leadership in mentoring were: the ability to inspire; being congenial; behaving appropriately; and lastly, being cognisant.

One of the ways that the TSHSR mentors often described their mentors were as people that inspired them. Inspirational characteristics and/or endeavours are often what endeared the mentees to their mentors, and ultimately mentees would use their mentors as markers for what they wanted to achieve or who they wanted to become more like. Amelia spoke of her mother and how her strength of character is something she cherishes and attempts to emulate in her life. The following extract depicts these sentiments:



My mom is the strongest person I know, and I have never heard her complain or seen her breaking down despite all the challenges she had to face. She made sure that she instilled all life valuable principles in my life, even if that meant spanking me a bit. She did all she could do to teach and show me how life is done, and I can confidently say I am who I am because of all her efforts and love and her never-ending support.

Another quality that is associated with the leadership of a good mentor is congeniality. A lot of the mentoring experiences made mention of the fact that mentees were drawn to mentors that had similar upbringings to them and were approachable and/or humble. Being congenial was important because it essentially made mentees feel like they mattered and were not far-removed from emulating their mentors. There were many comments and reflections that could depict this quality, but none as accurate as White-Boi's reflection of what he learnt from his encounter with Archbishop Desmond Tutu. The extract to follow depicts this clearly:

What I took away from this, as a mentor, is the level on which I communicate and appeal to those I mentor, and the ideals and background which we may share – that even though I am here to act as their big brother and elder figurehead, we are able to find common ground through our admiration for sport and admiration for strong women as role models.

Various experiences and comments in the findings pointed out the importance of a leader carrying themselves or behaving in a manner befitting of a leader. These stemmed from the importance of being responsible and being congruent, which all tied back to the notion that a leader should lead by example. A perfect illustration of this was Didi's reflection on how mentoring should occur within the TSHSR. The extract below captures her sentiments:

Within the TSHS environment, I feel we as mentors need to lead by example first before we just tell. Sometimes it's necessary to tell, but leading by example in our actions will be more effective in making a difference.

From the findings, being a cognisant leader was the last quality deemed important to be a good mentor. This was one of the more unique qualities shared but garnered support once elaborated on in the focus group. Being a cognisant leader was seen the ability for a mentor to

reflect, and be fair or fairly appraise their mentee. Chief advocated for cognisance in mentorship by making a concerted effort to appraise behaviour – good and bad – more equally. The following extract illustrates the aforementioned notion of acknowledging and reprimanding behaviour in equal measure:

Ed had an altercation with one of the learners, and that learner was telling me of how he's been here for four years and not once have they gotten a demerit in school or res in 4 years. And I was thinking to myself, "What have we done to say thank you to good behaviour like this?" He's done nothing and been consistent all this time, and we haven't done enough to acknowledge and encourage that sort of behaviour.

The aforementioned findings, by no means, delineate all the leadership qualities vital to be a good mentor. They do however go some way in providing an idea of what leadership qualities are essential to be a mentor. In a nutshell, these leadership qualities underline part of what sustains and cultivates a good mentoring relationship.

#### **4.1.2 Challenging Experiences**

Through the shared experiences, but predominantly the focus group discussions, the TSHSR mentors were able to identify what they felt were challenges to be a good mentor. These challenges were split into three main focuses, which consisted of the challenges of diversity and uniformity; the challenges brought about by adolescent development; and the impact of juggling dual roles.

##### **4.1.2.1 Diversity**

Challenges in diversity were most prominent in the spheres of beliefs – religious and cultural – and upbringings. In a few instances, both proved to be a barrier to effective mentoring in the TSHSR because it created a “disconnect” between mentor and mentee. White-Boi questioned the appropriateness of mentoring through one's faith – which up until that point in the focus group had been suggested as an ideal approach. This was especially imperative for instances that the mentee may not share a similar faith. The following extract illustrates a question he poses to the group on compromising of faith, for the betterment of the mentee:

I just have a general question, like if there's a Muslim or Hindu student, what do you do? How would you go about not compromising your faith? Because essentially you

believe in your doctrine – I’m gonna leave it even though it’s a strong word. But like if there’s a Muslim student that comes to you, not necessarily for spiritual advice, but wants to talk to you in general, and you start preaching the gospel, and they are uncomfortable? Because I know in Cape Town, my friends always try and keep it neutral in terms of conversation. So, if there was a Muslim student, how would you go about not compromising?

Sala spoke of the differences in upbringings between the mentors and the mentees – specifically in terms of the socio-economic disparity that could sometimes be found in the relationship. In the extract to follow, Sala speaks of the importance in exposing mentees from fortunate upbringings to underprivileged communities – similar to his upbringing – in the hopes of giving them insight and bridging a gap through understanding.

Let them go to a place where there’s an open field. There are rocks on the ground, and it’s a sandy pitch. And like stick posts where, in comparison to here, they have goal posts, a proper pitch, and coaches. There, kids are playing with a ball made from milk carton packets. So basically, let them go and see what they have in comparison to other kids.

The aforementioned provides an understanding of some of the challenges faced by the TSHSR mentors as a result of the differences between them and the mentees. Diversity within these findings was seen as something that could detract or hinder the mentoring relationship.

#### 4.1.2.2 Adolescent development

Adolescent development was seen as another challenge that made the role of mentoring in the TSHSR environment much more difficult. Most mentors attested to experiencing difficulties with mentees at some stage or another. There were no specific concerns or themes addressed, but rather just an acknowledgement – through their comments and reflections – about the difficulties they experienced.

Ed shared experiences in her upbringing and experiences of being mentored – which will be detailed later in the chapter (see 4.2.1) – indicating that she was somewhat a challenge to guide and mentor. What was interesting was her testament of how difficult mentoring in the

TSHSR can be. Yet, ironically, she was culpable for similar behaviour at the same stage in her life. The short extract below depicts the frustration that sometimes comes with her role:

Sometimes you get discouraged because even if you lead by example, some kids just don't want to learn!

In another example, White-Boi, vividly describes his mentees in the TSHSR environment as “walking hormones” due to some of the engagements he is often faced with. He goes on to describe how it can be difficult to guide them to make sensible decisions, when sometimes they as mentors may not have the answers to nourish their curiosity. The following extract highlights this dilemma:

I think it's actually very difficult because some of these boys come to me with very controversial questions, and in a sense, they are uncomfortable to talk about in certain settings because maybe your parents would have approached in a different sense, you know? Because most of these boys are going through adolescence – or rather puberty – and they have a lot of queries and things... So, these are the type of questions your parents would have had to answer, and we are in like our twenties and early thirties, and you might not necessarily know all the best answers for these questions.

The aforementioned provides a snippet of the challenges faced by mentors dealing with adolescents. They highlight the factors to be aware of in mentoring relationships with adolescents.

#### 4.1.2.3 Dual roles

The last factor identified as a challenge to mentoring is the impact of juggling dual roles. One of the biggest challenges – if not the biggest – was balancing between the disciplinarian and supportive role in the TSHSR environment.

Part of being a mentor in the TSHSR environment is completing daily duties, which may often require the mentors to reprimand poorly behaved mentees. The challenge in this aspect of their roles is that, often, mentees feel too familiar with the mentors due to the supportive relationship they have established – essentially making the disciplinarian role that much more difficult to fulfil. Ed depicts this in the following extract:

For them to get disciplined, reprimanded or that sort of thing by a girl not much older than them, is difficult to accept or get used to and apply. And you're not always sure what to give, so sometimes that's the biggest difficulty we face (...) They'll see you as an older figure or something like that, and so they don't always necessarily respect you.

Playing the role of disciplinarian and supportive figure can often be difficult, and despite the balance that the TSHSR mentors attempt to achieve, it often gets misunderstood. In the focus group, Ed detailed her experience of trying to balance the roles using “the mother figure” as a metaphor – and how she often finds that the mentees choose to associate them with the disciplinarian side of their roles, rather than their supportive qualities. The extract below describes these circumstances:

You know the girls will have nicknames, so the girls will refer to some of us as the “strict mentor” (...) So you get categorised by the way you act. So, the thing is like, the mother figure is supposed to be strict, but is also the loving and kind one, and all of that (...) But with the girls they tend to focus on one trait, they never see the other traits.

The TSHSR mentors also experience the challenge of gauging how much support they can give the mentees. This often leaves them with questions about their roles and whether or not they should be doing more to be significant figures of support. In the focus group, Chief questioned his role as a mentor and how significant his role is in the lives of his mentees. This is depicted in the following extract:

We spend the most time with these kids, and we inevitably assume those roles of being a mother or a father. So, I guess we actually need to think deeper on that (...) I'm wondering to myself, am I a father figure to these kids? Am I the type of person they can come to when they need to talk with “a father”? So, for me, it's just a light bulb that went off in my head.

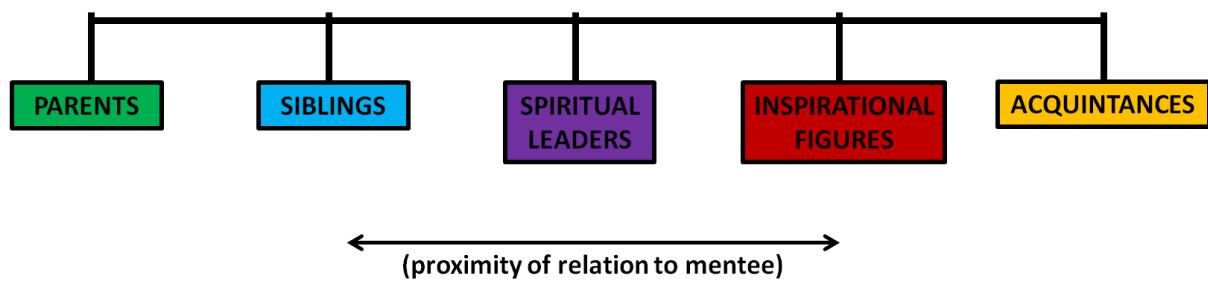
Ultimately, the above findings reveal the conundrum that the TSHSR mentors sometimes find themselves in when attempting to balance the responsibilities of supporting and disciplining

mentees. It is important for mentors balancing dual-roles to be aware of some the challenges that may face and better equip themselves in managing these to the betterment of their mentoring relationships.

## 4.2 “WHAT DID WE IDENTIFY?”

This section of the findings describes prominent features that were identified in the mentoring experiences of the TSHSR mentors. It focuses on the spectrum of informal mentoring relationships; the role of spirituality in mentoring; the relevance of collective mentoring; and finally, the significance of temporality on mentoring relationships.

### 4.2.1 Spectrum of informal mentoring



*Figure 4.1.* The Spectrum of Informal Mentoring Relationships based on the mentoring experiences of the TSHSR mentors.

There were sixteen mentoring experiences shared within the focus group, all of which detailed relationships with informal mentors. These relationships were characterised by the spontaneous, involuntary, and/or unwitting manner that they were established. The relationships were understood according to the spectrum illustrated in Figure 4.1. The spectrum details the various individuals that played a part in mentoring the TSHSR mentors. It places the individuals in terms of the proximity of relation to the mentee (the TSHSR mentors). Figure 4.1 depicts the various mentoring relationships that will be described in the sections to follow.

#### 4.2.1.1 Parents

Ed’s mentoring relationship with her parents occurred without her realising the process that was unfolding, and the following extracts illustrate the way this occurred:

There have been many instances where my parents have given me advice on what to do in certain situations, but the one that is probably the most significant is when I was 16 years old. I met a boy, and we started dating (...) I learnt that as a child you do not think your parents know anything as they are old, but with age comes wisdom, as many of the mistakes you still need to make, they have already made, so you can learn from them.

In another instance, Sala grew up with the knowledge of his mother being his mentor and actively observed and took on board qualities that were endearing to him. The following extract illustrates this:

Growing up, my mom has always been my mentor. Her work ethic, commitment to whatever she did, and always speaking out – never keeping quiet – for what she believed in. As I grew up, I watched how she would work her butt off to make sure we were provided for. I can never say there was a time in my life that I went without basics. With her stern hand, I have grown up to be the man I am today.

#### 4.2.1.2 Siblings

Sarah offered one of two instances where a sibling was a mentor. She was able to identify that her brother played a significant role in her life, and through sharing her experience was able to show how he essentially played the role of a mentor. The following extract illustrates this:

Since I was home-schooled, my mentors were a bit different than kids who went to a normal school system. I have a brother who is a few years older than me. Whenever I struggled with school or had any questions, he always had time to listen and explain or just talk, even though he had a lot of his own work.

Chief contributed to the second instance of where his brother-in-law was a mentor. Like Sarah, he was also able to identify that a sibling had played a significant role in his life, and through his reflection, reveals the significance of the role he played. The following extract illustrates this:

In 2013, I decided to go back to school and leave the world of work (...) I had a myopic view of the world and a strong sense of entitlement. I thought things should happen for me without me putting in much effort. I was then struggling in life, and I didn't really know the reason. My academics were bad, and I would use the travelling distance to school as an excuse. I then went to live with my sister and her family. My brother in law became my mentor. The mentoring was mostly informal.

#### 4.2.1.3 Spiritual leaders

Amelia also spoke of her mentoring experience with someone outside of her family circle, and how this particular person was able to inspire her through their accomplishments and spiritual faith. The following extract illustrates the nature of relationship Amelia has with her mentor:

This woman is a qualified CA, and she did this in record time. She is married, has a house, her leader is the most amazing woman I know, and she is just two years older than me. She is able to do all of this and has never compromised her relationship with God – not even once. If this isn't inspiring, I don't know what is. I am privileged to have weekly meetings with her where she teaches me how to be all that I want to be. She has helped me a lot with my studies, finances, in my relationships, and my walk with God.

Much like the sentiments in the previous illustration, Smiley also speaks of a mentor that he is connected to due to their spiritual faith, and how that has grown him into becoming the person he is currently. The following extract captures these sentiments and the nature of their relationship quite succinctly:

We have weekly meetings together, and in these meetings, we learn how to do life as young people who are passionate about all things God. These meetings have impacted my life greatly, and I have seen the fruit/results that they bring as they have aided me in becoming the man I am today. In these meetings, we discuss how to conquer in our studies, finances endeavours, and we also learn how to be men of courage, integrity and stature.



#### 4.2.1.4 Inspirational figures

White-Boi shared an experience in his life that involved someone that was highly esteemed and an inspirational figure of sorts. This was unique to the findings, and in their encounter, he was struck by the humility shown to him by such a world-renowned public figure. The following extract highlights the magnitude of that particular experience:

We were having our conference segment of the Peace Summit with a panel of four inspiring people, one of which was the remarkable Arch Bishop Desmond Tutu. In [a] conversation with him, he mentioned that his mother had to sacrifice a lot in raising their family. He mentioned that his mother was one of the people he looked up to and respected – also the one he sought out for advice. I was in awe of this.

#### 4.2.1.5 Acquaintances

Didi disclosed an instance in her life that was emotionally challenging, and during this period established a relationship with someone from her community. This was unique to the findings in that a stranger or acquaintance became her mentor, and she was ultimately given the opportunity to develop a mentoring relationship with someone outside of her family. The following extract captures the formation of this relationship:

During this time in my life, my parents got divorced. I was in grade 7 in a small private school. A friend of my dad's invited him to go to church with him one Sunday; this is where I met this lady. She had children in the same school as I was at the time, and she asked if she could meet with me once a week. At that time, I had a free period every Wednesday morning, so she would come. We sat outside on one of the school benches, and she would just talk to me and make sure that I was doing okay.

The findings provide an understanding of the different types of informal mentoring relationships that may arise. Furthermore, they also show that there does not have to be a prior or pre-existing relation to the mentee to warrant the formation of a mentoring relationship.

#### **4.2.2 Spirituality in mentoring**

One of the unique findings of the study was the role that religion and/or faith played in the mentoring process. The findings showed that two-thirds of the TSHSR mentors that participated in the study shared mentoring experiences that were firmly rooted in religious or spiritual underpinnings. When looking specifically at the experiences, almost half of the shared mentoring experiences were linked to religious or spiritual backgrounds. From these experiences, two things were evident – that religion was used to establish mentoring relationships as well as to act as a tool for mentoring engagements.

Didi's experience reveals how religion or at least religious ties were used to facilitate the establishment of her mentoring relationship. Below is an extract capturing this notion:

The experience occurred when I was between the age of 12 and 14 years. The people involved were myself and a lady with whom I was in the same Church at the time.

In the extract to follow, Zulu-Boy gave an illustration of how faith and religion played a part in forming the basis of the relationship that he had with his mentor, and essentially how he was mentored through faith and religion.

The one pastor picked me out of the crowd personally and took me aside and prayed for me personally. He reassured me that no matter whatever problem I was going through, that not only God, family, and friends would be there for me, but him as well.

The findings above show the importance of faith and belief, but more importantly how it was often used as the starting point in which mentoring relationships were established or at least used to facilitate an initial engagement.

#### **4.2.3 Group mentoring**

Another finding of the study was the role of group mentoring. It was a prevailing feature in the experiences shared and occurred through meetings and what some of the TSHSR mentors called “devotions”. These gatherings often consisted of one mentor and a group of mentees who, as a collective, engaged in thought-provoking conversations that used their lived experiences to facilitate discussions about various religious themes or topics. This was

observed in the extracts detailing the role of spiritual leaders in informal mentoring relationships (see 4.2.1.3), but was also noted in the following extracts from Chief's mentoring experience:

My brother in law became my mentor (...) It started indirectly with daily devotion, where teachings were more general and not necessarily tailored for me but rather aimed at the entire family. With the flow of time, the mentoring process took a more direct yet still informal approach in the form of simple conversations (...) In a matter of a few months, it had evolved to full head-on arguments, discussions, and debates that challenged both our views of life. For two years, he continued to impart words of wisdom. I was always intrigued about how he referenced nearly everything to the Bible. I observed and learnt from him a great deal in terms of proper behaviour, attitude, and proper interaction with those around me.

Group mentoring was a common feature in the findings done through collective engagements in the form of meetings or get-togethers. It facilitated conversations about various life aspects and challenges and may point towards a very useful and effective mentoring relationship for the TSHSR environment.

#### **4.2.4 Temporality of mentoring**

One of the topics discussed in the mentoring workshop that precluded the focus group was the role of temporality in the mentoring process. Based on the findings there were two aspects of temporality that were deemed noteworthy. These aspects were the period and frequency of the mentoring relationship, as well as the impact that the mentoring relationships had on the mentees at various intervals and moments in their lives.

##### **4.2.4.1 Timing**

From the mentoring experiences shared, there were three distinct time frames and frequencies that became evident. These were past, current, and future mentoring relationships. Past mentoring experiences were the most common amongst the mentoring experiences shared. They are defined by a set duration in which the mentoring relationship occurred – essentially a relationship that has already occurred and has not continued beyond the specific duration indicated. Current mentoring experiences were the second most common finding and were defined as ongoing and quite regular in terms of the engagement between mentor and mentee.

Future mentoring relationships were one of the least common outcomes from the findings and were defined as ongoing but quite sporadic in the frequency of engagement. These relationships were once quite regular but have since become infrequent, and despite the lack of consistent engagements, the mentees still feel that they can call on and rely on their mentor at any point that they may need.

Chief's mentoring experience occurred in a specific period in his life, where he needed the guidance and support given to him by his brother-in-law. The extract below illustrates an example of a past mentoring experience:

During 2014, I had to live with my sister and her family so that I could be close to school. During this time, I was doing my second year of university. Unassumingly, my brother-in-law became my mentor (...) For two years, he continued to impart words of wisdom (...) The one that stood out most was the teaching about being grateful – gratitude.

In the short extract to follow, Amelia gave an indication of the time frame of her mentoring experience – something that she indicated was quite a frequent and ongoing engagement. The extract is as follows:

The mentoring experience is with my spiritual leader. We have weekly meetings at her house every Wednesday in Mooikloof, Pretoria.

In this last quote, Zulu-Boy provides an understanding of how he maintained a relationship with his mentor that stemmed from his high schooling years and, despite not meeting regularly, is still able to seek him out for counsel. The extract below is an illustration of what infrequent mentorship looks like:

The experience happened at school with my pastor. During devotions at school, the pastors were praying for all the kids (...) The one pastor picked me out of the crowd (...) Since then, he always walked me through things in life being someone I could count on.

The findings showed that mentoring cannot be limited to a specific time frame but rather occurs at different stages for all individuals. It allowed the TSHSR mentors to become more aware of the role timing plays in the relationships they may form – whether they have already influenced the learners they mentor; are in the process of supporting and guiding them; or will ultimately influence learners in the future.

#### 4.2.4.2 Significance

The second aspect that became evident in the research was the impact mentors had on their mentees versus the time spent to make the impact. In all the mentoring experiences shared, there were different rates at which the mentoring relationship left their mark or made their impact on the mentee. The findings allowed for the understanding that meaningful mentoring experiences are not necessarily determined by the time spent.

Brief encounters and/or simple gestures can be life-defining – these moments can form the basis of how one experiences their life. White-Boi shared his experience of meeting Archbishop Desmond Tutu at a peace summit, and how their brief encounter was endearing due to what he learnt and shared in common with the bishop. The following extract depicts this:

In [a] conversation with him (...) he mentioned that his mother was one of the people he looked up to and respected. He had revered his mother in the same way I did. It stood out and almost humbled the personae of him: despite being famous, he has the same upbringing and role model.

In other instances, more time can be required for the mentoring experience to be fruitful or at least for the mentee to fully comprehend and appreciate the magnitude of the encounter. Ed detailed an experience from her upbringing where she had to try things her own way before she could fully appreciate what her mentor was trying to teach her and how patient and/or understanding they were in the whole process. The following extract illustrates this experience:

When I was 16 years old, I met a boy, and we started dating (...) When we first started dating, my mom sat me down one day and told me that I was too young to date a boy

so much older and that by dating him (...) I will not develop my own personality, but I will grow to suit his personality. I never believed her until the day that we both started living in different places and started growing apart, and I realised I didn't know who I was if he was not with me or part of the picture. I then decided it was time to break away from the comfort zone to get to know me a little better.

The aforementioned mentoring experiences indicate that mentoring is an indefinite process. The significance of the relationship can be determined by a whole host of factors, but ultimately, in both experiences, the mentees did not measure the significance of the relationship by the amount of time spent, but rather the quality of the engagement. These findings provide an understanding that mentoring cannot be rushed, and sometimes patience may be required. More importantly, they also reveal that moments that may appear trivial at first glance can lay the foundation for something greater than was ever imagined.

### **Conclusion**

This chapter presented the first half of the study's findings and was split into two sections that focused on what was discovered from the TSHSR mentors' experiences. The first section focused on what transpired in the mentoring experiences detailing the factors that made mentoring comforting and challenging. The second section depicted what was identified in those mentoring experiences, detailing the types of informal mentoring relationship noted in the study; how spirituality and group mentoring impacted on mentorship; and lastly, the role of time on a mentoring relationship. This chapter showcased what the TSHSR mentors were able to learn from their mentoring experiences and essentially laid the foundations of the next chapter.

## **CHAPTER 5**

### **THE APPLICATION PHASE**

#### **Introduction**

This chapter is the last of two, which presents the findings of the study. It focuses on how the TSHSR mentors were able to apply what they learnt. Like the previous chapter, it is also divided into two main sections which focus on how the discoveries can be consolidated and how, in turn, these can be used to formulate mentoring guidelines for the TSHSR.

#### **5.1 “HOW DO WE CONSOLIDATE IT ALL?”**

This section of the findings illustrates the consolidation phase that took place for the TSHSR mentors. It is divided into three further subsections which consist of the internalisation of challenging and favourable experiences, as well as the outcomes of the internalisation process. It illustrates how the TSHSR mentors were able to integrate their experiences and reflections through a process of internalisation - ultimately making sense of their experiences (consolidation). The internalisation process is divided into vicarious and experiential learning methods to highlight what was consolidated through observation of others (vicarious learning) and first-hand experiences (experiential learning).

##### **5.1.1 Internalisation of Challenging Experiences**

The internalisation of challenging experiences mostly occurred when the TSHSR mentors reflected on the experiences that they had written about. This section discusses what was consolidated through vicarious learning and experiential learning in those experiences.

###### **5.1.1.1 Vicarious learning**

In a lot of the mentoring experiences shared, the TSHSR mentors often detailed their observations of their parents' hard work and perseverance through tough times. The mentors, in turn, were more often than not, able to internalise these observations and attempt to embody the qualities of resilience and tenacity that they saw in their parents. The following extracts from two of the participants illustrate their observations of the qualities and what they choose to take from them:

Amelia: My mentoring experience is with my mom, and it is a process that continues to this day (...) She hasn't had the easiest life, she's had to work super hard to ensure

that we had a decent life, and she did or rather still does the best she can for us (...) My mom is the strongest person I know, and I have never heard her complain or seen her breaking down despite all the challenges she had to face (...) Things aren't going to always turn up as we have planned, and we should use what we have to make the best out of everything.

White-Boi: My mum went from this steady lecturing job to opening up her own business, and at that time, it was difficult because she was a single parent (...) But through that time she was working in her own business, and like uhhh, trust me it was tough. Like some months we would come really short on the budget, but she still persevered. She endured. Like even though things were bad, she like, still put up a brave face. So, like our mentors, [they] also go through situations where they aren't thriving or [are] facing difficult situations but come out strong. And in that situation, they show us we should persevere and be strong and stick to our guns. So, don't just embark on something and let it go because it's tough.

The aforementioned experiences reveal the process in which mentees learnt through observing their mentor's challenging experiences. The mentees learnt how to deal with adversity and make the best of their circumstances rather than to give up. These experiences essentially show the importance of mentors leading by example because they can never be too sure when they are setting the example for their mentees.

#### 5.1.1.2 Experiential learning

In the other mentoring experiences shared, the TSHSR mentors also detailed experiences where their first-hand experiences or hardships under the guidance and support of their mentors allowed them to learn characteristics of hard work, resilience, and maintaining a positive attitude. The following extracts from two of the participants illustrate what they got out of enduring their challenging experiences and how to use the lessons learnt from the experience:

Ed: When I was about 9 years old, I had tried out four school teams' long jump team, and even though I did well and jumped well at practices, on the day of the try-outs I did not jump well and did not make it onto the final team who would be competing the next day (...) When I woke up, I got dressed in my favourite dress and was about



to leave when my mum called me back to ask if I thought that wearing a dress to the athletics meet was a good idea, and if I should not wear clothes that [are] more sensible, like shorts and a T-shirt or in team colours (...) I went there to watch, and the coach called me to the side and asked if it will be possible if I could jump as one of the other girls got hurt during the high jump and could not compete anymore (...) A friend came to the rescue and loaned me an extra pair of shorts she had in her bag, and I could compete without embarrassment. I did not do very well, but at least I tried. This experience taught me to always go dressed and prepared, just in case, even if you did not make the team.

Zulu-Boy: My family went on a houseboat trip to Kariba where my dad taught me the skills of tiger fishing. It was a painful process due to the fact that we weren't catching, and our line kept on getting snagged on trees and rocks. I felt like giving up, but my dad continued to encourage me through the tough experience (...) I learnt I shouldn't give up so easily and persevere through the tough times (...) My dad didn't give up on me, even though he saw how hard the experience was (...) No matter how hard or how tough it is for the other person, as a mentor you have to motivate them when they are down and pick them up when they fall.

The aforementioned experiences reveal the value of first-hand learning, and how one experience can set the tone for how mentees approach similar challenges or life in general. In both instances, the mentees endured these hardships with the support of their mentors, which may point towards the crucial role of support when their mentees are experiencing testing times.

### **5.1.2 Internalisation of Favourable Experiences**

The internalisation of favourable experiences mostly occurred when the TSHSR mentors reflected on the experience of listening and partaking in the focus group discussion as well as what they realised through self-reflection. Like the previous section, this one also discusses what was consolidated through a vicarious learning and experiential learning depiction of those experiences.

#### 5.1.2.1 Vicarious learning

Through the focus group discussion, the TSHSR mentors were able to engage in everybody's mentoring experiences. Beyond this, they were able to simply listen and draw on inspiration from the essence of those experiences with the majority of the mentors attesting to how much inspiration they were able to draw from the experiences that they heard. The following two extracts capture the essence of what they took on from others:

Amelia: It was really interesting to listen to what the other guys have been through and what happened that lead them to do what they are doing now. Through their stories, I can now say that I have a deeper conviction for doing what I do.

Didi: This is deep. The thing that stood out for me was that he had a sense of entitlement, like the world owed him something – where actually the world owes you nothing. And if you want something then you need to work for it (...) This session just made me ask myself, “why am I a mentor”, and reflecting back on my own personal experiences, I was reminded why, and it gave me some fresh perspective again to continue doing what I am doing as a mentor and not to give up.

Listening to everyone's experiences generally had a positive effect for the TSHSR mentors. Having the opportunity to hear what everyone's journey was like and how they learnt from their experiences was something that, in most instances, captivated the participants and motivated them to be more impactful as mentors in the TSHSR.

#### 5.1.2.2 Experiential learning

The focus group discussions also gave mentors the opportunity to engage – and through this engagement, question themselves, their challenges, and their roles. Although this process was stimulated through conversations with others, most of the TSHSR mentors took a further step and used it as a process of self-discovery. This self-discovery allowed them to realise things about themselves and others that they had not consciously taken into account before. The following two extracts depict this:

Chief: I'm so grateful for all the things that I have. I know that I should work to be somewhere in life. I'm more mature in a sense that I notice all the things the little things in my life, I recognise and appreciate all good in my life. I noticed that I have

plenty and that complaining is not for me. I do not, at any time, get enticed by the little that I lack at the expense of the plenty that I have.

Smiley: I learnt discipline – because as a person, you need to be able to finish what you have started. I learnt persistence – because sometimes things take time to work out, and we need to be patient. Diligence – for me to be able to get to my dream I need to put in the work (...) and taking responsibility for my actions.

The aforementioned experiences reveal some insight as to how various mentoring experiences may have impacted on individual TSHSR mentors. Through reflection, they were able to gain an understanding of how those experiences impacted on them as individuals and contributed to the people they are today.

### **5.1.3 Outcomes of the Internalisation Process**

The sharing of experiences – challenging and/or favourable – played a considerable role in making the study invaluable to the TSHSR mentors. The TSHSR mentors benefitted from four key outcomes: creating a stronger bond amongst one another; combining each other's strengths; learning other approaches and/or perspectives to mentoring; and how to reflect on their experiences more intentionally. These outcomes will be discussed in this section of the findings.

#### **5.1.3.1 The facilitation of a bond**

Something that became evident in all the reflections after the focus group was the unification process that occurred as a result of hearing everyone's personal experiences. Sharing these experiences required the mentors to give something of themselves, and essentially become vulnerable – something that may not have occurred without the research process taking place to facilitate this. Everybody attested to the fact they experienced a closer to connection to the other mentors than before study, and the following reflections fully capture this sentiment:

Smiley: This was such a wonderful experience for me as it was like seeing into other people's souls. I literally sat and listened to events and experiences that meant the most to them. So many times, we tend to clash with people because we don't understand them, or they have different beliefs or values to them.

Zulu-Boy: Hearing other people's experiences paints a different picture about that person and helps you understand who they are on a deeper level, which helps me know why and how they mentor the kids.

The way in which these experiences were described reveal an understanding of how impactful the sharing of experiences was for the TSHSR mentors. Ultimately, partaking in the research process, but more so engaging one another in meaningful and heartfelt conversations, facilitated a connection that amongst them that can so often be hard to establish.

#### 5.1.3.2 Collective mentoring

The reflections after the focus group discussion highlighted the fact that each of the TSHSR mentors had strengths and weaknesses. Rather than to allow their weaknesses to impede their mentoring relationships, there was a belief that their different strengths should be used collectively to overcome their weaknesses. This was something that could only be done through collective mentoring rather than individual mentoring, and the following extracts highlight the sentiments of the TSHSR mentors to combine their efforts:

Chief: All the mentors are different people and therefore have a different approach to mentoring. There is a wealth of resources hidden in our own individual experiences that is either unnoticed or unutilised. This I say because I believe that a sum of [the] whole is greater than the individual parts.

Smiley: I observed that we each have very strong qualities that might be different to the next person, but they add so much value to the team. The kids we are mentoring need each and every single one of us.

The aforementioned reflections reveal that there was strong inclination or belief that mentorship within the TSHSR would be more effective through collective mentorship rather than through individual mentorship. More importantly, this notion also speaks to the fact that the mentors realise that the mentoring experiences ultimately benefit the learners in the TSHSR, and collective mentoring gives them the best chance of making a significant difference on their lives.

#### 5.1.3.3 Taking on a different perspective

One of the more unique outcomes of the internalisation process was the ability to allow and take on different perspectives to the betterment of individual mentoring ability, and ultimately the betterment of the mentoring relationships with various learners. This was essentially learning how to mentor in a similar way to others, and was captured in the following extract:

Didi: One should also remember that the way in which you were mentored (in any form or environment) isn't necessarily the only way to mentor others, and it was good to hear some of the other experiences that the mentors went through and what they learnt and to take that and combine it with my own personal learning in the way I mentor.

The extract above reveals that the process of mentoring should not only be to learn from those that mentored us, but also to learn from other mentors who may have different approaches based on their different experiences. It essentially points out that mentors need not rely on only one approach, but through a gradual learning process, adopt other ways to mentor and ultimately build an arsenal of mentoring approaches.

#### 5.1.3.4 Reflective practice

Reflective practice is the last significant outcome of the internalisation process that was noted in the reflections that followed the focus group. It was a unique outcome and one that pointed towards the importance of incorporating reflective practice beyond the research study and into one's daily life. The following extract from Didi's reflection illustrates this:

This experience has taught me how to reflect back on experiences and people that have an impact in my life. That these instances carry significance and teach me how to mentor others as well (...) I will be able to implement this process of reflection to moments in my life which I can learn from.

The extract above reveals the potential benefit of reflective practice, something that may not often be seen as important or may only be partially done. Ultimately, Didi's reflection can be

used to advocate for the merit of reflective practice – and beyond that, as something that mentors or potential mentors can incorporate into their mentoring practices.

## **5.2 “HOW CAN WE USE WHAT WE LEARNT?”**

This section of the findings describes how the TSHSR mentors can use what they learnt to guide and better equip them in their roles. It is split into two subsections which consist of embodiment and execution. It provides an idea of how the TSHSR mentors will be able to conduct themselves and how they can better facilitate mentoring relationships within the TSHSR environment.

### **5.2.1 Embodiment**

One thing that was evident in the study was the belief that mentors need to lead by example. This belief stemmed from the fact that the TSHSR mentors were able to learn through observations of their mentors and their beliefs about mannerisms and/or the way they conducted themselves. They believed that embodying certain qualities – values per say – was more important than making a set of guidelines that they had to follow. This chapter highlights the five values (honesty, kindness, gratitude, respect, and self-discipline) suggested by the TSHSR mentors in the focus group.

#### **5.2.1.1 Honesty**

Honesty was seen as something that was important for being truthful and sincere to oneself and to others. A good number of the TSHSR mentors suggested this as a possible value, as it stemmed from something that they were able to observe from their mentoring experiences, as well as how they conducted themselves in their own lives. In the following example, Ed indicates why she believes honesty is important:

Ummm, I think I would say honesty – being able to be honest about situations and giving honest input and advice to the kids. And I think, yeah, just being sincere. So, I think putting yourself out there so that the kids feel that they can come to you with things, and... Yeah, I think that's it.

#### **5.2.1.2 Kindness**

Majority of the TSHSR mentors advocated for the inclusion of kindness as a value. Kindness was seen as something that was vital to be a good mentor and was understood to mean being

either friendly, selfless, and/or considerate. The following extract from Didi's mentoring experience gives a vivid illustration of important being kind and caring about others can be in mentoring:

A little bit of kindness and caring can go a long way. It really meant a lot to me that she would take time out of her schedule to meet with me every week. It shows that mentoring really isn't a complicated process; you just need to be willing to invest some time and care into another person, and it can make all the difference in the world.

#### 5.2.1.3 Gratitude

Gratitude was also another value that was proposed as important to have, this was a value that stemmed from one of the participant's opinions but thereafter was taken to by the majority of the group. The mentors agreed on the importance of being grateful and appreciating what we have or have been given because that was a quality that they learnt through their experiences. Sala was a firm believer in an attitude of gratitude, something that he strongly indicates in the extract below:

(I) appreciate the individuals in my life that make a difference and are willing to go the extra mile (...) I think it's important for the kids to appreciate and be aware of the sacrifices people have made to give them what they have and get them where they are.

#### 5.2.1.4 Respect

Respect was not an explicitly discussed quality or value to have in the mentoring experiences shared, but it was in many ways assumed or inferred and ultimately was unanimously suggested by all the mentors when suggested values were being considered in the focus group. It was understood to be politeness, courteousness, and open-mindedness to the beliefs, feelings, and/or opinions of others. Respect was largely inferred in the discussions surrounding religion and offering support to mentees. In the extract to follow, White-Boi questions the practicality of mentoring through faith and religion, and shares his experience engaging with people of a different religion from his:

If there's a Muslim student that comes to you, not necessarily for spiritual advice, but wants to talk to you in general, and you start preaching the gospel – they will probably feel uncomfortable, won't they? Because I know in Cape Town just out of

respect, like, my friends always try and keep it neutral in terms of conversation; just [so that] nobody is offended, you know? So, my question was, if there was a Muslim student, how would you go about not compromising your faith, but still mentoring them?

#### 5.2.1.5 Self-discipline

Self-discipline was undoubtedly the greatest value that the TSHSR mentors believed was important, not only just for them but also because of the demands that their mentees in the TSHSR face. It was linked to qualities of determination and perseverance to overcome obstacles, as well as the ability to control what one was feeling and conduct themselves in the appropriate manner. In the following extract, Smiley explains how important it was to observe the will and determination – and how that impacted on his sense of self-discipline:

Throughout my life, I have seen how hard my dad worked to provide for our family ensuring that we lived a comfortable life, and that has inspired me a lot. As a kid, I would always go to my dad's workshop after school, and I would watch my dad work tirelessly (...) Through the work we would do, I learnt discipline. As a person, you need to be able to finish what you have started. I learnt persistence, sometimes things take time to work out, and we need to be patient. Diligence – for me to be able to get to my dream, I need to put in the work.

The values mentioned above provide an idea and indication of how a values system could possibly assist the TSHSR mentors in leading by example and setting the tone for their mentees to follow. Beyond this, they also have an opportunity to adopt a system or “moral code” in their personal lives that ultimately assists them in embodying the values and mannerisms that they observed in their mentors.

### 5.2.2 Execution

In defining a values system, the TSHSR mentors created a moral compass to direct themselves and assist in guiding their mentees. It was important for them to go beyond abstraction, something they did by formulating more tangible ways of mentoring based on the values system and the discoveries from their mentoring experiences. Their suggested plans of action were noted in the three subsections to follow. These plans consisted of creating a



nurturing environment for their mentees; regular engagement with their mentees; and continuity of engagements that follow a similar process to the research study.

#### 5.2.2.1 Creation of a nurturing environment

What was evident from the mentoring experiences was how many of the TSHSR mentors shared experiences with their parents and how invaluable these engagements were. What was also regularly mentioned throughout the study was how many of the learners lived far away from home and as a result would only see their parents and/or families two to three times a year. This means that from a psychosocial perspective, the TSHSR mentors have an opportunity, as well as a responsibility, to play a significant role in the lives of the learners. The TSHSR mentors became increasingly aware of this, and the following quote from Smiley illustrates the role they can play in creating a home away from home for the learners:

One thing I've realised is that these kids, when they are here, together with their peers – they make us a family. And the way we treat one another, and the way we interact with them – it's a family type of environment. I think we need to be open with them so that they can feel that genuineness of a family.

Smiley was probed for further insights and was questioned about the feasibility of creating a family environment with so many learners. More importantly, he was questioned about the feasibility of creating a family with such a diverse group of learners that they as mentors often had difficulty connecting with. In response, he indicated that love, above all else, would be a cornerstone in creating a family environment – and beyond that, it would facilitate for meaningful engagements between mentors and mentees. His poignant response is mentioned in the extract below:

Perfect Love Casts Out Fear (...) You don't necessarily have to say things in an ordered and specific way. You literally just need to show them love – that's it really (...) You don't have to say, you must do x, y, z – but rather you show them love. Everyone responds well to love, so like I get along very well with people of other religions. I mean I had like Muslim friends when I was in high school, and I was never in a position where I was belittling them because of their religion or whatever, or anything like that. They responded to my love, and I would say that's how I do it.

Smiley's sentiments fully capture the essence of creating a nurturing environment, and it was as a result of his unique and poignant response that the rest of the TSHSR mentors fully grasped the importance of creating a nurturing environment for the learners. Showing love largely speaks to the support characteristics of good mentoring – and beyond this, allows for the facilitation of an authentic mentoring relationship.

#### 5.2.2.2 Regular engagement

Mentoring within this study was conducted through individual (one on one) and/or group (devotions or spiritual meetings) mentoring. Individual mentoring is often what comes to mind when we imagine a mentoring relationship, so much so that it was the most common form of mentoring in this study. Within the TSHSR, mentors and/or mentees may not always have enough time or opportunity to engage in naturalistic mentoring (unplanned, unscheduled, and/or unintended mentoring) – a feature of most individual mentoring experiences; thus, it becomes important for mentors to plan and schedule times to meet. Didi shared a unique experience with her mentor because unlike the others that occurred naturalistically, hers were scheduled on a weekly basis. This regular engagement was intentional, something that allowed her to engage more purposefully and ultimately take more from the experience. The following extract depicts the regular engagement of Didi's mentoring relationship:

I had a free period every Wednesday morning, so she would come, we sat outside on one of the school benches, and she would just talk to me and make sure that I was doing okay. This probably went on in the space of 8 months. It really meant a lot to me that she would take time out of her schedule to meet with me every week.

Another method of mentoring was in the group format, which was strongly advocated for by a few mentors because of how impactful it had been to them. They believed that weekly devotions should be established at the TSHSR. Chief, in particular, suggested that the devotions should be an engaging and collaborative effort with the mentees. He believed that they could be used to discuss various topics and themes; as well as formulate values that mentees should adhere to. His belief was that this would allow them feel included and gain more from the mentoring experience. The extract below depicts his vision for how the devotions could be facilitated:

We can, with ease, establish a set of values for the learners (...) But in my experience as a teacher, I have always found learners/ teens respond better to something they had a hand in forming or formulating. I think each residence should have a meeting where both mentor and learners should discuss what the one thinks the role of another is. From there, discuss how each has either fulfilled or ran short of fulfilling that role (...) I also believe that this should be a process that should take time if it is to be done right. I believe that there should be a meeting where we nominate values, which we can adopt. Then, over time, discuss what each value means to us as a collective, and after that process, choose which values to adopt and adhere to. I believe that this will promote respect discipline and accountability amongst both the learners and the mentors.

The aforementioned are examples of individual and group mentoring, but more importantly the potential value of regular engagements. Due to the number of learners at the TSHSR, group mentorship would be more viable and sustainable because the mentors would be able to impact on more mentees. Conversely, it is also important to recognise the value of individual mentoring and its invaluable potential. There are benefits to both methods of mentoring, but above all else it is evident that these engagements are impactful when they are regular and intentional. This last extract from Chief substantiates this notion, and shows the value of adopting both and the value of regular engagement:

It started indirectly with daily devotion where teachings were more general and not necessarily tailored for me but rather aimed at the entire family (group mentoring). With the flow of time, the mentoring process took a more direct approach (individual mentoring) in the form of simple conversations (...) In a matter of a few months, it had evolved to full head-on arguments, discussions, and debates that challenged both our views on life.

This can be applied to the TuksSport High School through mentor and learner interactions being both formal (group mentoring) and informal (individual mentoring). Just like scheduled study time, there should be devotion time set aside to build the characters of the learners.

### 5.2.2.3 Continuity

The findings showed that mentoring has significant advantages, as well as some drawbacks. What was interesting to note was how many of the mentors reflected that they were able to learn from others' experiences – both good and bad. This was something that majority of the mentors were able to recognise and believed that the process of the study was at the least insightful, but largely invaluable in equipping them with the tools to become more effective mentors. In almost all the post focus group reflections, it was indicated that the workshop and focus group processes be frequently repeated. They believed that this would allow them to form better bonds, and understand each other's approaches better. Furthermore, they would learn from one another and develop their capabilities as individuals and as mentors. The following extracts from various participants illustrate these sentiments:

Sala: Doing this yearly with mentors or newly inducted mentors can help them understand their role as a mentor and make them understand how important it is to have a positive impact on the learner based on what you have experienced.

Zulu-Boy: Hearing the other experiences showed me everyone's past and explains to me how they grew up. It helped me to understand that everyone has a different past and different story to tell and should be something we do more often. It gave me an understanding of how to mentor kids from all kinds of backgrounds.

Sarah: We do not only need to focus on our own experiences as there is so much we can learn from the experiences of other people. This experience has taught me how to look deeper into the impact other people have on our lives and to apply those lessons to helping others in turn. I think if we did this with new mentors it would help them to become understand the privilege and responsibility they have.

Ed: This shared learning experience can be done with each new group of mentors as this will definitely help to create a more close-knit group, and it will also allow each mentor to learn something new about each other and help to break some of the preconceived ideas one has or creates when they meet and start working with new individuals.

Based on the aforementioned reflections it would seem as though the study gave them an opportunity for them to engage each other on a deeper level – a level that that may not have been accessible without the platforms that the mentoring workshop and focus group provided. It was, however, evident that they experienced the whole process as valuable and, as a result, felt that the process was something that they needed to replicate. Above all else, there appeared to be a desire to create a strong mentoring culture within the TSHSR.

### **Conclusion**

This chapter completed the second – and final – account of the study’s findings. It focused specifically on how the TSHSR mentors were able to make sense of what they had discovered from their mentoring experiences and, secondly, how they were going to carry forward what they had learnt. The first section was illustrated through a description of the learning methods that allowed consolidation to take place. The last section highlighted the values that the TSHSR mentors felt they had to embody to be considered good mentors. Part of embodying these qualities was also teaching and sharing with them, which the TSHSR mentors felt needed to be implemented practically through the relationships they fostered with mentees and follow mentors. Ultimately, this chapter showcased how the TSHSR mentors intend on applying their mentoring experiences in their roles as at the TSHSR.

## **CHAPTER 6**

### **CONCLUSION**

#### **Introduction**

In this chapter of the study, a summary of the research findings will be presented with a specific focus on addressing the three research questions. Furthermore, the chapter will disclose the contributions of the research process to the various bodies of literature, as well as the TSHS. In the final section of the chapter, the limitations of the study will be discussed with a focus on the implications for future studies.

### **6.1 DISCUSSION**

#### **6.1.1 Research Question 1**

This section of the chapter will discuss the first research question (see 1.3.1) proposed for this study, which was: “What did each TSHSR mentor learn about mentoring through reflecting on their personal mentoring experiences?”

##### **6.1.1.1 Amelia**

Three main characteristics stood out in Amelia’s experiences, namely: determination, kindness, and responsibility. These characteristics contributed to what she believed mentorship was all about – leading by example (see 4.2.1.3). She was able to witness her mentors elicit these characteristics – characteristics she aims to apply in her life and show her mentees. She believes that these characteristics will empower them much like she was empowered through the observations and guidance of her mentors, who she believes taught her how to be all that she wants to be (see 4.2.1.3). What she was able to learn about mentorship through her observations of her mentors aligns with what Portner (2008) and Robins (2006) believe is pertinent to be a mentee, which is being able to synthesise and apply what one learns. Pulce (2005) believes that part of the task of being a mentor is to act as a role model, something that is consistent with her assertions of leading by example.

##### **6.1.1.2 Chief**

Chief learnt the importance of introspection and was afforded this opportunity through “daily devotions” (see 5.2.2.2) with his mentor. It allowed him to “recognise and appreciate” all the good aspects of his life, which made him more hardworking, “grateful”, and “mature” (see

5.1.2.2). Through his experience, he was able to recognise the value of constant engagement with a mentor, which he believes is something “just like scheduled study time” and should be “set aside to build the characters of the learners” (see 5.2.2.2). Through his mentoring experience, Chief was essentially exposed to a form of reflective practice that was facilitated by his mentor. His mentor’s role is consistent with the literature on mentorship, specifically the roles of a mentor as a guide, advisor, and teacher, as well as the learning responsibilities of the mentee (see 2.4.1). What he was able to gain from the experience is consistent with the benefits of reflective practice (see 2.5.1) but more specifically what Chu (2014) advocates as the psychosocial benefits of reflection.

#### 6.1.1.3 Didi

Didi’s experiences showed her the value of kindness and perseverance. Based on her first experience, she cherishes how her mentor took “time out of her schedule” to meet with her on a weekly basis (see 4.1.1.1). She believes that “a little bit of kindness and caring can go a long way” (see 4.1.1.1), something that she has adopted in the way that she mentors. In her second experience, she identified with the sacrifices and effort that her other father made to provide for their family – perseverance. This is a quality she wishes to embody and use as an example for her mentees to follow because mentors “leading by example” in their actions “will be more effective in making a difference” (see 4.1.1.2). In the first mentoring experience that Didi shares, she valued the kindness and comfort that she was shown to her by a female mentor. This correlates to what Kanchewa et al. (2014) and O’Brien et al. (2010) believe separates male and female mentors, which is the interpersonal support that female mentors offer in comparison to male mentors often provide goal-orientated support. In the mentoring experiences that she shared, her mentors took on different roles, one as a confidant of sorts and one as a role-model. This corroborates what Pulce (2005) indicates about the different roles that mentors can play for their mentee (see 2.4.1).

#### 6.1.1.4 Ed

The overarching facets of the experiences that Ed shared were how much wisdom and foresight her mother had and how she shared this in the advice she gave. In one of her experiences, her mother advised her against dating a boy that was much older than her because she would not develop her own personality but instead “grow to suit his personality.” This came to fruition because when they “started living in different places” she did not have a clear identity when he was no longer “part of the picture” (see 4.2.4.2). In both experiences,

she did not heed her mother's advice, but the challenges that ensued allowed her to ultimately take on board the advice that she was given. This taught her that mentoring requires foresight based on past experiences – more importantly, she learnt that, while mentors can give advice, the rest falls on the shoulders of the mentee to decide their course of action. Her experiences tie in with what is understood about mentorship in the literature (see 2.4.1), firstly that the relationship consists of an older person as the mentor and the younger person as the mentee, and secondly that the mentor is someone that offers their assistance rather than dictates the course of action for the mentee.

#### 6.1.1.5 Smiley

In Smiley's experiences, he learnt about the qualities a mentor needs to embody. These qualities – “discipline”, “patience”, “diligence” (see 5.1.2.2), and, “love” (see 5.2.2.1) – were important to him to have as a mentor because they aligned with being “passionate about all things God”-related (see 4.2.1.3). The amalgamation of these qualities spoke to what Smiley learnt about mentorship – which was leading by example and/or being a virtuous leader. In the mentoring experiences that he shared, his mentors took on roles as guides and role-models. This corroborates what Pulce (2005) indicates about the different roles that mentors can play for their mentee (see 2.4.1). Furthermore, it was interesting to note that both of his experiences were with male mentors that often provided more goal-orientated support – a notion that is confirmed by previous literature (see 2.4.3.2).

#### 6.1.1.6 Sala

Sala experienced his mother as someone that he looked up to because of her “work ethic”, “commitment to whatever she did”, and “always speaking out for what she believed in” (see 4.2.1.1). He internalised the example that his mother set for him and learnt to be more resilient and outspoken in his life. He was grateful that “she would work her butt off to make sure” that he and his siblings were provided for (see 4.2.1.1). Sala learnt that mentoring is essentially about setting an example for the mentee. He believes that the appreciation that he was able to garner through his experience is something that he would also like to encourage, by exposing his mentees to challenges that impoverished communities face (see 4.1.2.1). Sala's assertion about setting an example is something that has been mentioned before in the form of role-models, and corroborates what Pulce (2005) states about the significance of the various roles mentors can play (see 2.4.1). Beyond this, Sala hovers on the socio-economic differences that make mentoring relationships challenging (see 2.4.3.1) because of the



different set of values and norms that mentees and mentors may have. His belief is that, through exposure, mentees can become more appreciative of the opportunities and things that they have, while at the same time one could argue that his assumptions about his mentees may be misguided. This is something that Frels and Onwuegbuzie (2012) believe can be addressed by working towards an unconditional appreciation for diversity by the mentor – which falls into the objective of this study with the formulation of mentoring guidelines.

#### 6.1.1.7 Sarah

Sarah shared her experience with her brother who was a few years older than her. She recalled how “he would sit for hours helping” (see 4.1.1.1) her despite having “a lot of his own work” (see 4.2.1.2). This experience taught her that the essence of being a mentor is having patience because there was never a time her brother made her “feel like he was too busy” (see 4.1.1.1). The patience her brother showed is something that was consistent with the literature on mentoring (see 2.4.3.1) and was suggested as one of the qualities to embody where mentoring guidelines were concerned (see 2.5.2). This was a unique relationship amongst the various mentoring experiences shared and depicted characteristics of mutual closeness, affection, trust, respect, and commitment in a cross-gender mentoring relationship (see 2.4.3.2). It typified what Hurley and Fagenson-Eland (1996) believe to be a psychologically intimate relationship in a cross-gender mentoring relationship.

#### 6.1.1.8 White-Boi

White-Boi learnt that it was important to show resilience and be congenial as a mentor. He observed his mother taking a risk, by going from a “steady lecturing job” to “opening up her own business”, which at the time he felt “was difficult because she was a single parent”. However, even when they came “really short on the budget”, she still “persevered” and “endured” (see 5.1.1.1). This is something that showed him the importance of perseverance, and he believes it is important to teach and inspire in his mentees. His experience of meeting Archbishop Desmond Tutu taught him the value of being open and humble as a mentor because this allowed him to understand that, despite being an “elder figurehead”, he could still connect and share with mentees through “common ground” (see 4.1.1.2). His experience with his mother and the Archbishop tie in with what Pulce (2005) believes is part of the task of being a mentor – role-modelling. His experience with the Archbishop highlights the usefulness of altruism, openness, and sincerity, which were important in establishing the

connection they had and are consistent with the attributes imperative for a mentor to have in their roles (see 2.4.3.1).

#### 6.1.1.9 Zulu-Boy

From his experiences, Zulu-Boy learnt the importance of being a supportive and altruistic mentor. During a fishing trip, his dad supported him through “a painful process” where he felt like “giving up”, but through his dad’s support and encouragement he was able to get “through the tough experience” (see 5.1.1.2). This showed him how important it is to be supportive of mentees through their challenges. This was something that he also experienced in the relationship he had with his pastor, but what set it apart from the experience with his father is the fact that his pastor was someone that did not have to pay him any attention, and yet he picked him “out of the crowd personally.” From that moment onwards, the pastor always supported him in his challenges and was someone he “could count on” (see 4.2.4.1). In both experiences, Zulu-Boy benefitted from the support his father and pastor gave him, and this is consistent with the supportive roles of a mentor suggested in the literature (see 2.4.1). From the experience with the pastor, he learnt the importance of altruism in mentoring, something ties in with attributes imperative for a mentor to have in their roles (see 2.4.3.1). This particular experience was during his adolescence and is consistent with the findings of from the literature that suggests boys seek same-gender relationships that predominantly offer interpersonal support (see 2.4.3.2). What did, however, differ from the literature was the fact that his pastor offered more interpersonal support than goal-orientated support (see 2.4.3.2).

### 6.1.2 Research Question 2

This section of the chapter will discuss the second research question (see 1.3.2) proposed for this study, which was: “What did the TSHSR mentors learn about mentoring, from each other’s personal mentoring experiences?”

#### 6.1.2.1 Support

Support was an aspect of mentoring that the TSHSR mentors collectively took on board through the sharing of experiences and focus group discussions. They believed that a large component of mentoring was the support or help that one provided. It was often found that the TSHSR mentors were endeared to their mentors by altruistic actions. Endearment was earned through displays and/or qualities of “love” (see 4.1.1.2), “kindness” (see 4.1.1.1),

“patience” (see 4.1.1.1), and “reassurance” (see 4.2.2). The supportive role that mentors played is consistent with Pulce’s (2005) notion of a mentor playing the role of friend, confidant, and/or advisor. When looking at the qualities that endeared the TSHSR mentors to their mentees, Hurley and Fagenson-Eland’s (1996), Johnson-Bailey and Cervero (2002) Kanchewa et al. (2014), and Robins (2006) all make a note of the aforementioned supportive qualities as vital or influential in establishing and maintaining a mentoring relationship.

#### 6.1.2.2 Leadership

As a collective, the TSHSR learnt about the importance of leadership in mentoring others. The most common sentiment was the idea of “leading by example” – something that was noted in Chapters 4 and 5. When the TSHSR mentors delineated what exactly it meant to lead by example, it was often the case that their mentors acted in ways that inspired them. The source of this inspiration was through the characteristics that they embodied, i.e. “resilience” (see 5.1.1.1), “diligence” (see 5.1.2.2), “responsibility” (see 5.1.2.2), “courage” (see 4.2.1.3), “integrity” (see 4.2.1.3), “humility” (see 4.2.1.4), “congeniality” (see 4.1.1.2), and “respect” (see 4.2.4.2). Leading by example is corroborated by Pulce’s (2005) literature on the roles of mentorship – more specifically it is closely related to the roles of the guide and/or role-model. When looking at the qualities of leadership that inspired the TSHSR mentors to follow their mentors, responsibility and respect were synonymous with what the literature indicated on qualities of mentors (see 2.4.3.2) – whereas resilience, diligence, courage, integrity, humility, and congeniality were inferred by what Robins (2006) believes to be factors that make the mentor influential.

#### 6.1.2.3 Engagement

From the sharing of experiences, the TSHSR mentors realised the importance of engagement in their pursuits to becoming effective mentors. The reflections they shared following the focus group highlighted two key features – firstly that there were different ways or methods to mentoring, and that they could all learn from one another (see 5.1.3.3), and secondly that, within the TSHSR, they needed to view mentoring as a collective effort because they were better off working with each other’s strengths (see 5.1.3.2). These realisations are features of the findings that were unique and hardly noted in the mentorship literature review. The realisation that respective mentors could meet to not only share their successful approaches but to find solutions to some of their challenges and feel a sense of community amongst other mentors, is something that may warrant further exploration (see 2.5.2).

### **6.1.3 Research Question 3**

This section of the chapter will discuss the third research question (see 1.3.3) proposed for this study, which was: “What guidelines for mentoring at the TSHSR can be established based on the findings of Research Question 1 and Research Question 2?”

#### **6.1.3.1 Embodiment**

At the end of their focus group discussion, the TSHSR mentors detailed a set of values that they felt they were important to carry and exhibit as mentors. These values consisted of “honesty”, “kindness”, “gratitude”, “respect”, and “self-discipline” (see 5.2.1). They felt that these values would prove more valuable than a list of things that they had to follow. Beyond themselves, they also felt that these values were suitable for their mentees to learn from. The literature on mentoring guidelines suggests that it is important for mentors to act as role-models to mentees (see 2.5.2). However, there is no mention of the types of behaviour and/or qualities that mentees need to model themselves on – something that, through engagement, the TSHSR mentors were able to take strides towards.

#### **6.1.3.2 Execution**

Based on what was suggested in the focus groups and the synthesis of the various reflections, three things became evident (see 5.2.2): firstly, that the TSHSR mentors need to cultivate an environment that learners feel they can seek mentorship (see 5.2.2.1); secondly, that there needs to be regular engagements between mentees and mentors primarily through collective mentoring in the form of “devotions”, and secondarily – or if the need arises – through individual mentoring (see 5.2.2.2); and lastly, for there to be frequent focus groups amongst the TSHSR mentors to allow learning and bonding that will allow them to grow in their roles as mentors and individuals. The cultivation of a mentoring environment, facilitation of regular engagements, and facilitation of regular focus groups amongst mentors are consistent with the suggested mentoring guidelines in the literature (see 2.5.2).

## **6.2 CONTRIBUTIONS**

This section of the chapter discusses the contributions that the study made on a research level – specifically how it adds to the learner-athlete and mentorship bodies of literature; and secondly, on an organisational level which impacts on the TSHS and TSHSR mentors.

### **6.2.1 Research Contribution**

#### **6.2.1.1 Learner-athlete literature**

This study contributed to and/or corroborated the body of literature concerning learner-athletes in three areas. Firstly, the study elaborates on learner-athlete literature within a South African context by going a step beyond merely defining the activities at the TSHS as merely “school sport” (see 2.1.3) or going with the so often used term of “student-athlete” (see 2.1.1) (Burnett, 2003; Clark & Burnett, 2010; Garnett & Surujlal, 2009; Human & Human, 2016; Joy Magazine, 2007; Kubayi et al., 2013; Mji & Surujlal, 2013; Nongogo et al., 2014; Serra et al., 2014; Singh & Surujlal, 2006; Tshube & Feltz, 2015; Zeeman, 2013).

Secondly, the study further delineated our understanding of the learner-athlete model, which varies somewhat in certain aspects from the student-athlete model – aspects that the studies conducted in the United States and Europe cannot always depict (Cosh & Tully, 2013; European Commission, 2012; Gayles, 2009; Gayles & Baker, 2015; Kristiansen & Houlihan, 2015; Putukian, 2015; Singer, 2008; Stambulova et al., 2015; Watt & Moore, 2001; Wolverton, 2008; Wylleman et al., 2004; Wylleman & Reints, 2010).

Lastly, the study highlights the importance of psychosocial development for the learner-athlete and provides an insight – through mentorship – on the alternatives to psychosocial support for learner-athletes, especially when they are living away from home in environments, such as the TSHSR (Carter-Francique et al., 2015; Cosh & Tully, 2013; Despres et al., 2008; European Commission, 2012; Gayles, 2009; Gayles & Baker, 2015; Goldberg, 1991; Goldberg & Chandler, 1995; Harris, 2003; Heird & Steinfeldt, 2013; Jolly, 2007; Kristiansen & Houlihan, 2015; Putukian, 2015; Singer, 2008; Stambulova et al., 2015; Watt & Moore, 2001; Yopyk & Prentice, 2005).

### 6.2.1.2 Mentorship literature

This study contributed to and/or corroborated the body of literature concerning mentorship in four areas. Firstly, this study provided an insight on mentoring outside of the professional and/or organisational context because mentoring is often understood to be either of an informal or formal nature within those contexts. The experiences shared in this study only featured the informal type but went one step further in depicting the different types of informal mentoring relationships along a spectrum (Chao et al., 1992; Fagenson-Eland et al., 1997; James et al., 2015; Raabe & Beehr, 2003; Sosik et al., 2005; Yang et al., 2013). The spectrum depicts the various roles based on the closeness of relation between the mentee and mentor – something that varies from the literature, which simply lists the various possibilities in mentoring roles (Bloom et al., 1998; Hart, 2009; Herholdt, 2012; LaFleur & White, 2010; Portner, 2008; Pulce, 2005; Robins, 2006).

Secondly, mentoring relationships stemmed from or had ties to spirituality, which was something that was unique to the literature and may point towards an understanding of the nature and establishment of mentoring relationships within the South African context (Bloom et al., 1998; Hart, 2009; Herholdt, 2012; LaFleur & White, 2010; Portner, 2008; Pulce, 2005; Robins, 2006). Thirdly, this study gave an understanding of mentoring in a learner-athlete context, but more prominently in mentoring adolescents due to the study's context and as a result of the various mentoring experiences shared – many of which were located in the adolescent phase of development (Allen & Eby, 2007; Barker, 2007; Blake-Beard et al., 2011; Crutcher, 2007; Frels & Onwuegbuzie, 2012; Johnson-Bailey & Cervero, 2002; Kanchewa et al., 2014; O'Brien et al., 2010; Ramaswami et al., 2010; Sosik & Godshalk, 2000; Spencer, 2007).

Lastly, collective engagement was a key feature in the study and was twofold. Firstly, it described group mentoring – the relationship between a mentor and a group of mentees; and secondly, it described peer mentoring – the relationship amongst a group of mentors. The findings on group mentoring and the research process that facilitated peer mentoring, suggest that collective engagements have the potential of adding value to the mentoring process but, more importantly, add to the body of literature on mentorship and go some way in paving the path for future studies (Batty et al., 2006; Cahir, Harvey & Ambler, 2010; Casto et al., 2005; Chao et al., 1992; Fagenson-Eland et al., 1997; James et al., 2015; Newby & Heide, 2013; Pyatt, 2010; Raabe & Beehr, 2003; Sosik et al., 2005; Yang et al., 2013).

## 6.2.2 Organisational Contribution

The primary objective of this study was to formulate a set of guidelines for the TSHSR mentors to use in their mentorship of the TSHSR learner-athletes. The current mentoring manual for the TSHSR (see Appendix F) details the mentor's roles and responsibilities but falls short in detailing how the mentors can go about being better or more effective mentors. There were four key findings from the study that were put forward as suggestions for mentoring strategies, namely: a values system; creation of a nurturing environment; mentor-mentee engagement; and mentor-mentor engagement (see 5.2). When compared to what has already been documented in the current mentoring manual, the suggestions largely complement the roles and responsibilities that have been delineated for the TSHSR mentors. Thus, the function of the suggestions was not to replace the current mentoring manual, but rather to supplement and/or elaborate further on how the TSHSR can better fulfil their psychosocial roles. The table below summarises how these suggestions can be implemented into the TSHSR with reference to the current mentoring manual (see Appendix F).

Table 6.1

### *Suggested Mentoring Guidelines for the TuksSport High School Residence*

SUGGESTED GUIDELINE FROM FINDINGS	RELEVANT SECTION IN THE CURRENT TSHSR MENTORING MANUAL	SUGGESTIONS FOR IMPLEMENTATION	POTENTIAL VALUE TO THE CURRENT TSHSR MENTORING MANUAL
A VALUES SYSTEM	YOUR ROLE AS A MENTOR AT TUKS SPORT HIGH SCHOOL RESIDENCE	Honesty	The manual defines mentors as confidants, role-models, facilitators, guides and advisors. It suggests that mentors should conduct themselves as ethical, responsible and compassionate human beings. The values suggested are unique to anything documented in the current TSHSR mentoring manual. They provide the mentors with qualities that they can aim to embody, as well as a template to fall back on when challenges and different scenarios arise. Beyond this, the values also provide qualities that mentees can learn from and model their actions/behaviour around.
		Kindness	
		Gratitude	
		Respect	
		Self-discipline	
CREATION OF A NURTURING ENVIRONMENT	EMOTIONAL WELL-BEING OF THE LEARNERS	Patience	Open-mindedness was distinct to any characteristic documented in the current TSHSR mentoring manual, and in many ways facilitates the environment and relationships that will ensure the emotional well-being of the learners. Patience, Compassion and Presence are qualities that are inferred in the current TSHSR mentoring manual based on the responsibilities that the TSHSR mentors have for the learners emotional well-being; and their suggestion supplements the approaches that the TSHSR mentors can take in creating a nurturing TSHSR environment.
		Compassion	
		Open-mindedness	
		Presence	
MENTOR-MENTEE ENGAGEMENT	EMOTIONAL WELL-BEING OF THE LEARNERS + FLOOR MEETINGS: MENTORS-LEARNERS + OUTREACH AND LEADERSHIP	Devoted	The current TSHSR mentoring manual suggests that mentors meet with mentees on a weekly basis to discuss TSHSR matters; and that mentors are required to engage with mentees at a psychosocial level at least once every 3 weeks. The suggestions refine what is currently taking place on the psychosocial level. They suggest that engagement with the learners needs to be devoted (weekly and purposeful); collaborative (reciprocal and participatory); cultivating (thought provoking and progressive); and flexible (can be done through group and individual mentoring based on the needs).
		Collaboration	
		Cultivation	
		Flexibility	
MENTOR-MENTOR ENGAGEMENT	HOUSE PARENTS-MENTORS MEETING	Devoted	The current TSHSR mentoring manual suggests that mentors meet with the house parents on a weekly basis to discuss the day-to-day running of the TSHSR, as well as feedback for the various responsibilities. The suggestions provide additional strategies for helping the TSHSR mentors in their demanding roles. They suggest that engagement amongst the mentors should be devoted (dedicated bi-annual mentoring focus groups); personal (to allow an authentic and valuable engagement); and relevant (transferable and applicable to their roles as mentors).
		Personal	
		Relevant	

## **6.3 LIMITATIONS**

### **6.3.1 Mentoring Workshop**

There were two factors within the mentoring workshop that may have impacted on the quality of the study. Firstly, the facilitation of the mentoring workshop was done in two parts due to the lack of participant availability on the proposed day of the mentoring workshop. This resulted in the workshop being facilitated over two days – something that may have impacted on the quality of the written reflections based on the different understandings of the experiential learning model that may have been inferred due to unintended variations in the facilitation.

Secondly, the period of facilitation may have also impacted on the understanding of the Experiential Learning Cycle (Figure 3.1) used to facilitate the reflection process. Each TSHSR mentor was only exposed to one workshop that lasted approximated two hours. The workshop could have been facilitated over two sessions – dedicating the first to completely grasping the concept of the reflective process, while dedicating the second to the application and practice of the reflective process. Ultimately, the quality of the reflections shared in the focus group could have been influenced by the participants' ability to understand the principles of the Experiential Learning Cycle.

### **6.3.2 Mentoring Focus Group**

There were two factors within the mentoring focus group that may have impacted on the quality of the study. Firstly, the intrusive nature of the data capturing method (video recording) was something that may have made participants uncomfortable throughout the duration of the focus group. This may have limited their ability to speak and express themselves freely and ultimately impacted on the richness of the focus group discussion findings.

Secondly, the representation of participants may have impacted on the quality of the study. This was because not all the TSHSR mentors were able to participate in the study, and only nine out of the possible thirteen mentors (at the time of the data collection) collaborated in the creation of the findings. It would have been useful to gain an understanding of how the other four TSHSR mentors were influenced by their mentoring experiences; and how these



experiences may have ultimately contributed to the suggested mentoring guidelines for the TSHSR.

### **Conclusion**

This study was aimed at exploring how mentoring experiences could be used to construct mentoring guidelines for mentors working with learner-athletes in a South African sport school. This was achieved through the facilitation of a focus group process that required mentors to share and reflect on these experiences. A summary of the research findings was presented with the purpose of addressing the three research questions. Furthermore, the contributions of the study were discussed, and the limitations of the study were disclosed.

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**APPENDIX A**  
**RESEARCH PERMISSION**

## APPENDIX A1



18 August 2016

### Consent letter

I, Mrs. Hettie de Villiers (Principal of TuksSport High School) am aware and hereby grant permission to Charles Malanga (student no. 14396042) to use the mentors affiliated to the High Performance Center (hpc) and the TuksSport High School (TSHS) for his research study. I grant him permission to make use of the premises of the hpc to conduct the necessary interviews needed to complete his MA Counselling Psychology research project with the proposed title of:

**"Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school."**

For any inquiries please feel free to contact me.

Regards

Mrs. H. E. de Villiers

(Principal of TuksSport High School)

*the will to do*  *the heart to win*

TuksSport High School, P.O. Box 14622, Hatfield, 0028  
De Villiers Sports Grounds, 1316 South Street, Hatfield

Tel: +27 (0) 12 484 1780  
Fax: +27 (0) 85 536 4018/9  
E-mail: tshs.admin@hpc.co.za  
Web: www.hpc.co.za/tuksport-high-school

## APPENDIX A2



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Humanities  
Research Ethics Committee

27 January 2017

Dear Prof Maree

**Project:** Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school

**Researcher:** CN Malanga

**Supervisor:** Prof L Human

**Department:** Psychology

**Reference number:** 14366042(GW20170108HS)

Thank you for the application that was submitted for ethical consideration.

I am pleased to inform you that the above application was **approved** by the **Research Ethics Committee** on 26 January 2017. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

A handwritten signature in black ink, appearing to read 'Maxi Schoeman'.

**Prof Maxi Schoeman**  
**Deputy Dean: Postgraduate Studies and Ethics**  
**Faculty of Humanities**  
**UNIVERSITY OF PRETORIA**  
**e-mail: tracey.andrew@up.ac.za**

Kindly note that your original signed approval certificate will be sent to your supervisor via the Head of Department. Please liaise with your supervisor.

Research Ethics Committee Members: Prof MME Schoeman (Deputy Dean); Prof KL Harris; Dr L Blokland; Dr R Fasselt; Ms KT Govinder; Dr E Johnson; Dr C Panebianco; Dr C Puttergill; Dr D Reyburn; Prof GM Spies; Prof E Tadjard; Ms B Tsebe; Dr E van der Klashorst; Mr V Sithole

**APPENDIX B**  
**RESEARCH INVITE, INFORMATION AND CONSENT**

27 February 2017

## SECTION A RESEARCH INVITATION

Dear Mentor,

I am a MA (Counselling Psychology) student at the University of Pretoria. The topic of my research project is: **"Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school."**

I would hereby like to invite you to consider participating in this research project, as the purpose of this research project is to explore the mentoring and learning experiences of mentors at the TuksSport High School.

If you are interested in participating in this research project, please read through the next section "Research Information". If you are happy with all the information and are still willing to partake in the study, then please sign the "Research Consent" section. This will grant me permission to include you as a participant in my study.

Prof. Lourens Human, from the Department of Psychology at the University of Pretoria will be my supervisor for this research project (Email: lourens.human@up.ac.za).

Kind regards,



Mr. Charles Malanga  
Researcher

**SECTION B  
RESEARCH INFORMATION**

Dear Mentor,

The following information is important regarding a research project at the University of Pretoria. Once you have read through the information in **Section B**, and you are willing to participate in the research project, please complete **Section C**.

**Information:** I am currently registered for my MA (Counselling Psychology) degree at the University of Pretoria, where I am required to do a mini-dissertation. I am interested in mentoring experiences and how we can learn from these experiences.

Prof. Lourens Human from the Department of Psychology at the University of Pretoria is the study leader of my research project. He can be contacted on lourens.human@up.ac.za.

**Title:** "Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school."

**Aim:** The primary aim of this study is to explore what mentors learn from their mentoring experiences and in turn how learning from these experiences can guide how they assist student-athletes to cope with the demands of sport and study.

**Process:** You will be required to attend a short workshop on experiential learning, at which point you use what you have learnt from this workshop to frame a written account of your mentoring experiences. The last phase of the process would be to engage in a group setting with other research participants (mentors) to discuss effective mentoring styles from your experiences and how you can apply them to your life. At the end of this process you will be required to write a reflection of applying the learning model to your mentoring experiences.

**Risks:** Should you feel that you have endured psychological stress during this procedure psychological services will be available to you at the High Performance Centre by the resident counselling psychologist (Dr Monja Human) at no cost. Her contact details are monja.human@hpc.co.za.

**Benefits:** There are no financial gains for participating in the research, but you may benefit personally in terms of sharing your experiences and provide data that can better inform current policy in supporting student-athletes, and mentorship literature.

**Rights:** Participation is voluntary, meaning it is your choice whether you want to participate or not. You may withdraw from participating at any time without negative consequences for doing so.

**Confidentiality:** All information will be treated as confidential. Anonymity will be assured, and the data will be destroyed if you wish to withdraw your participation. All possible identifying characteristics will be altered or omitted from the research report, meaning none of your personal details will appear on the research report.

**Data:** During the period of the research the data will be stored on my personal computer that only I have access to. After completion of the research, data will be stored in the Department of Psychology (Room 11-24) at the University of Pretoria for 15 years for archival purposes, as well as for future research.

**Researcher:** If you need further clarity or more information, my contact details are as follows:

**Name:** Charles Malanga  
**Cell no.:** 0620771023  
**E-mail:** charlesmalanga@gmail.com

**Researcher:** ..... (Mr. C. Malanga)

**Date:** .....

**Research Supervisor:** ..... (Prof. L.H Human)

**Date:** .....

**Head of Department:** ..... (Prof. D. Maree)

**Date:** .....



**SECTION C  
RESEARCH CONSENT**

I, ..... (Full name and surname) hereby acknowledge that I have read and understand this research information.

Please indicate whether you would like to participate in this study by marking the appropriate statement:

I agree to participate  
I decline to participate

Participant: ..... (Signature)

Date: .....

**APPENDIX C**  
**SUPPORT**



TuksSport (Pty) Ltd. t/a hpc | Reg. No. 2001/020098/07  
Burnett St. | Pretoria | P.O. Box 14622 | Hatfield | 0028  
Tel: +27 (0) 12 362 9800 | Fax: +27 (0) 12 362 9890  
E-mail: info@hpc.co.za | www.hpc.co.za

19 August 2016

**TO WHOM IT MAY CONCERN**

I, Dr Monja Human, Head of Sport Psychology at the High Performance Centre (hpc) at the University of Pretoria, am prepared and willing to see the participants in the study of Charles Malanga (student number: 14396042) on an individual basis if the need for individual sessions arise. These services will be rendered free of charge.

The title of Charles Malanga's study is:

"Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school".

Regards,

A handwritten signature in black ink, appearing to read 'M Human'.

Dr Monja Human  
Counselling Psychologist  
(Head of Sport Psychology, hpc)

---

sport, science, knowledge

Directors: A.M. de Klerk | N.J. Grové | C. Koorhof | S. Vi-Nikomo

**APPENDIX D**  
**STORAGE FORM**

100  
1908 - 2008



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

FACULTY OF HUMANITIES  
RESEARCH PROPOSAL AND ETHICS COMMITTEE

**Declaration for the Storage of Research Data and / or Documents**

I, the principal researcher, Charles Malanga and supervisor, Prof. L.H. Human of the study, titled, "Your mentoring story. My mentoring story. Constructing mentoring guidelines for mentors working with learner-athletes in a South African sport school", will be storing all the research data and/or documents referring to the above-mentioned study in the Department of Psychology, Faculty of Humanities, University of Pretoria.

We understand that the storage of the mentioned data and/or documents must be maintained for a minimum of **15 years** from the commencement of this study.

Start date of study: Jan 2016  
Anticipated end date of study: Dec 2017  
Year until which data will be stored: 2032

Name of Principal Researcher	Signature	Date
Charles Malanga		20/11/2017

Name of Supervisor	Signature	Date
Prof. L.H. Human		20/11/17

Name of Head of Department	Signature	Date
Prof. Claire Wagner		2017-11-21

**APPENDIX E**  
**DATA COLLECTION ITEMS**

## Reflective Learning Workshop Outline

Date: 18 March (Group 1) Time: 14:00  
 25 March (Group 2) 08:00  
 Venue: TSHS Staff Room Duration: ± 2 Hours

EVENT	APPROX. DURATION
Welcoming & Refreshments	15mins
Ice Breaker (1/2) (Two Truths, One Lie)	10mins
Ice Breaker (2/2) (Definitions of Mentoring)	10mins
Explanation of Temporality	10mins
Explanation of Reflective Model	15mins
<i>Short Break</i>	10mins
Sharing & Reflection of My Mentoring Experiences	15mins
Practicing Reflective Process & Distribution of Writing Sheets	25mins
Agree Upon Deadline for Reflections	5mins
Agree Upon Date for Focus Group	5mins

## TSHSR Mentoring Workshop

## TEMPORALITY

### Temporality vs. Time

- The definitions for temporality are often vague and referential to time.
- The two most common definitions are:
  - 1) "of or relating to time rather than eternity"
  - 2) "relating to secular or earthly life".
- Time however is more straightforward it's the measure of the succession of moments, a way to **quantify** our progression from the past to the future in a uniform way.

### Temporality vs. Time Application

- A slow clock still measures temporality, even if it doesn't do so in a timely fashion.
- We use grade levels: Instead of asking a person how old they are we often ask "what grade are you?" or "where are you in your studies?"
  - $2+3=5$ ,  $3+2=5$ ,  $4+1=5$ ,  $1+4=5$ ...
- Why do we take average age to accomplish certain things so seriously? Why can't things be accomplished when we are ready?

### Temporality vs. Time...

- Although the two relate, they're not the same thing.
- Temporality is the **subjective** progression through moments.
- Time attempts to **objectively** measure and mark that progression of moments.
- Time is necessarily temporal, but temporality can exist plainly without time.

### Temporality vs. Time Application...

- A slow clock still measures temporality, even if it doesn't do so in a timely fashion.
- We use grade levels: Instead of asking a person how old they are we often ask "what grade are you?" or "where are you in your studies?"
  - $2+3=5$ ,  $3+2=5$ ,  $4+1=5$ ,  $1+4=5$ ... Why???
- Basketball, Waterpolo, Cricket, Wrestling (which is temporal and which is time)



## Conclusion

- Time is an objective measure of subjective experience, and temporality is that subjective passage of time.
- You can't have time without some kind of temporal measure, but temporality can be measured in a number of different ways.

# REFLECTIVE LEARNING

## Brief Background

- Kolb's Learning Cycle is a well-known theory which argues we learn from our experiences of life, even on an everyday basis. It also treats reflection as an integral part of such learning.
- According to Kolb (1984), the process of learning follows a pattern or cycle consisting of four stages, one of which involves what Kolb refers to as 'reflective observation'.

## Brief History

Stage 1: Experience (Kolb's "Concrete experience")	Life is full of experiences we can learn from. Whether at home or at work or out and about, there are countless opportunities for us to "kick start" the learning cycle.
Stage 2: Reflect (Kolb's "Reflective observation")	Reflection involves thinking about what we have done and experienced. Some people are naturally good at this. Others look themselves in the face and think about reviewing their experiences and learning from them.
Stage 3: Conceptualise (Kolb's "Abstract conceptualisation")	When we gain from thinking about our experiences by interpreting them we enter into the realm of what Kolb termed "conceptualisation". To conceptualise is to generate a hypothesis about the meaning of our experiences.
Stage 4: Plan (Kolb's "Active experimentation")	In the active experimentation stage of the learning cycle we effectively "test" the hypothesis we have adopted. Our own experiences will either support or challenge those hypotheses.  To apply from our experiences it is not sufficient just to have them. The only way into this stage "1" of the cycle, rather, an experiential one, is to have them, but only if we pass through all the other stages by reflecting on our experiences, interpreting them and testing our interpretations.  Summing up, learning from our experiences involves the key element of reflection. Obviously, most people don't realise about their learning in this way, but in their learning follow Kolb's cycle without knowing it.

## Kolb's Experiential Learning Cycle



## TSHSR Experiential Learning Cycle



APPENDIX E3

NAME: \_\_\_\_\_

EXPERIENCE: \_\_\_\_\_

① *The Mentoring Experience.*  
*(when) (where) (who)*

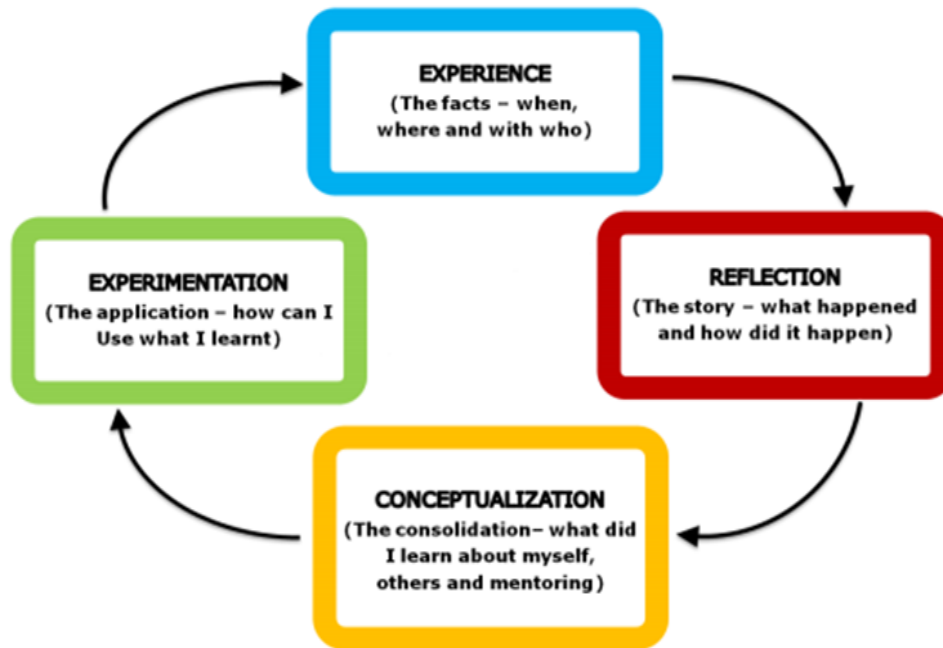
④ *How Can This Learning Be Used at the TuksSport High School?*

③ *Did the Experience Teach Me Anything.*  
*(about myself) (about others) (about mentoring)*

② *The Details of the Mentoring Experience.*  
*(what)*

## APPENDIX E4

### Experiential Learning Cycle



The Experiential Learning Cycle. Adapted from *Experiential Learning: Experience as the Source of Learning and Development* (p. 32), by D. A. Kolb, 2014, Upper Saddle River, NJ: Pearson Education.

#### Instructions

- 1) Please use the diagram above to help you go through the process of reflecting on your mentoring experiences.
- 2) Please answer the question below and try to use **two or more** mentoring experiences when answering the question. (Below the question are some cues that may help you recollect and write about your experience).

#### Question

Now that we have explored the experiential learning model, can you please use the model to reflect on your own mentoring experiences through significant others in your life.

## APPENDIX E5

### Focus Group Agenda

- 1) Ice Breaker (10 Seconds of FAME) (Video test & comfortability in front of the camera)**
  - a. Start a story that has a purposeful, descriptive and inspiring;
  - b. Everyone has a 10 sec window to add to the story, use-it-don't-lose-it;
  - c. The story must be logical and have a flow;
  - d. The person that began the story will finish last;
  - e. When the activity is concluded they must use the 3<sup>rd</sup> and 4<sup>th</sup> part of the reflection cycle to reflect on WHAT THEY LEARNT and HOW THEY WOULD USE IT in their lives.
- 2) Set The Scene**
  - a. Provide reflections and cycle for them in the print out;
  - b. Remind them about the study, that they are not making rules for themselves or the learners – but rather guidelines on how to mentor adolescents based on their experiences on being mentored;
  - c. Read the problem statement from my chapter 1;
  - d. Emphasize respect of experience and reflections – highlight Puleng deciding to leave the study and how you experienced their reflections
  - e. Get ready to start the focus group TIME & RECORD
- 3) Commence Focus Group**
  - a. Ask them to take notes if they would like if something stands out for them in another person's reflection – but also for when we start the guideline formulation;
  - b. They can choose to read their reflection out, BUT preferably to let someone else read it to them and for them to hear it
  - c. The reflector will be the first to comment about their reflections; and once they have nothing to add then the floor is open for people to comment – we will go around the table and check with everybody;
  - d. Steps b and c should be repeated for every individual.
- 4) Begin Guideline Formulation**
  - a. Question 1: What are the suggestions for the guidelines they gathered throughout the process? (Go person by person and people are allowed to repeat each other's suggestions) (I will scribble what each mentor suggests)

- b. Question 2: Do any of these suggestions overlap each other in anyway? Is there a term that can better describe it or encompass two or more suggestions? (Refinement)
- c. Question 3: How applicable are these (refined) suggestions to our context? (Process of elimination and further refinement)

**5) Conclusion**

- a. Ask the mentors to write a reflection about the focus group? (The experience; Their discoveries; How to apply their discoveries);
- b. Deadline will be 1 WEEK;
- c. Inform them about the feedback process – during their scheduled mentor meetings to prevent inconvenience – it can happen over 2 weeks for 30mins of their meeting (only after I have finished analyzing all their data – 1 month)
- d. Dismissal and thank you.

**APPENDIX F**  
**TUKSSPORT HIGH SCHOOL RESIDENCE**  
**MENTORING MANUAL**

**Tuks Sport High School Residence**  
**Mentors Agreement**  
**2017**



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## 1. Welcome

A warm welcome to our team of 2017! We trust that this will be a great year for you!

“There is no elevator to success. You have to take the stairs.”

## 2. Your role as a mentor at Tuks Sport High School Residence

Tuks Sport High School Residence: Your part to play

A mentor can be defined as an experienced and trusted advisor, a facilitator, a role model – who exemplifies in word and deed what it means to be an ethical, responsible and compassionate human being.

Different situations in the Residence will require different strategies and approaches but by default yours are that of an advisor, guide and confidant.

We will also expect of you oversee, monitor, manage and inspect certain processes or activities in the Residence. You have to take initiative and be pro-active – all the time.

Remember that people don't care how much you know, until they know how much you care.

## 3. Where do you fit in the bigger picture?



## **4. Tuks Sport High School**

The Residence and all Residence related matters are reported to the House Parents and then the House Parents report to the principal, Mrs. Hettie de Villiers.

## **5. What do you receive as a mentor?**

### **Your contract**

Once the House Parents informed you that your application for the mentor position has been successful, Mrs. Diane Reid-Ross, the School Secretary will need the following documents from you:

- The new staff Personal Information Form
- A certified copy of your ID.

You can email her the scanned copies of both documents to: [di.reid-ross@hpc.co.za](mailto:di.reid-ross@hpc.co.za) or you can bring the hard copies to the school office (Mondays – Fridays between 8:30 -14:00).

Your position will only be confirmed once we have received the relevant documentation and your contract has been finalized and signed.

### **Termination of contract**

If, for any reason, you cannot complete the duration of the contract, we require a month's notice in order to find a replacement. When informing us about your resignation, please hand in a signed hard copy of your resignation letter to both the House Parents and Mrs. Diane Reid-Ross at the school office.

Should you be suspected of neglecting your duties in any possible way, acting in an unprofessional manner, jeopardizing the safety of the learners entrusted in your care, you could be asked to appear in front of a disciplinary committee. You can receive a written warning or your contract can be terminated with immediate effect and you will have to vacate your room immediately and leave the premises.

### **Duration of contract**

We officially start on Monday 2 January 2017 and our duties end on Wednesday 20 December 2017 when the HPC closes. Initially, mentors will receive a three month contract that will be renewed based on the performance of their duties.


### **Leave and holidays**

Learners at TSHS train all year round. Different sport codes have different peak seasons but whenever there are learners in Res because of training, we are on duty. This includes public holidays, school holidays etc. Your duties and responsibilities are not bound to the school calendar or the university calendar.

Mentors don't have leave. You can however, if you know you won't be at Res for a period of time, inform the House Parents and arrange with your fellow mentors to cover your duties. Arrangements

between mentors covering each others' duties are the sole responsibility of the mentors involved. Please remember to do that well in advance.

### Your package



<b>Meals</b>	<ul style="list-style-type: none"> <li>• Breakfast (HPC or school dining hall)</li> <li>• Lunch (school dining hall or packed lunch)</li> <li>• Dinner school dining hall)</li> </ul>
<b>Accommodation</b>	<ul style="list-style-type: none"> <li>• Room in the Tuks Sport High School Residence</li> </ul>
<b>Reimbursement</b>	<ul style="list-style-type: none"> <li>• Cellphone OR</li> <li>• Salary</li> </ul>
<b>Parking</b>	<ul style="list-style-type: none"> <li>• Parking bays to use between 16:00 - 06:30.</li> </ul>
<b>Access card and key</b>	<ul style="list-style-type: none"> <li>• Copy of your ID to be handed in at the Academy Office in order to receive an access card.</li> <li>• Key for your room</li> <li>• Remote - R150 deposit to be paid at the Academy Office.</li> </ul>

### Your meals

Once you have signed your contract and your appointment has been confirmed, you will be added onto the system which will enable you to book meals.

All meals must be booked 24 hours in advance. If you didn't book, you will not be able to receive your meals.

Money that remains on the meal system at the end of the month are cleared – a few days prior to the end of the month and then reloaded again on the first day of the following month. This means that if any of the learners or mentors want to make bookings on the last day of the month they might find that there is no money available on their accounts and therefore can't book meals. They are therefore requested (learners & mentors) to please make sure to book in advance - a few days prior to the end of the month - so that they are not left with insufficient funds and can't book their meals.

Should you experience any difficulty booking meals, or should it show on the system that you don't have money available to book meals, please contact Maritza van Heerden in the Academy Office: [maritza.vanheerden@hpc.co.za](mailto:maritza.vanheerden@hpc.co.za) for assistance. Please copy the House Parents in your correspondence.

Since the school dining hall only opens at 07:30 and most of the mentors leave for work much earlier, a special arrangement has been made to accommodate the mentors at the HPC restaurant. You are allowed to have your breakfast there as long as you respect the agreement you either take the muesli and yogurt option OR the egg and bacon/sausage option – not both. And also please be mindful not to take 6 eggs and a plate of bacon. This applies to all staff, not only the mentors. Please respect this arrangement.

### Your accommodation

You need to contact the House Parents to make arrangements to get the key to your room and discuss the date you will move in. You are required to bring your own bedding.

### **Your reimbursement option**

You have two 'payment options' to choose from:

1. Cellphone Allowance Option: You hand in your cellphone invoice/pre-paid slips by the 20th of every month and get reimbursed up to R500 in cash.
2. Salary Option: You receive a R500 salary, payment made to your bank account which is tax deductible.

### **Your access card to the building and remote**

In order to receive a UP access card for the Residence, please send a certified copy of your ID to Ms. Cynthia Benoliel in the office: [cynthia.Benoliel@hpc.co.za](mailto:cynthia.Benoliel@hpc.co.za)

You will be required to go to UP Main Campus to have a photo taken once they have received the copy of your ID from Ms. Benoliel.

### **Your parking**

Should you park your car in the parking area in front of Huis Karee, you are allowed to use any of the parking bays between 16:00 in the afternoon and 06:30 the following morning. The parking bays should be vacant for teachers who arrive at school just after 06:30.

To receive a remote to enter the parking area in front of Huis Karee, you have to pay a deposit of R150 to Ms. Benoliel.

Mentors at Lockers do not have reserved parking at the HPC.

## **6. What are your responsibilities and duties as a mentor?**

### **6.1 Beginning of the year – Orientation and Parents**

All new learners attend the Orientation Programme before school starts in January. All stakeholders take different timeslots in the programme to assist the learners becoming familiar with the requirements of the system and their new surroundings.

You will receive the Orientation Programme in advance and will be required to attend the 'Parents Braai' where all new parents meet the teachers and the mentors. It will be from 18:00 – 20:00 in the evening. You have to wear your Tuks Sport High School shirt and you will get a name tag from the House Parents.

The aim of the evening is for the parents to get to know the people who will be looking after their children. You have to walk around and introduce yourself to parents, explain what happens in Res, answer their questions and if you are unsure, please come and introduce them to the House Parents so we can assist.

The following evening, there will be a timeslot where the overall functioning of the Residence is explained to the new learners. You will also be required to attend this session. The House Parents will take the lead in explaining the rules and regulations but we welcome the mentors' input during the session.

## **6.2 First SOCIAL of the year – 'closed weekend'**

The first weekend after schools have re-opened, we would like all the learners in Res to stay in for the weekend and not go home. The term 'closed weekend' can be a bit confusing – some parents think the Res is closed and all the kids have to leave the Residence, which is not the case.

The aim of this weekend is for the learners to get to know one other – for the new learners to socialize and feel at home in their new environment.

We don't want to force anyone to attend but we strongly encourage the learners to stay and also explain this to the parents, should they request the learners to go home for that weekend.

The prefects and the mentors are responsible for the program for the weekend. Friday evening is usually just a relaxed evening since the learners have just started with their training programmes, school and new routines – they are usually exhausted and just want to watch TV and recuperate from their first week.

Saturday morning, the learners go to training and then have their breakfast. The program for the day starts at 10:00 with fun team building activities. They have lunch at 12:00 and then the program continues with waterslides and more fun after lunch.

For Saturday evening, the prefects usually arrange a dance in school hall. The learners can be inside the hall dancing or sit outside in the Amphi, socializing with their friends. Again, we don't want to force anyone to join in the dancing but we do try and keep the learners on the school premises. The reason for this is to have proper supervision. Once the learners leave the school premises, we don't know where they go and what they will get up to. Should a learner ask to go to their room, they have to get permission from a mentor so we know exactly where they are.

The mentors have to walk around on the premises, going down to Lockers and HPC restaurant to make sure the learners are indeed where they said they were going. Mentors must also rotate to do 'gate duty' at the entrance of the school to make sure some learners don't leave the premises without our knowledge.

No mentor is allowed to be in his/her room for the duration of Saturday, and all mentors have to assist getting the learners to bed before lights out on the Saturday evening.

On Sunday, only the mentors on duty have to be at Res. Sunday is a day of rest. Learners can go to church if they would like – 10:00 in the morning or 17:00 in the afternoon.

We usually don't allow learners to go to Hatfield on Sundays but since the learners were occupied at Res the entire Saturday, we do allow them to go to Hatfield on that specific Sunday. They can sign out with the mentors on duty, to either go from 10:00 – 13:00 (to be back for sign in) or they can go 13:15 – 16:00. If they want/booked for lunch, they must be back at 12:00 to have lunch.

### **6.3 Emotional well-being of the learners**

- To always act in the best interest of the learners entrusted in your care. You are expected to commit to the growth and emotional well-being of the learners in your care.
- Your main responsibility is the learners on your floor / wing although on your duty weekends, you will be responsible for all the learners who stay in the Residence.
- To look after the learners' emotional well-being you have to have a one-to-one session with each individual on your floor at least once every 3 weeks. You can make use of dinner times to have a meal with the learners on your floor. This will all depend on their training schedules so you'll have to find a time most of them can attend.
- Their sport is the centre point of their lives. In order to show your support, we expect of you to attend some of their tournaments, games or competitions – to be there in the midst of their highs (gold medals) and lows (injuries) – cheering them on.
- Their academic performances sometimes lacks behind because of many different reasons. There should be a good relationship between you and the learners for them to feel that they can come and show you their school reports at the end of term. Some of them might need help in certain subjects, study methods, English as language of learning and teaching – you need to have a caring approach for them to feel safe to ask for help.

### **6.4 Cleanliness of the rooms**

- Cupboards: You need to open their cupboards from time to time – with them present – and if it is untidy, show them to fold their clothes and pack it neatly.
- Laundry: Remind the learners to keep their laundry in a basket. No clothes are to lie on the floor or under the bed. Some of them have never used a washing machine and you need to teach them how to use the machines.
- If there is a smell in the room, you need to find out why.
- Every single night, there is a room inspection done by the mentor on duty. The learners don't go to bed without the rooms being neat and tidy.
- No take-away boxes, plates etc are allowed in the rooms. The learners must take it to the bins outside the Residence entrance.
- Learners are not allowed to stick anything on the cupboard doors, mirrors or walls. If they do, it is your responsibility to make sure they remove it and clean the remainders of paper or glue that stays behind. Learners are not allowed to write on the mirrors.
- Lounges are 'NO EATING' zones – no food is allowed in the lounges.

### **6.5 Cleanliness of the bathrooms**

- No washing is to be left in the basin and no washing is to be hanged on their window sills.
- If the showers are blocked, the learners have to use the plungers to unblock it. If the toilets are dirty, they must use the toilet brushes to clean it. Bathroom inspection to be done every night by the mentor on duty.
- The learners should use the bins provided. Please show the girls on your floors to make use of the 'she-bins'.

### **6.6 Sunday evenings 20:30: Cleaning the Residence**

Mentors on duty are to supervise the cleaning of the Residence on Sunday evenings. The mentors staying in the same building can draw up the cleaning roster for the month so that the learners rotate every week. Mentors are to put up the cleaning roster on the notice boards so that the learners are aware of what they are responsible for.

## **6.7 Maintenance**

- As a mentor, you should know the Residence inside out. Anything that is broken should be reported immediately. Inquire from the learners immediately when the incident occurred and include it in your duty report so we can check the cameras to see what happened (if possible). Take a photo and share it on the '**Mentors WhatsApp Group**' and also include it on email and send it to the House Parents.
- Should learners be responsible for breaking anything on the HPC / Tuks Sport High School Residence premises/property, they will be responsible for the repairs – it will be deducted from their breakage fee / deposit. We need evidence and reports to prove if they were indeed guilty.

## **6.8 Key and card monitoring**

Learners must lock their rooms whenever they leave their rooms. Learners are also required to have a chain and a lock to lock their cupboards. Learners will sign a Residence Agreement, acknowledging the rule that their rooms and cupboards must be locked all the times. Should their belongings go missing and the room and/or cupboard and the room was not locked, we won't assist in investigating the matter.

Mentors must do random spot checks to see if learners have their keys and cards. If they lost their key, they must go to Ms. Cynthia Benoliel, pay R50 and have a new key made. If they lost their access card, they must also report it to the Ms. Benoliel so that a new card can be made at UP Main Campus.

If their cards are not working, learners have to go report it to Ms. Benoliel. Sometimes it needs to be activated again in order to work.

Please include feedback on learners' keys and cards also in your duty report. Should a learner fail to buy a new key and has been asked to do so numerous times, the House Parents will inform their parents.

## **6.9 Medical Procedures and Medicine**

Medical and Emergency Procedures – Included in your Medical Emergency file.

As mentors and House Parents, we are responsible to take action for medical emergencies when we are on duty – weekdays 18:00 – 06:00 and weekends.

For any medical emergency, mentors should call the House Parents immediately.

Depending on if the learner has a medical aid or not, certain steps will be taken, as outlined in the Medical and Emergency Procedures Booklet.

If necessary, the mentor on duty will be required to take the learner to hospital – either using their own car (to claim the petrol expenses back) or use an HPC vehicle. The key for the vehicles is at the HPC reception.

Learners with medical aid can be taken to Little Company of Mary Private Hospital (Life Groenkloof Hospital, 50 George Storrar Dr, Pretoria, 0027).



Learners without medical aid can be taken to Steve Biko Hospital (Dr Savage Rd, Pretoria, 0002). You should collect a letter and medical float from the House Parents.

Sponsored athletes should be taken to Pretoria East Hospital (Netcare St & Garsfontein Rd, Pretoria, 0044). You should collect a letter and medical float from the House Parents.

When a learner is injured during training or match times he/she must be looked after by the coach or team manager. The same applies to the other areas like school, gym etc.

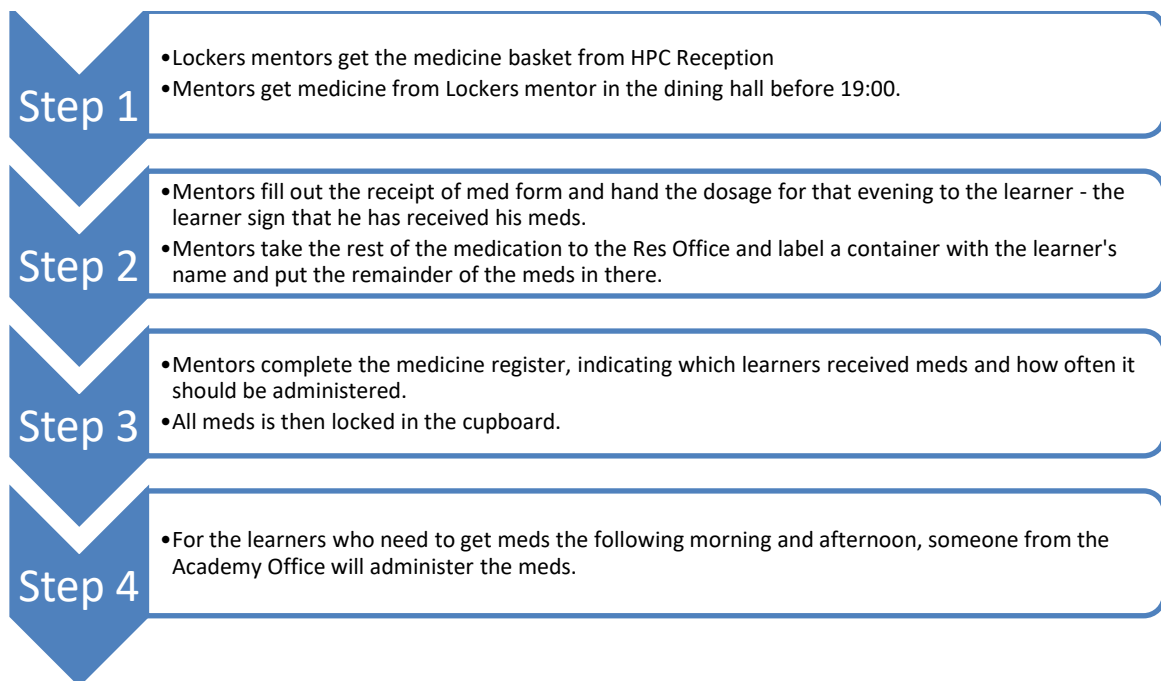
In exceptional cases of sport related injuries only, the Basetsana girls can be taken to Little Company of Mary Private Hospital (Life Groenkloof Hospital, 50 George Storrar Dr, Pretoria, 0027).

Every evening, the mentors on duty at Locker 4 should bring the medicine basket to the dining hall at 18:00. The Locker 4 mentor also returns the basket to HPC reception. No learner is allowed to sign for their medication at HPC Reception.

The risk of learners having medication in their rooms are becoming increasingly more dangerous. We found that learners sometimes get medicine from each other – they take whatever they get from another learner and do not take the side effects into consideration, or the fact that they might be allergic to the meds. The risk of overdosing has also become a reality.

Mentors are also to please monitor the learners intake of the medication. Often the learners don't read how to take the medication.

#### **The process of administering medication – not confirmed yet.**



## **6.10 Dining hall**

### **Mentor on Dining Hall Duty**

Mentors rotate on a weekly basis to be on Dining Hall Duty (DHD) in the evenings. When on DHD, you have to be in the dishing up area at 18:00 from Monday – Thursday of that week.

## **Your responsibilities**

**Access control** – learners who didn't book their meals, are not allowed to enter through the turnstiles. They will try and slip in but you have to prevent that from happening.

**Queuing** – learners must queue in an orderly manner. Learners have to act in a respectful manner towards the kitchen staff and not argue with the kitchen staff for whatever reason. No hats/beanies or ear pieces are allowed in the dishing up area or dining hall.

**Dietary requirements** – the kitchen staff receives a list of learners with special dietary requirements from the office. If a learner's name is not on the list and they do not want to eat what is served, it is the learner's responsibility to enquire from the Academy Office or dietician the following day. Learners have the option to still eat the vegetables and starch, should they not eat the fish or beef etc.

**Clearing out plates** – the mentors are to stand by the bin where the learners clear out their plates and make sure that they don't throw the cutlery in the bin, along with their leftover food.

**Eating meals in the Res** – no learner is allowed to take their tray of food to their room. If a learner is ill, the mentor on duty will inform the mentor on DHD if food can be taken to that learner's room by a friend. Learners are not allowed to take any cutlery or crockery into the Res. Should you find any in their rooms, please inform the House Parents immediately.

## **All mentors on duty**

### **Dinner – Inside & Outside**

Gr.8 – Gr.11 learners must have their meals inside the dining hall. The Gr.12's have the privilege to sit outside on the benches under the trees in front of New Res. Should the hall be used for an outside function, all learners will have their meals outside.

### **Eat & Go**

Learners have to 'eat and go'. No socialising in the dining hall during/after dinner time. Learners must take their plates to the designated area – clear out their plates and put their tray with plates, cutlery and mugs on the stands.

### **Cleaning**

If learners spill their drinks, they must get a cloth from the kitchen and clean the table. Where necessary, they can also get a mop from the kitchen to clean.

### **Sick learners**

During the day, you will receive the sick notes of the learners on the '**Mentors WhatsApp**' group. Should a learner not be able to come and have dinner in the dining hall, the mentor on duty should inform the mentor on DHD and another learner can take a tray of food to that learner's room. It is

the mentor on duty's responsibility to make sure that the tray with all cutlery and crockery are returned to the kitchen before 19:00.

### **Prefects**

There are prefects on dining hall duty – allocated a specific day. They will assist to make sure that the learners clean up after themselves.

### **Gr.8's**

The Gr.8's help with cleaning the tables at 19:20 every evening, so that the hall is ready for study time that starts at 19:30.

## **6.11 Laundry**

### **General: Mentor responsibilities with regards to the handing in of laundry**

#### **Sunday evenings**

New Res Girls Mentor on weekend duty: open the TSHS Residence Office (Room 1-2) between 20:00 – 20:30 for the girls handing in laundry to fill out their laundry slips and hand in their laundry bags.

#### **Monday evenings**

New Res Boys Mentor on weeknight duty: open the TSHS Residence Office (Room 1-2) between 21:00 – 21:15 for the boys handing in laundry to fill out their laundry slips and hand in their laundry bags and for the girls to collect their laundry bags.

#### **Tuesday evenings**

New Res Boys Mentor on weeknight duty: open the TSHS Residence Office (Room 1-2) between 21:00 – 21:15 for the boys to collect their laundry bags.

## **6.12 Weeknight duty**

- Duty starts at **18:00 in the dining hall**.
- Wednesdays have a **18:00 sign in** since the learners are allowed to go to Hatfield on Wednesdays, you need to make sure everyone is back at Res.
- Mentor on dining hall duty: One mentor per week to be on dining hall duty to move between the dishing up area and the area where the learners eat to see that the serving of the food is done in an orderly manner. This is done with the help of the prefects.
- The prefects also have a dining hall duty roster and rotate on a daily basis. The prefects supervise lunch and dinner.
- Someone from the Academy Office supervise breakfast.
- **Study starts at 19:25** when the learners on compulsory study time in the dining hall line up in front of the hall. All Gr.8 and Gr.9 learners have compulsory study in the dining hall.
- The mentor on the Academics Portfolio receives a list from Mr. Stefan Muller (TSHS: Head of Academics) with the names of the Gr.10 – 12 learners who are not performing as well as they can in school – these learners will also be on compulsory study in the dining hall.

- All the learners need to sit at the tables, all facing the same direction. They need to be seated at exactly **19:30**. There is a **short break from 20:15 – 20:20** where they are allowed to go to the bathroom and ask the mentor or their classmates' questions regarding their homework.
- No talking, eating or drinking is allowed during study time. The learners sign an attendance register. Make sure they only sign the register for that evening and not for the following evenings. If a learner is not at study hall please inform the mentor responsible for the 'Academy Portfolio' to keep record and give feedback to the House Parents and school.
- Learners are not allowed to be on their phones during study. Should you find them on their phones, they must complete a cellphone confiscation slip, inform (call) their parents that their phone has been confiscated and what the reason is, and then the mentor keep the phone for 12 hours.
- The learners have **peanut butter sandwiches at 21:00**. The learners are allowed to **watch TV from 21:00-21:15**. At **21:15** all should be making their way up to their rooms and lights out is at **21:30 sharp**. On your duty night, **you have to make another round at 23:00** to make sure everyone is asleep.

### 6.13 Weekend duty

- **Duties on a weekend that rotate amongst the mentors on duty:**
  - Detention: Friday evening 19:30 – 21:30
  - Swimming pool duty: Sundays 14:00 – 15:00
  - Church: Sunday mornings 9:45 – 12:30 (Every Nation Church)
  - Church: Sunday evenings 17:00 – 19:00 (Revolt Church)
- The weekend duty starts on a **Thursday, where learners who wish to go home that weekend must be reminded that their parents must send the HP an email or SMS, confirming permission for their child to leave the premises.**
- Should a learner leave without anyone's knowledge it is your responsibility as a mentor on weekend duty, to follow up on the learner and his/her whereabouts. In the case where the learners says that he/she is home with his/her parents, the mentor should request to speak to the parents and inform parents about their child transgressions. Please also report it immediately to the HP.
- On your weekend duty, you go to bed last and you are the first one to wake up in the mornings. Before the learners go for training, all learners should sign out with the mentors on duty.
- As the mentor on duty, you should be in the dining hall first to supervise breakfast and should a learner be required to leave to compete in a race/game, the mentor should be in the dining hall for the learner to sign out.
- As a mentor you may not stay in your room for lengthy periods of time without knowing where the learners are and what they are up to.
- Your duty weekend is not a break or a 'off/free weekend' from your normal work commitments or responsibilities you might have on other weekends.
- On your duty weekend, you are not allowed to leave the premises to go and train at the track or the gym. When on duty you should be around the residence, making rounds

inside and outside the buildings, across the premises, always available on your cellphone. When busy training, you won't be available on your phone and won't be able to give feedback on the whereabouts of the learners.

- As a mentor you should be visible at all times and take the time to mentor and build relationships with the learners.
- As a mentor you are required to make rounds across the premises throughout the weekends, making sure all learners are where they are supposed to be. The areas to be covered: going down to the **HPC, Uitspan, swimming pool down at the soccer field and up along the grass track, pass the athletic stadium.**
- Rounds are to be done in the following sequence:
  - HK mentor: 10:00-11:00
  - NRB mentor: 11:00-12:00
  - All learners at sign in at 13:00
  - NRG mentor: 14:00-15:00
  - Lockers mentor: 15:00-16:00
  - Dinner: all mentors are the dining hall for dinner 18:00-19:00
  - HK mentor and NRG mentor: 19:00-19:30
  - All learners at sign in at 20:30
  - NRB and Lockers mentors: 21:00.
- All mentors should make sure that they know where all the learners in the respective residences are by 21:30 before **lights out is at 22:00.**

## **6.14 Lights Out**

Lights out times are as follows:

Sunday evenings, learners are required to be in the Res straight after the 20:30 sign in. All the learners are then to help clean and after that, prepare for the week ahead. Lights out is at 21:30.

Mondays – Thursdays lights out is at 21:30.

Fridays and Saturdays lights out is at 22:00.

During school holidays and the evenings before a public holiday, lights out is at 22:00. The reason for this is that the learners still get up early to go to training, the following morning.

During the week, learners are allowed to get 'extra lights' should they be preparing for a test or exam or if they have an assignment to finish. Extra lights is granted based on the mentor's discretion. A learner must ask permission for extra lights when they have their break during study so that the mentor is aware of who will be staying up later. We encourage learners who want to put in extra effort into their academics. They have very busy schedules and must use every minute productively. There might be learners who are very relaxed during study and then want extra lights – the mentor on duty will know best, hence you can use your own discretion, to allow extra lights or not.

The new learners might not be aware of this, please explain this to them.

## 6.15 Stock take: Responsibilities

Each mentor will sign a 'Mentors Agreement – Stock take & cleaning equipment/tools'. Should you leave or resign, you are responsible to return all equipment to the House Parents.

<b>Cleaning Equipment</b>	<b>Tick</b> (Confirm receipt of the equipment)
Colour:	
Bucket	
Mop	
Duster	
Cloth	
Toilet Brush	
Dustbin	
Broom	
'Skoppie'	
<b>Lounge</b>	
Remotes	
DSTV cards	
<b>Keys</b>	
Mentors bunch	
Other keys:	
Remote to access the parking area	
<b>Floor Meetings</b>	
Book for minute keeping	
<b>Admin</b>	
Mentors File	
<b>Medical</b>	
Medical Emergency Procedure & First Aid Kit	
<b>Emergencies</b>	
Roll Call File	

## 6.16 Friends and family visiting in the Residence

Learners are not allowed to have friends (non-residents) visiting them in the Residence. In the beginning of the year – and also in the beginning of a term – parents are allowed to enter to see where their child will be staying and help them unpack. This should also be monitored in terms of the times parents want to enter the Res – before lights out, shower time etc. It is not a problem if mothers enter the Res to go to their daughter's room or fathers enter and go to their son's room – same gender. We discourage entire families coming into the Res, conscious of the privacy of the other learners.

Learners staying in Res but in a different building are not allowed to enter and visit in another building. Learners are aware that no boys are allowed on girls floors and visa versa.

For mentors, friends and family of the same gender entering the Res with you, is not a problem. Friends are not allowed to use the shower facilities in the Res after their training sessions. Girlfriends and boyfriends are not allowed to enter the Res and them sleeping over, is prohibited.

On your duty nights we strongly discourage visitors since you should be focussed on your responsibilities and use your time to connect with the learners. Duty nights usually have a packed schedule.

On your duty weekends, we also discourage you from having visitors. This is time you use to connect with the learners. Many of them compete over weekends and if they are competing on the premises, they appreciate you going to watch them. Saturday and Sunday afternoons, they might watch sport in the lounges or a movie and this is the time you use to connect and mentor.

### **6.17 Study Time: Supervising in the rooms and Study Hall**

Study time is from Monday to Thursday evenings from 19:30 – 21:00.

#### **Supervised study in the dining hall**

Learners coming to supervised study in the dining hall must line up in front of the dining hall at 19:25. The mentors on duty should be standing by the door, making sure all the learners enter the hall in a quiet and orderly manner.

Gr.8 and Gr.9 learners have study time in the dining hall. Some of the Gr.10 – Gr.12 learners might also have study in the dining hall if they are not performing as well as they can in their schoolwork. The mentor on the Academics Portfolio receives the list of learners from Mr. Muller (TSHS: Head of Academics) and the mentors inform the learners. Any enquiries from the Gr.10-12 learners as to why they have to go for supervised study in the dining hall, they can direct to Mr. Muller.

Many of the learners claim to have permission from Mr. Muller that their names are to be taken off the list for compulsory study in the dining hall. Mr. Muller will inform the House Parents via email of such arrangements. As a mentor, you don't have to go into an argument with a learner. You can call us on the spot and find out if the learner has permission to study in his/her room.

It happens from time to time that learners get assignments to complete. For this, they usually need the internet and sometimes they have to work in groups. The teachers will either send an email to the House Parents, informing us about the assignment and which classes are involved, or the teacher will send a note with one of the learners. You can follow up with the House Parents on the **'Mentors WhatsApp group'** if you are not sure.

We require the learners to be seated in the dining hall for the first half of study – 19:30 – 20:15. After the break they can leave the study hall to do their group work, finish their assignments or do Lab Online.

#### **Lab Online**

Lab Online is a reading programme some of the learners are enrolled on. Learners have to complete 3 Lab Online sessions per week. They can do it on their cell phones, tablets or laptops. They are not allowed to sit in groups and they are not allowed to use other learners or mentors electronic equipment to do their sessions. They need to have internet access. The learners involved can also use the second half of study time to do Lab Online.

Learners at Lockers make use of the Computer Lab on the bottom floor of Locker 4. The mentor on duty at Locker 4 must sign out the key for the Computer Lab at HPC Reception. No learner is allowed

to sign out the key. Please make sure you sign the key back in that same evening since there are other groups using the Computer Lab in the mornings.

## **6.18 Discipline System**

The aim of the discipline system is to correct behaviour. As a mentor, it is an opportunity to guide if the learner has transgressed in any way. If the learner has a good understanding of why he/she has transgressed, chances are that they won't transgress again – or at least think twice – or at least can't say 'I didn't know'. 😊

Remember that you are the adult and don't go into a power struggle with a learner. Try to stay calm and don't raise your voice. Arguing with a learner also doesn't help – probably because they are so much better at it!

As House Parents, we won't intervene unless you ask us to, we are happy to help. We don't want to undermine you and your position as a mentor. The learners must see you as an authoritative figure and respect your position as an adult and as someone who was put in charge to look after them.

Most importantly remember, everything raises and falls on relationship. If you have no relationship with the learners in your care, they won't respect you and won't trust you and they won't really care to listen to what you have to say. If you make an effort to get to know them, have a good relationship with them, you won't have discipline problems.

Be fair and consistent. Don't allow some learners something and deny others that exact same thing.

### **Demerits**

You can get the demerit slips from the mentors on the Discipline Portfolio and keep it in your Mentors File. That will give you an indication of how many demerits are allocated for each transgression. Both the mentor handing out the demerit and the learner must sign the demerit slip. For your own records, and for us when sitting in a disciplinary hearing, please write a short description of the incident that occurred, motivating why you gave the demerits.

By the Monday of every week, you have to hand in all the demerit slips to the mentor on the Discipline Portfolio in your residence. The mentor on the Discipline Portfolio needs to capture the demerits given on an excel spread sheet and hand it to Nadia van Heerden in the school office by Tuesday. She will then capture the demerits on SMART and a text message will be sent to the parents immediately. Demerit slips older than 7 days will not be captured on SMART.

The learners are very quick to call their parents if a mentor gave them demerits. Please be sure to motivate exactly why you gave the learner the demerits, should the parents have questions. Also inform us if there was an argument between you and the learner regarding the demerits given so that if parents call us, we at least know what happened.

Please remember that photos and video clips can be included in your report as presented as evidence.

### **Detention**



Learners sit detention for every 5 demerits they accumulate. The mentors on the Discipline Portfolio will keep track of the learners who need to sit detention. Once the mentors on the Discipline Portfolio have updated the excel spread sheets (capturing the learners transgressions) and sent the demerit slips to Mrs. van Heerden, they must email the document to the House Parents.

Mentors on the Discipline Portfolio will also be responsible to keep the detention register up to date.

Learners who arrive late for detention will sit detention for a second time.

## 7. Communication structures within in Residence and other stakeholders



### 7.1 Res Management Meeting

Every second Monday 17:30 – 18:30 the House Parents meet with Mrs.de Villiers.

### 7.2 Res Assembly

Once a month, all the learners and mentors gather in the school hall.

### 7.3 House Parents – Mentors Meeting

- Once a week – every Monday 18:30 – 19:30.
- Share ideas and concerns

- Administrative matters and general management of the New Residence, Lockers, Huis Karee and Huis Sommerso.
- Provides opportunity for training
- Feedback on discipline matters
- Floor feedback from mentors discussions with learners during floor meetings
- Feedback on portfolios
- The mentor responsible for the administration portfolio, takes the minutes of the meetings and also email the minutes to the rest of the team by the Friday of that week. The minutes also need to be send to Mrs. De Villiers and the Academy Office Administrator.

#### **7.4 House Parents – Mentors – Prefects Meeting**

The prefects are an extension of our team in the Residence. We value and need their input. The prefects will join our Mentors Meeting the first Monday of every month.

#### **7.5 Floor Meetings: Mentors – Learners**

- Once a week
- Initiated and lead by the mentor
- Time and date organized by the mentor (fixed times).
- The purpose of the meeting is to share information and get feedback from residents.
- Minutes must be taken at each meeting and each learner must sign attendance of the meeting.
- Minutes of the floor meetings must be brought to all mentor meetings.

#### **Mentors Floor Meeting Book**

In the floor meeting book you must have the following:

- A room list of the learners on your floor with their contact numbers and their parents' contact numbers.
- A list with dates indicating when the floor meetings are where each learner sign attendance of the meeting. With every meeting you appoint a learner on your floor to take the minutes of the meeting – recording it in the book.

#### **7.6 Communication with coaches**

Usually the learners on your floor will all be doing the same sporting code. It is important to have the coach and/or manager's cellphone numbers and stay in touch with them. If an athlete is ill - this will mainly be if an athlete has been taken to hospital during the night - you can inform the coach on the doctor's diagnoses and treatment. You can send a text message or email.

#### **7.7 Communication with parents**

Most of the learners in the Residence's parents stay very far from Pretoria. They have entrusted their child in our care – and since you are staying with them on the same floor, parents really appreciate hearing from you on how their child is doing.

Mentors are to contact the parents of the learners on your floor at least every two weeks (during the first three months).

Throughout the year, you can call the parents if you have a serious concern or just send a text message to check in and give feedback on how their child is doing. In case of discipline challenges with a learner, please report it to the House Parents first. The House Parents will first speak to the learner and then call the parents where necessary.

### 7.8 Communication with support services

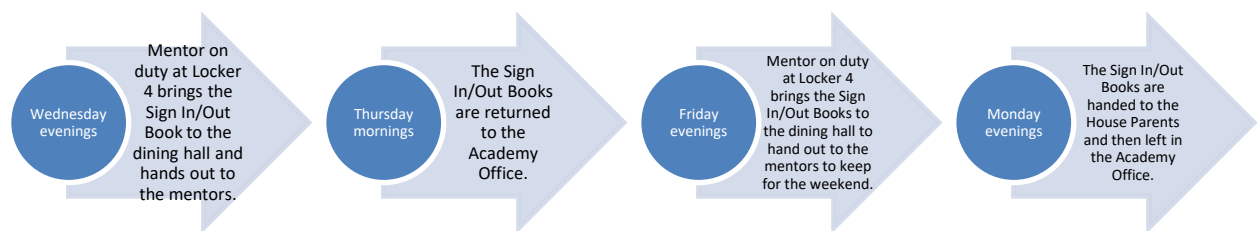
Should you find that a learner on your floor is not coping emotionally or are having difficulty dealing with life issues – death in the family etc. – please inform the House Parents, so we can follow up with the school, SSMU and the coaches / managers.

### 7.9 Communication with learners and parents – Signing in and out

The Sign In/Out Books are binding documents that keeps the learners accountable. They always need permission to sign out to leave the premises – permission from the Academy Office, House Parents, Mentors or Parents.

The only way to keep track of where the learners go and with whom, is by using the ‘Signing In and Out Books’.

#### Rotation of the Sign In/Out Books



#### Wednesday and Friday afternoons

After school (15:15) learners are allowed to go sign themselves out with Ms. Cynthia Benoiel in the office. They complete the book by writing the time that they will be leaving, with whom they’ll be leaving, where they’ll be going and what time they will return. They also have to fill out their personal details like a cell phone number etc.

On both Wednesday and Friday evenings, it is the responsibility of the mentors on duty to sign the learners back in (last column in the Sign In/Out Book). The learners also have to sign themselves back in. If they didn’t fill out the book completely – some of the information might be missing – the mentor have to follow up and show the learners where to fill out the book so that all the information is captured.

When a mentor’s duty start at 18:00, you have to make sure that the learners are back from Hatfield – Wednesdays and Fridays.

#### Weekends – Saturdays & Sundays – going to Hatfield or the HPC

Over weekends, the Sign In Books are kept with the mentors. Learners sign out to go to Hatfield on Saturdays as well as to go to the HPC throughout the weekend. Mentors need to ensure that the learners fill out the book completely, specifically their personal details and the time they leave and will return. Whenever a learner has returned, it is of the utmost importance that the mentors on duty sign the learner back in (last column of the page).

Learners are allowed to go to Hatfield on Saturdays. The times they are allowed:

10:00 – 13:00 or 13:15 – 16:00 – all learners have to be back for the 13:00 sign in. Please remind the learners that lunch is at 12:00.

Sundays are set out as a day to rest and go to church. Learners are not allowed to go to Hatfield, unless they were competing on Saturday and therefore couldn't go to Hatfield.

### **Returning the Sign In/Out Books**

On Monday evenings, the mentors who were on weekend duty, bring the books to the Mentors Meeting, along with the weekend sign in sheets. The House Parents check that the sign in books are filled in correctly and up to date. The books are then left upstairs in the office.

On Wednesday afternoons, the learners go to the office in order to sign out to go to Hatfield. At 16:00 when Ms. Cynthia Benoliel leaves, the books are taken down to the HPC reception. As the learners return from Hatfield, they go to HPC Reception and sign back in. All learners should be back by 18:00.

The mentor on duty at Locker 4 on Wednesdays must bring the Sign In/Out Books to the dining hall and hand it out to the other mentors on duty. Mentors are to make sure that all learners who went to Hatfield are signed back in and accounted for.

On Thursday mornings, the Sign In/Out Books will be collected by Ms. Cynthia Benoliel from HPC Reception.

On Friday afternoons, the learners can sign out to go to Hatfield again. Learners can go to Ms. Cynthia Benoliel to sign out. At 16:00 when Ms. Benoliel leaves, the books are taken down to the HPC reception. As the learners return from Hatfield, they go to HPC Reception and sign back in. All learners should be back by 18:00.

The mentor on weekend duty at Locker 4 must bring the Sign In/Out Books to the dining hall and all the mentors on duty must make sure that all learners who went to Hatfield are signed back in and accounted for. The mentors then keep the sign in/out books for the weekend.

### **Weekday evenings**

In exceptional cases, the House Parents will allow learners to leave the premises on a weeknight. Learners attending sports awards or sessions with their coaches will be allowed. Learners will not be allowed to attend birthday parties during the week. We encourage parents to invite learners to parties over weekends. The House Parents reserves the right to decline any request to leave the premises.

It is responsibility of the coaches or the sport managers to inform the House Parents, who will then inform the mentors of arrangements, should learners leave the premises for any sport occasions. All learners must be back at Res by 21:30.

### **Weekends – Special Permission**

If parents arrange with the House Parents in advance (by the Thursday prior to the weekend), special permission will be granted to learners who would like to go out on a weekend or parts of the weekend:

- Birthday parties
- Family gatherings
- Sleep overs
- Going to the mall with friends not residing in the Residence for a movie
- Attending a rugby match at Loftus

Learners are not allowed to make use of public transport. Learners must be picked up by their family members or friends, signing them out with the mentor on duty.

If parents informed the House Parents that the learner will make use of Uber, that will also be allowed.

All learners attending non-TSHS socials over a weekend, should be back at the Residence by 22:00.

The mentors on duty must make sure that the learners are back at Res by lights out.

The House Parents reserves the right to decline any request to leave the premises.

### **Weekends: Sign in times and sign in sheets**

Throughout the weekend learners are required to come to the sign in times. This is a monitoring tool to make sure that we know where the learners are throughout the weekend.

The House Parents will print the sign in sheets for the weekend and hand it to one of the mentors on duty.

### **The sign in times over a weekend are as follows:**

Friday evenings: 19:00; 20:30; 22:00

Saturday s: 13:00; 19:00; 20:30; 22:00

Sundays: 13:00; 19:00; 20:30; 22:00

### **What to do when a learner does not come to sign in:**

1. Wait for 15 minutes to see if the learner returns to Res.
2. Call the learner on his/her cellphone to find out about his/her whereabouts.
3. Check the Sign In/Out Book to see where he/she said they'll be going and with whom.
4. Inquire from the other learners if anyone had seen the learner.
5. Look in his/her room – ask his/her roommate.

6. If you suspect that the learner might have gone home, please call the parents to confirm.
7. Inform the House Parents.

The House Parents need to know within 30 minutes after the learner has missed sign in.

## **6.10 Communication Procedure: Learners leaving the Res over weekends**

Learners are allowed to leave the Residence over weekends with permission from their parents and the House Parents.

Parents have to inform the House Parents by a Thursday prior to the weekend, if their child will not be in Res that weekend. Parents can send an email or text message.

The House Parents compile a list of learners who have permission from their parents to leave for the weekend and email it to the mentors on duty.

Learners who go home every weekend are considered 'weekly boarders'. We ask that parents inform the House Parents via email in the beginning of the year should their child go home every weekend and then they are added to the weekly boarder list.

When a learner leaves for the weekend, they must sign out using the Sign In/Out Book. The Sign In/Out Book should be at school with Mrs. Cynthia Benoliel or at HPC Reception for the learners to sign out. Some of the learners will sign themselves out since they make use of the Gautrain. Other learners will be signed out by their parents who came to fetch them.

### **What to do when a learner is not in Res on a Friday evening 19:00 sign in?**

1. Check the list the House Parents emailed to see if the learner has permission from his parents to be away for the weekend.
2. Check the weekly boarder list.
3. Check the Sign In/Out Book to see if the learner signed himself out OR was signed out by his/her parents.
4. Call the learner to find out about his whereabouts.
5. Call the parents to confirm if the learner is home.
6. Inform the House Parents – by 19:30 on a Friday evening, the House Parents have to know that all learners are accounted for. It does sometimes happen that parents send the notifications late on a Friday, after the House Parents have emailed the list to the mentors. You can follow up with the House Parents on the WhatsApp group if we might have received a late notification.


## **7. Reports and Administration**

### **7.1 Daily Duty Report**

After your duty night or duty weekend, you have to give feedback to the other mentors, House Parents, school and the Academy Office. Your duty report must be submitted by 9:00 every morning – weekend duty reports to be submitted by 9:00 on Monday mornings. All reports are sent via email.

When completing the report, please attach the report to a new composed email and not previous emails/duty reports sent to the House Parents. We often have to go back to duty reports to give feedback to parents and it makes it extremely difficult to search for the correct duty report if it's attached to a previous email.

Template of the report:

Tuks Sport High School Residence – Duty Report			
Mentor:	Day:	Date:	
Dining hall:			
Study time:			
Room inspection:			
Lights out:			
Maintenance:			
Health / Medicine:			
Incidents:			
Sign IN /OUT:			
General:			

Concerning issues need to be reported to HP immediately.

Each weekend you need to do a deep maintenance and room inspection and add this to your weekend duty report.

### 7.2 Portfolio responsibilities

Within the portfolio you will be responsible for, there are certain administrative tasks. You should keep record of the paperwork in your mentor file.

### 7.3 Room lists

You will receive a room list from the House Parents and must keep it updated. Learners cellphone numbers as well as parents cellphone numbers must be updated regularly.

### 7.4 Duty Schedules

You will receive your duty schedule from the House Parents well in advance.

### 7.5 Administration Files: Roll Call

You will receive a 'Roll Call Register' from the House Parents. In case of a fire drill or of an actual emergency, you will use the name list to take roll call.

### 7.6 Printing and binding of books or registers

Mentors heading the following portfolios will need to send books/registers or notices on a regular basis to Ms. Cynthia Benoliel for printing and binding in the office:

- Laundry – Key register
- Academics – Study Hall Register

- Administration – Sign In/Out Books
- Discipline – Detention Register and demerit slips and cellphone confiscation slips
- Dining Hall – Cleaning Roster
- Leadership – Points of discussion for floor meetings

Please email the template of the book or register or the notice to Ms. Cynthia Benoliel. After the printing has been done, you can go to the office and do the binding yourself.

### **7.7 Medical Emergencies: Receipts and Feedback Forms**

If you are on duty and one of the learners in your residence fall ill and needs to go to hospital, you need to fetch the Medical Emergency File form the House Parents.

#### **You will find the following in the Medical Emergency File:**

- Money – medical emergency float
- Authorisation Form: This form you will use if you take a learner to a private hospital. You hand the form to reception at the hospital. They fill it out and send it back to HPC SSMU. There will be administration fee to pay and sometimes you'll have to go to the pharmacy to get the learners' medication – to use the float in the file.
- Letter: Steve Biko – when taking a learner to Steve Biko or any other public hospital, the letter must accompany you. This letter will give you access to the front of the queue so you don't have to wait for hours at the back of the line. There shouldn't be any costs involved.
- Not all medical aids are accepted by the private hospitals, especially medical aids from learners coming from neighbouring countries. The House Parents will contact the parents immediately to inform them and then the medical float must be used to pay for the hospital expenses.
- It is extremely important to keep all receipts, including the receipt for your parking.
- Medical Feedback Report Form: You have to complete this form while you are at the hospital:
  - Name of the athlete, sporting code, your full name and surname, specific symptoms, mechanism of injury, report on action taken (short description of what you have done but also what treatment the learner received from the doctor including diagnoses etc.), medical authorisation form number (top right hand corner of the authorisation form), tick and attach all documentation received, eg. Doctor's note, prescription, blood test results and receipts, sign and date the form.

Return the medical emergency file to the Academy Office to Ms. Cynthia Benoliel the following day. She will send all the documentation to the SSMU office.

### **7.8 Stock take: Furniture**

Each mentor is responsible for furniture stock taking on his/her floor. Behind every door in the Residence, there should be a sheet indicating what furniture is in the room. This will be different for each residence. Use the template and keep a copy of each room's sheet in your mentor's file.



## **8. Portfolio Responsibilities**

### **8.1 Administration: Minutes, Marketing and Communication**

The mentor responsible for the Administration Portfolio has the following responsibilities:

- Take the minutes every Monday evening at the Mentors – House Parents meeting.
- Send out the minutes every Friday to the mentors, the Academy Office and Mrs. De Villiers.
- Make posters on events in the Residence – socials etc.
- Make posters with general information for the notice boards.
- Send the Sign In/Out Books for printing should it be full.
- Make transport bookings for church.

### **8.2 Maintenance**

The mentors responsible for the Maintenance Portfolio have the following responsibilities:

- Once a week do a deep maintenance inspection and complete the Maintenance Report (Template Excel Spread sheet).
- Send your Maintenance Report to Ms. Cynthia Benoliel by Tuesday/Wednesday of every week.
- Always include the door number of each maintenance request you report and give detail regarding the problem so that the maintenance team is clear on what to fix.
- A report will be send back to you by Ms. Benoliel on the maintenance requests that have been fixed. You need to follow up on each request that has been fixed and give feedback to Ms. Benoleil if the item was fixed to a satisfactory level.
- For emergency requests you can send a separate email to Ms. Benoliel to forward to the relevant person for immediate assistance. Please copy the House Parents in the email.

### **8.3 Laundry**

The laundry portfolio entails the following:

There are two mentors heading the laundry portfolio – one mentor responsible for the learners in HK and the other mentor responsible for the learners in the New Res.

Learners are allowed to use the automatic washing machines and tumble driers at no extra cost. It is important that only detergent and softener suitable for automated machines are used, and that learners mark their clothing clearly to avoid items being misplaced or claimed by someone else. It is important that learners do not leave their laundry (clean or dirty) unattended at any stage.

Learners in HK all make use of the washing machines in HK Laundry room. There is a week roster with 1h30min timeslots. The key to the laundry room rotates between the mentors on duty during the week or weekend and the prefects. The HK mentor is responsible for compiling the roster and check the laundry room key register to make sure the learners stay within their timeslots. The HK mentor is ultimately responsible for following up where the key to the laundry room is.

Learners in the New Res can make use of the washing machines and tumble driers on 1<sup>st</sup> floor (girls) and 3<sup>rd</sup> floor (boys). There is a week roster with 1h30min timeslots. The key to the laundry room rotates between the mentors on duty during the week or weekend and the prefects. Learners are to keep to the laundry times as set out on the weekly roster. The NR mentor is responsible for

compiling the roster and check the laundry room key register to make sure the learners stay within their timeslots. The NR mentor is ultimately responsible for following up where the key to the laundry room is – both girls and boys floors.

A laundry service is available for learners who wish to send their washing out to be washed. The following times and conditions apply:

Hand-in: Washing may be handed in at the TSHS Residence Office (Room 1-2):

- Sunday evenings – Sponsored TuksAthletics athletes girls
- Monday evenings – Sponsored TuksAthletics athletes boys
- Wednesday – Basetsana
- Thursday – Non-sponsored athletes

Collection: Laundry will be returned as follows:

- Monday evenings – TuksAthletics athletes girls
- Tuesday evenings – TuksAthletics athletes boys
- Wednesday evening – Basetsana
- Thursday evening – non-sponsored athletes.

Please note the following:

- Laundry must be paid for in cash at the Academy Office by non-sponsored athletes.
- Cost: R35-00 per bag (wash & fold/iron).
- Only one laundry bag is allowed per week for Basetsana & AFT athletes. Extra bags should be paid for in cash
- Laundry forms should be completed with care and placed in laundry bag before handing in.
- Learners must be informed to re-use the plastic laundry bags they receive to put their laundry in. Should they lose it, they have to pay R2 to get a new bag. The mentor responsible for the laundry portfolio needs to keep record of the payments – you can have a book or file and the learners sign that they have paid. At the end of each month, the money is taken to Ms. Benoliel to be paid into the Residence account.

**Mentors responsible for the laundry portfolio should:**

- Should draw up the laundry roster, each learner having a 1h30min timeslot.
- Monitor the laundry key register.
- See that the washing machines and tumble driers are in a working condition and report immediately if a machine or drier is not working.
- See to it that the laundry rooms are kept clean, neat and tidy. The cleaners will clean the laundry rooms on a weekly basis. Should it not be clean, please inform the House Parents to follow up with the person in charge of the cleaners.
- It is the responsibility of the learners to keep the laundry room neat and tidy. Should learners leave their washing in the machines, the mentor should remove it.

## **8.4 Social**

There are 4 mentors responsible for the social portfolio – one from each residence. The mentors take turns to head the socials during the year. Social events to be organised will rotate amongst the team of mentors.

There is R2500 budgeted for a social per month.

The first social for the year is the first weekend after school has opened. This is a closed weekend and all learners are expected to stay in Res for the weekend. The programme is drawn up by the mentors on the social portfolio and the prefects. All mentors are expected to be here for the weekend to assist in the programme.

Planning the event/social, keep the following in mind:

A money order has to be made out a week in advance. Please send an email to the House Parents requesting the funds needed.

Should you want to play music using the school's sound system, you have to ask Mr. Ernst a week in advance and make arrangements to get the key for the sound room from him. You can also ask some of the prefects to assist in setting up the sound system.

Should you want a special meal for the social, one of the mentors on the social portfolio need to make an appointment with Mrs. Linda Tyrrell at the HPC Restaurant, a month in advance.

Should you want special guests to attend, like Mrs. De Villiers, please send out the invitation well in advance.

Should you need transport for the learners, you can send an email to Mrs. Eileen Pillans requesting a quote for the transport and then present it to the House Parents.

As soon as you have the cash in hand you can buy what is needed for the social. Please make sure that you keep all receipts and do the finance recon right after the weekend – listing all the expenses etc. Include the receipts and change in your report and hand it in to Ms. Benoliel no later than the Tuesday after the weekend's social.

On the Monday prior to the weekend's social, the programme must be presented at the mentors meeting.

Once the final programme has been approved, posters need to be made and put up on every floor.

We really encourage learners to take part in all the socials. Should a learner not feel like joining in, they should ask permission from mentors on duty to stay in their rooms.

## **8.5 Dining Hall**

The mentor responsible for the Dining Hall Portfolio has to draw up the dining hall cleaning roster.

The roster allocates certain duties to the learners and two prefects per day to supervise.

The duties the learners are responsible for rotates – wiping tables, mopping floors etc.

The roster is done per term and put up outside the dishing up area. The mentor responsible for this portfolio can send the rosters for printing and also laminate it at school so that it stays neat.

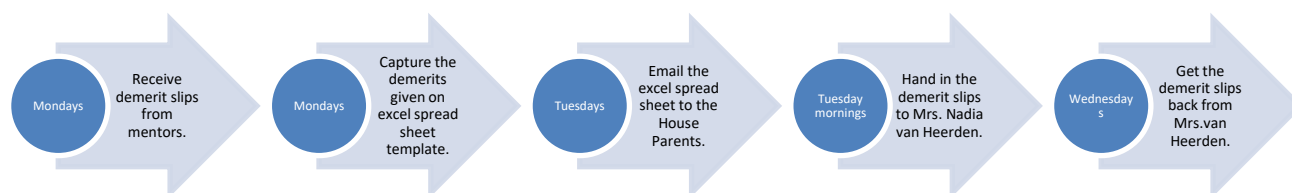
## 8.6 Cellphone

The mentor responsible for the Cell phone Portfolio get all the mentors and House Parent's cellphone invoices by the 20<sup>th</sup> of every month and complete the summary form and send it to Maritza van Heerden: : [maritza.vanheerden@hpc.co.za](mailto:maritza.vanheerden@hpc.co.za)

It is each mentor's responsibility to send his/her invoice to the mentor heading the portfolio on time. If you are late in submitting your invoice, you won't receive your reimbursement.

## 8.7 Discipline

The mentors on the Discipline Portfolio will be responsible for the process of recording demerits as follows:



### Responsibilities of the mentors on the Discipline Portfolio

- Capturing the demerit slips on the excel spread sheet template and email the template to the House Parents every Tuesday.
- Hand in the demerit slips to Nadia van Heerden in the school office on Tuesday mornings. You can scan and email her the slips ([nadia.vanheerden@hpc.co.za](mailto:nadia.vanheerden@hpc.co.za)) or hand in the hard copies. She will capture it on SMART and a text message will be sent to the parents immediately.
- You need to get the hard copies of the demerits back from Mrs. van Heerden and file it.
- Keep track of learners sitting detention.
- Keep the Detention Register up to date and have it available for the mentors on detention duty on Friday evenings.

### Residence Intervention Meetings

When a learner has accumulated 10 demerits, a Res Intervention Meeting will be held. The mentors involved in handing out the demerits will be present, the mentors on the Discipline Portfolio as well as the prefects assisting us on the portfolio.

Minutes will be taken by the mentor on the Discipline Portfolio. The meeting will be a conversation where the learner will have an opportunity to state his case and feedback will be given by the mentors involved, prefects and the House Parents.

The main aim of this meeting will be to guide the learner in making good decisions and to correct behaviour before it goes to a formal Intervention Meeting or a Disciplinary Hearing.

This is also very important to keep a paper trail and record of steps we have taken to support the learner in a constructive way and give him/her the opportunity to correct his/her behaviour.

The mentors on the Discipline Portfolio will be responsible to set up the meeting and send out the notifications to the parties involved.

### **Formal Intervention Meeting**

Once a learner is on 15+ demerits, a formal Intervention Meeting will be held. Coaches and team manager will also be informed and asked to be present. The notifications will be sent out by the school. These meetings will most likely be held in the afternoons when most of the mentors won't be able to attend.

The mentors on the Discipline Portfolio will be informed of such meetings and your file with all records of demerits given must be handed in to the House Parents. You might also be asked to write a short report on the transgressions. A print out will be made of the excel spread sheet and will act as evidence. It is extremely important that you keep the spread sheets up to date.

The Intervention Meeting will be chaired by Mr. Heinrich Ernst (Head of Discipline) and the House Parents will be present, along with the coaches and managers (as need be).

### **Formal Disciplinary Hearing**

If a learner has accumulated 18 – 20 demerits, a formal Disciplinary Hearing will be held.

Again, all demerits, reports, excel spread sheets etc must be available to the House Parents as evidence in the hearing. Mentors on the Discipline Portfolio will be informed of the date of the hearing and must make sure the House Parents have your file at least 2 days prior to the hearing.

The learner will receive a notification regarding the hearing 24 hours in advance. His/her parents or guardians must be informed and present in the meeting. The relevant coaches and managers will be present and part of the panel. Mr. Heinrich Ernst will chair the hearing and Mrs. De Villiers will also be present. For residence related matters, the House Parents will act as the 'accusers'. The transgressions will be read and the learner will have the opportunity to plead guilty or not guilty.

Please remember that photos and video clips can be included in your report as presented as evidence.

### **Cleaning the dining hall as an outcome of the Disciplinary Hearings**

It could happen that part of the outcome of a disciplinary hearing is that learners need to clean the dining hall after dinner for a certain period of time. Mentors responsible for the discipline portfolio need to draw up a register where the learners sign every evening, confirming that they did help clean. The register should be kept with the mentor on dining hall duty to make sure that the cleaning does take place.

If the learners receiving the punishment are in New Res, the mentor in New Res will be responsible to draw up the schedule and monitor that the learners are cleaning. The mentor are also to give feedback to the House Parents and we will give then give feedback to Mr.Ernst at the school.

## 8.8 Outreach and Leadership

The mentors responsible for this portfolio will have the following responsibilities:

### Outreach

Arrange an opportunity once a term where we as a Res can reach out to our wider community. You can present the event to the House Parents, mentors and prefects on a Monday evening's mentors meeting.

### Leadership

- There will be a Res assembly once a month where the mentors on the leadership portfolio can arrange a motivational speaker to address the learners.
- The mentors on the leadership portfolio should choose a topic per month and have some notes on the topic for the mentors to discuss it during floor meetings. The aim of these discussions is to have constructive conversation on life and preparing these young people for life, installing sound values.
- An example of a book to use, is John C. Maxwell's book on 'The 21 laws of Leadership'. Points of discussion can be to define a good leader and characteristics of a good leader.

## 8.9 Academics

The mentor responsible for the Academics Portfolio will have the following responsibilities:

- Get the class lists of the Gr.8 and Gr.9 classes from the school office.
- Get the list of Gr.10 – Gr.12 learners who also need to be in Study Hall from Mr. Muller.
- Draw up a Study Register (names) using the class lists and name list from Mr. Muller, with columns where learners can sign attendance every evening.
- Send the Study Register to Ms. Benoliel for printing.
- Bind the Study Register in the office.
- Monitor the Study Register – to see whom of the learners don't attend the evening sessions and give feedback to the House Parents.
- If the Study Registers are full, please send a copy to Ms. Benoliel to have a new one printed.
- Update the Study Register every term.

## 9. Emergencies

Responsibilities of mentors in case of an emergency:

### Fire Emergency

- Blow your whistle
- When you have been alerted of the fire alarm (by the sound of a hooter etc.) grab a pen and your administration file with roll call list.
- Ensure that all the mentors in the building is aware.
- All residents are to vacate their rooms by closing their room door and leaving the external door open. Meet outside Huis Karee, Lockers or New Res – at the assembly points:
- Huis Karee – Parking area in front of Huis Karee

- Lockers – Rugby field opposite the Lockers
- New Res – assembly point south of the New Res entrance
- Mentors are to line up or group the learners per floor to make it easier to take roll call.
- If learners are not present, their fellow students might be able to confirm if they are on the premises or not.
- If the responses indicate that the learners are on the premises then the House Parents will direct the mentors as to whether to check their floors, using the buddy system or delegate it to the Fire Brigade Personnel.
- The buddy system is when the mentor and someone else go to that resident's room to check if they are still in their rooms.

### **Important**

- Familiarize yourself with the location of where fire extinguishers are.
- Tampering with Fire equipment is a criminal offense.
- The primary role of the mentor and House Parents in the case of a fire alarm is to coordinate the moving of the residents out of the buildings.
- Do the final count of heads and report the number of missing residents to the Fire Department when they arrive.

### **Electrical failure**

- Check the trip switch.
- Alert the House Parents who will report it to Campus Security.

### **Warm water at the Lockers**

- Ask at HPC Reception to switch it back on.

## **10. Transport**

- Learners are only allowed to be transported by HPC/TSHS staff members.
- Transport to weekend social events must be arranged by mentor. An email can be send to Mrs. Eileen Pillans in the Academy Office: [eileen.pillans@hpc.co.za](mailto:eileen.pillans@hpc.co.za) Mrs. Pillans is at the office Mondays – Fridays between 8:30 – 13:00. You need to inform the House Parents before making transport arrangements.
- Learners are not allowed to make use of public transport. We advise learners to book transport with Mrs. Eileen Pillans 24 hours in advance for their own account – cash payment when booking the transport.

- Parents who inform the House Parents that their children will be making use of the Gautrain or Uber will be allowed.
- Learners, who have their own cars, are not under any circumstances allowed to transport fellow students.
- Learners should get a letter from the principal, Mrs. de Villiers, allowing them to drive to school.
- Church transport booking – done by the mentor responsible for the Administration Portfolio.