

Wholesale & Retail

LEADERSHIP CHAIR



Cape Peninsula
University of Technology



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to a world of opportunities."*

Project 2019/30

**Mentoring Model Using
Retail Retirees
to Develop Skills of
New Retail Managers**

APPLIED RESEARCH
LEADERSHIP DEVELOPMENT
SERVICE TO RETAIL COMMUNITY

Project 2019/30

Mentoring Model Using Retail Retirees to Develop Skills of New Retail Managers

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ABSTRACT

Organizations globally are of the view that mentorship plays an important function as far as skills transfer is concerned. While this is a common assumption, whether the concept is implemented (correctly so) requires further investigation. The purpose of this study therefore was to examine the overall state of mentoring within the retail sector.

Traditionally, in-house based training for retail managers would focus mainly on all the practical skills requirements and certain number of learning interventions on management and leadership skills. However, the benefits of post-learning interventions to support and develop personal growth and career enhancement has not been a well-documented feature in the retail sector.

This study identified and analyzed the situation amongst a sample of five retail groups and one subject matter expert consultant in order to evaluate the prevalence and contribution of current mentoring practices. The research first evaluated whether mentorship was a common feature of human resource development in general and then probed what, if any mentorship initiatives existed in the companies sampled. The aspect of career late or retired mentors was further investigated and willingness to implement mentoring processes using retired mentors.

The data collected included a review of available literature on the subject matter, with particular emphasis of utilizing retired individuals. Survey questionnaires were developed and sent by email to a range of representative in the selected retail organizations in South Africa.

The findings have thus been used to develop, a model that can be used by retailers in the implementation of a mentorship programme. This model addresses a collaborative approach that includes a number of key stakeholders, namely the Wholesale and Retail SETA, retail organizations and professional bodies.

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CHAPTER ONE

INTRODUCTION

This study grew out of the need to research the current state of mentorship in South Africa and to propose appropriate models for mentorship that will be in line with the needs of individual retail organizations and the overall sector. It has been anecdotally suggested that there is a large cadre of experienced but 'older' retail managers, who are in line for retirement in the short to medium term, although evidence for this is not available. The Wholesale & Retail Sector Education & Training Authority (W&RSETA) is of the opinion that this extensive body of knowledge and experience should not be lost but should be retained and transferred to early career retail managers in the form of professional mentorships.

There is a critical shortage of managers in South Africa in general which is highlighted in the National Skills Development Plan 2030 and which are addressed as Outcome 1 of the plan (DHET, 2019). This shortage of managers also applies to the retail sector as is evident from the findings by the W&RSETA on critical scarce skills and scarce occupations compiled in the 2017-2018 sector skills plan (W&RSETA 2017/2018). This study therefore investigated the concept of mentoring by suitably trained retired (or late career) managers through knowledge transfer to new and junior managers.

In an attempt to increase their management pools, many retailers have introduced in-house structured retail store management programmes in order to alleviate the shortage of skilled managers who are available and competent to manage a retail store. This is also especially important in terms of meeting equity targets by recruitment and development of previously disadvantaged groups who in the past had not found career opportunities in the retail sector. This argues very strongly in favour of mentorship practices in order to enhance and increase personal growth opportunities especially for young graduates entering the sector. A paper by Truman, Venter and Mason (2017) investigated the claims of sector employers that retail graduates of the Cape Peninsula University of Technology (CPUT) Retail Business Department "... do not have practical workplace experience and skills required to cope in the workplace both from a psychological and technical capability perspective" (Pop & Barkhuizen, 2010). Employers are thus unable to use these graduates to fill their skills requirements as a result of this lack of practical skills and experience.

"Universities produce the wrong type of graduates who are not of high quality and not suited to specialized positions" (Pop & Barkhuizen, 2010). This particular challenge further indicates

the need for and importance of structured and effective mentorship programmes to overcome some of these alleged problems. The study referred to above proposed an extension of scope of Work Integrated Learning (WIL) programmes to increase the retail employment prospects of the graduates from CPUT's retail business management department. This proposed concept of WIL places a graduate under a mentor at that particular organization for on the job training.

1.1 RATIONALE FOR THE STUDY

The shortage of competent retail managers has been identified as one of the critical skills in the retail sector in South Africa. This is owing to the ease of employment entry into the sector as a result of less strict education or experience requirements. It is believed that retail organizations suffer from mistakes that could be avoided which are the consequence of factors such as lack of skills, new graduates and general lack of management knowledge.

While this is the case, managers who have retired possess a wealth of experience and knowledge that is lost as soon as they leave the organization. The purpose of this study therefore is to develop a mentorship model that will facilitate the use of such skills before they are lost.

The focus of this study grew out of the need to develop a model to guide the implementation of a mentorship programme for the retail sector by using the experience and knowledge of retired or soon to retire (late career) managers. Furthermore, there is a paucity of information as to the state and nature in South Africa concerning the retail sector. This study provides an opportunity to understand mentoring and how the practice can add value to learning and development in the sector.

In addition, this study will:

- Contribute greatly to the pool of knowledge by highlighting the role of mentoring in the retail sector by adding new insights into the topic of post-retirement opportunities for individuals who wish to continue contributing to the growth and success of the sector.
- Assist the Wholesale & Retail SETA in identifying the role it can play in the establishment of a successful mentoring programme and thus reduce skills shortage in the South African retail sector.

1.2 RESEARCH AIM

The main aim of the study is to develop a mentoring model using either retired or soon to retire managers in order to implement, monitor and promote professional and effective mentorship practices in different types of wholesale and retail businesses.

1.3 RESEARCH STATEMENT

Retired and late career employees possess a wealth of knowledge and experience that somehow should be retained by organizations. While this is good idea, the implementation and its structure, for organizations remains a challenge. In most cases the concept of mentorship is carried out through the application of coaching principles, hence the two concepts are used interchangeable. It is for this purpose that a study of this nature was deemed necessary, to develop an industry specific mentorship model that can be used by retail organizations wishing to transfer the experience and knowledge of retired, or late career, managers, to early career managers.

1.4 RESEARCH QUESTIONS

In order to meet the above aim, the following questions will need to be answered:

- 1) To what extent is mentoring practiced in the Wholesale and Retail sector?
- 2) Is the concept of making retired mentors available to the Wholesale and Retail sector a viable and interesting prospect?
- 3) Are wholesale and retail organizations willing to make use of trained mentors who were previously in the full-time employment of competitor companies?
- 4) Will the concept of implementing mentorships by means of collaboration with professional bodies enhance the reputation and viability of mentoring or should this be left to individual organization's sole initiative?
- 5) How can the W&RSETA play a role in terms of funding and support to engage with stakeholders to promote mentoring in the sector?

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This section contextualizes the literature available in the subject area of the study which focuses on mentorship in the workplace. The review of literature commenced with an overview of global theories and practices.

One of the objectives was to gain an in-depth understanding of the various benefits of structured mentoring practices to organizations and to individual protégés. This was of particular importance as the initial impressions of mentoring was that it did not seem to be all that prevalent, specifically in the retail sector.

The evolution of the concept of mentorship in the global perspective can be traced back to the last 40 years. The mentoring theories began to coalesce on its significance to career and leadership development and mostly its benefit to the organization (Kram, 1985; Levinson, Darrow, Klein, Levinson & McKee, 1978; Scandura & Pellegrini, 2007).

While the literature expanded on the subject area, yet the structure remained unclear. For the most part, the concept of mentorship, which remains interchangeably regarded as coaching, has been informally practiced in many organizations; hence the purpose of this study to develop a model that can be used by organizations wishing to implement mentorship, particularly using retired persons (or soon to retire employees).

2.2 DEFINING MENTORSHIP

Through the centuries, the word “Mentor” has come to mean a trusted advisor and counsellor, and the mentoring relationship today seems to have become a primary method to grow and develop potential leaders. Wright (2004) highlights that the legendary Homer’s Mentor was the trusted friend whom Odysseus left in charge of Ithaca, as he departed for the Trojan War. Disguised as Mentor, the goddess Athena helped Telemachus, Odysseus’s son, to search for his father.

Mentoring reflects “the promise of relational leadership” according to Wright (2004), who poses that “one of society’s significant needs is the continuous development and maturation of its leaders”. Based on “many years of mentoring and being mentored”, he believes that a give-and-take relationship is fundamental to effective mentoring.

Mentoring takes place in many settings and levels; the needs of mentors and protégés (mentee) are both challenging, comments Wright (2004), and he emphasises that **“for seasoned leaders approaching retirement, mentoring is a life-giving way of being called to retirement, rather than merely defaulting to retirement.** For those still engaged in the daunting job of active leadership, mentoring is a way to bring all the advantages of contemplation and an unbiased perspective to an active life.”

Poon (2006: 9), writing on servant leadership, proposed that this form of leadership style depends on mentoring for its ultimate efficacy and success. The power of mentoring is expressed in this excerpt concerning servant leadership:

“Our understanding of transformation as it relates to servant leadership and mentorship requires additional study. Future research, both quantitative and qualitative, needs to be conducted to more fully explore what is meant by transformation, particularly as it relates to the joint journey travelled by both the mentor and mentee through moral love, humility, altruism, authenticity, self-awareness, integrity, trust, empowerment, and service” (Poon 2006: 9).

Kram (1985: 111) identified eighteen different types of developmental relationships which she then filtered into two broad mentoring roles: career development and psychological support strategies. The author suggested that the functional aspects of the workplace that may result in “career advancement” may include “sponsorship, coaching, exposure, visibility, protection and providing challenging assignments.” Furthermore, the author noted that for mentoring, these are related to psychosocial functions such as, “... enhance the protégée’s sense of competence, clarity of identity, and effectiveness in the job through role modelling, counselling, and friendship.

Kram (1985) puts emphasis on the importance of the quality of the emotional bond between a mentor and the protégé. This justifies the outlining of the psychological aspect in the mentoring process.

2.3 PRINCIPLES OF EFFECTIVE MENTORING

This section draws on the analysis of Stoddard (2003) who highlighted eight principles governing effective mentoring. This is drawn from the notion that the mentoring process includes a number of expectations of positive outcomes accompanied by behavioural changes on the part of a protégée.

In the context of workplace situations, these outcomes are expected to show improvements in job performance, improved employee retention, sustainable financial results and positive customer service standards. The assumption therefore is that mentoring is associated with positive behavioural outcomes. It is believed that protégés undergoing mentoring will “buy into” the mentoring process and recognize its underlying potential benefits.

An important aspect is the manner in which protégés are placed into a mentoring process. This reverts to the aforementioned issue of the personal relationship a mentor creates and maintains with his or her protégé (Kram, 1985; Wright 2004). This stresses the critical importance of the recruitment of mentors and mentees, and furthermore, of whether organizations should retain their own mentors or should organizations such as the Wholesale and Retail SETA establish a mentor database? Potential recruitment problems may also exist, for example, the possibility of an excellent mentor being linked with a mentee in a retail organization that is not a preference of that mentor.

2.4 RESPONSE INITIATED MENTORING

The significance of the mentor-mentee match remains a critical success factor in the mentoring relationship. One such factor that results in a dysfunctional mentorship relationship is due to organizations utilizing mentorship as a treatment of symptoms (poor performance, organizational issues and correcting negative behaviours to mention a few); rather, it should form part of the team to which the mentee belongs in the organization, as a preventative mechanism (Fagensen, 1988; Underhill, 2006). In addition, factors such as diversity, in particular gender and race, have an influence on the mentorship mis/match (Underhill, 2006).

In developing countries such as South Africa, senior positions in major retail organizations are still occupied by predominantly white, male figures and these incumbents could prove to be barriers to developing positive mentoring relationships. There is a substantial amount of research on all aspects of how organizations experience a breakdown in intended mentoring

outcomes, due to either prejudices or unintended consequences of mismatched mentor-mentee (O Neil & Blackbeard, 2002). The authors further noted the scarcity of female mentors.

We consider gender biases an important aspect of this research because of the biased gender preferences that we assume would exist in a South African retail context, in which males predominate in senior management roles.

2.5 DIFFERENT FORMS OF MENTORING

The extensive literature reviewed in the subject area revealed that the concept of mentorship has been implemented in various forms depending on the organization. This supports the purpose of this study which aims at developing a model specific for retired or soon to retire managers in retail organizations (focusing on a specific area and purpose).

2.5.1 Mentor as role model

Appreciating the broadness of mentorship and the application of it therefore, one such implementation format has been that of role modelling. It has been viewed as a role modelling form of psychosocial support that focused on the person's emotional state in conjunction with environmental factors that impinge on his or her ability to function in the workplace (Baird & Kram, 1983; Kram & Ragins, 2007; Ragins & McFarlin, 1990). Psychosocial support is achieved when there is a high level of understanding and agreement between a mentor and a mentee.

Another popular format of implementing mentorship is team mentoring which involves the use of a number of mentors who work as a team to mentor their mentees. Williams (2000) suggested the efficacy of protégés gaining mentoring in a multi-disciplinary model in which mentors are drawn from various disciplines (Baugh & Scandura, 2000). Furthermore, mentorship in this format can also be mixed with mentee to mentee (where mentees learn from each other) and linking one mentee with various mentors, looking at experts in the various areas of the mentee's key performance areas.

It is essential to raise the issue of how mentoring practices are integrated with other relationships in the hierarchy of a workplace, such as supervision/management and the impact of leaders on an individual and a group. This is a complicated issue as it includes a range of factors that influence effective mentorship. These factors create barriers to employee

development and may be affected by company cultures, leadership styles and environmental factors. Levinson et al. (1978) notes that some employees enjoy high-quality exchanges with their managers, characterized by a high degree of mutual trust, respect and obligation (“in-group”), whereas others experience low-quality exchanges, where the employee fulfils the job description requirements, but contributes nothing extra, although the relationship remains within the bounds of the employment contract (“out-group”).

Available literature supports the approach that mentoring relationships have positive benefits for employees who have been exposed to structured and purposeful mentoring processes (Castro, Scandura & Williams 2004). Graen and Scandura (1987) identifies the importance of the role of supervisor-subordinate relationships in mentoring as crucial in order for new employees to settle down and adapt to organisational mores and cultural norms.

Graen and Scandura (1987) were the first to develop a 15-scale multidimensional measurement to evaluate the success of mentoring relationships, which was later reduced to a 3-scale measurement by Scandura and Ragins (1993). This 3-scale measure incorporated the elements of career support, psychosocial support and role modelling. These three elements will be considered for incorporation into a South African model for mentors and their protégés. Since this study is mainly focused on retirees as mentors for the retail & wholesale sector, role modelling is therefore one of the most important features that is significant in this study.

2.5.2 Mentorship model

The literature reviewed has not shown any mentorship model for retired or late career manager, specific to the retail sector. This justifies the purpose of this study which is aimed at developing such a model. It is to be noted though, that while it is expected that modes of communication or interaction between the mentor and mentee need to be discussed, due to time constraints the study is limited to model development, and thus modes of interaction can be regarded as a possible gap for future research.

Table 2.1 below provides a summary of the various types of mentorship relationships:

Table 2.1: Types of mentorship relationships

No.	Type of Mentoring	Description
1	Formal Mentoring	Structure with adequate resources
2	Peer Mentoring	Between colleagues in the same level of the job hierarchy.
3	Situational Mentoring	Established for a special purpose or to deal with a specific matter.
4	Supervisory mentorship	Strong emphasis on the work and tends to become a mix of coaching and mentoring
5	Trainee Mentorship	On request of trainees, aimed at building mentoring relationships.
6	One-on-one mentoring	Most common form, built on personal relationship and usually exists for a very long time.
7	Group mentoring	Aligned groups work with a mentor or mentors or team members mentor each other. Does not usually encourage personal relationship between the mentee and group mentor.
8	Industry mentor	This form refers to a mentor and mentee relationship that is not necessarily formed by the organization; however, mentor is an expert in the field of the mentee.

While there may be more types of mentoring practices, the list provided here covers the most frequently suggested types in use. Mentoring, as seen above, takes place in many settings and levels and the needs of mentors and protégés (mentee) are challenging for both.

“For seasoned leaders approaching retirement, mentoring is a life-giving way of being called to retirement, rather than merely defaulting to retirement. For those still engaged in the daunting job of active leadership, mentoring is a way to bring all the advantages of contemplation and unbiased perspective to an active life” (Wright, 2004:69).

2.6 MENTORING IN THE SOUTH AFRICAN CONTEXT

Coaching has “grown tremendously” in South Africa, according to a fact sheet from the South African Board for Personnel Practice (SABPP, 2013), which also noted the confusion caused by the overlap between what constitutes mentoring and the actual definition of mentoring. The Coaches and Mentors of South Africa (COMENSA, n.d) has defined coaching and mentoring as follows:

- “Coaching is a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level.”
- “Mentoring is a partnership in which a mentee is assisted in making significant advances in knowledge, perspective and vision in order to develop their full potential, ... new learning and insight.” (COMENSA: n.d).

While there is no specific model or success story within the South African context as far as mentorship in the retail sector is concerned, the concept itself can be seen to be of value for both the mentee and the organization.

2.7 MENTORING IN THE WHOLESALE AND RETAIL SECTOR

The contribution and benefits of mentoring to career development of retail managers was assessed by Broadbridge (1999). Based on a sample of 132 store managers in the UK, the author concluded that for half this number who had been in the position of a protégé and thus mentored, “*Mentoring was found to play an important role in the development of a protégé’s current job, career and self-development.*” On the other hand, the outcomes concerning the other half who had not been mentored, there was no significant impact on these employees’ career ambitions. “However, it appears that the advantages of mentoring as a management tool far outweigh any disadvantages” (Broadbridge, 1999).

There appears to be a great deal of mentoring activity aimed at Small, Medium and Micro Enterprises (SMMEs). However, these activities are primarily aimed at capacitating entrepreneurs at the business start-up stage, operating and managing a small retail enterprise. The mentoring is mainly implemented by a range of organizations, including the NGO sector, educational bodies, the W&RSETA and even private sector companies, of whom major retailers and wholesalers play an important role. Maluleke (2013) has highlighted the problems with mentoring in the SMME sector, indicating that mentorship was less impactful than intended due mainly to the quality of selected mentors and insufficient mentor training. It is to be noted that the study was primarily targeted at SMMEs in general rather than large formal retailers (as per the context of this research).

CHAPTER THREE

RESEARCH METHODOLOGY

This section describes the methods and methodologies that have been applied in the process of collecting, analysing, and interpreting the data. The selection of the approach, design and sampling has been carefully thought through in order to ensure that it considers the aim of the study and desired outcome.

3.1 RESEARCH METHOD

The study followed the qualitative method which was deemed suitable for this type of a study. Unlike the quantitative approach, the qualitative approach considers the feelings and emotions worth interpreting and is thus generally “used to collect in-depth details on a particular subject” (Rahi, 2017). This approach is suitable for a study of this nature as it focuses on interpreting the experiences of those who are directly affected by the phenomenon. In addition, a qualitative approach is more interested in the interpretation of the subjects’ or respondents’ ideas, rather than the researcher’s interpretation (Rahi, 2017).

3.2 RESEARCH DESIGN

The research design applied in this study is the survey. Survey research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160 as cited in Ponto, 2015). Rahi (2017) adds to this by stating that research design refers to the collection of data through interviews or pre-determined questionnaires. Structured questionnaires were distributed to representatives in the operations and human resource departments in various retail organizations.

3.3 DATA COLLECTION

The data collection process commenced with a detailed review of literature which is summarised in Chapter 2. In the process, considerable literature was reviewed that was not finally used in Chapter 2. Since we believe much of this literature is important, we have listed it as a “reading list” in Appendix E. We encourage people interested in reading further on mentoring to refer to this list.

Thereafter an exploratory study which was conducted through semi-structured interviews with a small number of wholesale and retail organizations, human resources consultants, coaching and mentoring consultants and the Qualifications Management Body (QMB) of the W&RSETA. This provided guidance on the type of data to be collected, on the population and on the sample size. The participants completed the questionnaires through an on-line survey tool. Two cases were reported where two respondents experienced challenges with completed the on-line survey, in which case a member of the research team conducted a telephone interview.

3.4 POPULATION

The target population for the research was focused on human resources departments and included a small number of senior operational managers. The intended target retailers were retail chain stores (large and medium sized), including fashion, household (FMCG) and building supply retailers. The representative at each organization was nominated by the human resource department of the specific retail organization.

3.5 SAMPLING

The sample for this research included a total of five retail organizations which is a combination of large and medium sized organizations and one industry expert consultant. The respondents from the participating retailers included senior executives and senior and middle management.

The decision to include an array of respondent such as functional managers was for the purpose of gathering a variety of opinions, providing a more balanced and comprehensive view on the practice of mentorship.

3.6 DATA ANALYSIS

As a result of a three months' delay in the commencement of the project between the project sponsor and managing organization, the data analysis component had to be outsourced in order to ensure that the project was completed as per planned date. A professional data collection and analysis research service was thus appointed for this part of the project.

3.7 ETHICAL ASPECTS

The entire process of this research, particularly data collection, was conducted at the highest level of ethical consideration. An ethics clearance certificate was granted by the Cape Peninsula University of Technology's (CPUT) ethics committee following submission of a research proposal. The approval of the ethics clearance is based on acceptance of ethical considerations of the research which is within the boundaries of the ethics policy of CPUT.

Participants were guaranteed confidentiality and the purpose of the study was explained. The participants were also made aware that their participation in the study was not obligatory and thus they had the right to not answer any question they felt uncomfortable in responding to.

The following key issues were discussed with the participants prior to their participation in the study:

- The participants were made aware that the study includes observation as a method and thus their reactions will be observed.
 - Participants were advised that they may withdraw from the study at any time without giving a reason.
 - Participants were advised that they are not obliged to answering any questions they do not feel comfortable answering.
 - Participants were assured the confidentiality of their personal information and that their personal details would not in any way be published or used for any reason other than the study being conducted.
 - Participants were also advised that they may request a copy of the study from the researcher upon completion
 - Participants were briefed before and after their participation about the full study and the value of their contribution
-

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section provides an analysis and interpretation of the data collected. This discussion is conducted in a manner that is aimed at achieving the research objective, which is to develop a model for the use of retired or retiring retail managers as mentors of early career managers.

4.1 STAKEHOLDER REACTIONS

The survey was designed to involve only a small sample of large FMCG retailers and a limited number of medium-sized retail companies in order to reflect the views of specialty retailing. The overall focus was to assess the attitudes of retailers first on mentoring as a development tool for talent management, and then to address the concept of utilizing retired employees as mentors. A key, and very important, factor was the question of whether a retailer would use their own retired employees as mentors and thereby continue to invest in, and benefit from, their experience, or if they were willing to engage mentors who had previously been in the employ of other retail companies, i.e. possible competitor organizations. The research team regarded this as one of the core issues that had to be addressed.

The research tactic was to engage with senior human resource (HR) company officials, such as directors or general managers, and/or group heads of learning and development, and senior operational managers. Survey documents were thus directed at this group of individuals who were decision-makers and could understand the strategic value of mentoring as a means for developing the competencies of those new to the sector and a career in retail management. It was believed that this approach would provide qualitative information about the current state of mentoring and, hopefully, an expression of interest to use retirees in their respective organizations.

While the retail organizations displayed interest in the idea of participating in a study that aimed at developing a mentorship model by retired employees during the exploratory study, this was not the case when the data collection process commenced. The participants raised some concerns, and these can be seen in the summary in Table 4.1 below.

Table 4.1: Summary of concerns by retail organizations

Responses	Large Company	Medium Company
1	Fear of raising expectations to offer post-retirement employment which cannot later be fulfilled	
2	Will not use retirees as mentors	Will not use retirees as mentors
3	Not willing/unable to draw reports from payroll database	A group policy is required on this

Undoubtedly, findings revealed a singular lack of overall interest from the targeted organizations to participate in the data collection. One of the participating organizations was quite clear that they have no interest in mentoring as this is not part of their learning & development objectives.

The research team then undertook to phone all the companies to whom the invitation to participate had originally been sent and to request a willingness to complete the research documents online. This too did not elicit the desired response rate, despite expressing an interest to do so. After a period of about 3 weeks, the researchers decided to conduct telephonic one-to-one interviews, and this resulted in completed research questionnaires and thereafter a snowball approach was applied, whereby referral to the initial targeted organizations was requested from those who had successfully participated through their network.

4.2 RESEARCH FINDINGS

The researchers are nevertheless confident, despite the difficulties in encouraging retailer participations at first, that the data obtained allows an opportunity to provide a reliable outcome regarding the scope of the research project to “develop a mentorship model using retired or retiring retail managers as mentors”. It must be emphasized that the telephonic one-to-one discussions between the researchers and retailers yielded a great deal of relevant details, in fact more than was originally envisaged.

The documented interviews and the online submissions were analysed by the data collection and analysis company and the main conclusions are presented below.

4.3 PROFILE OF RESPONDENTS

A total of 31 responses were received from a total of 6 participating retailers, broken down as shown in Table 4.2 below.

Table 4.2: Breakdown of participants

Format	Number of retailers
Large FGCM	1
Medium FGCM	1
Large General merchandise	1
Franchise FGCM	1
Large Clothing	2
Total	6

The percentage participation by individual retailers based on number of participants from each company is shown in Table 4.3.

Table 4.3: Breakdown of participants by company

Companies	% of participants for the company
Company 1	63%
Company 2	10%
Company 3	4%
Company 4	4%
Consultants	4%

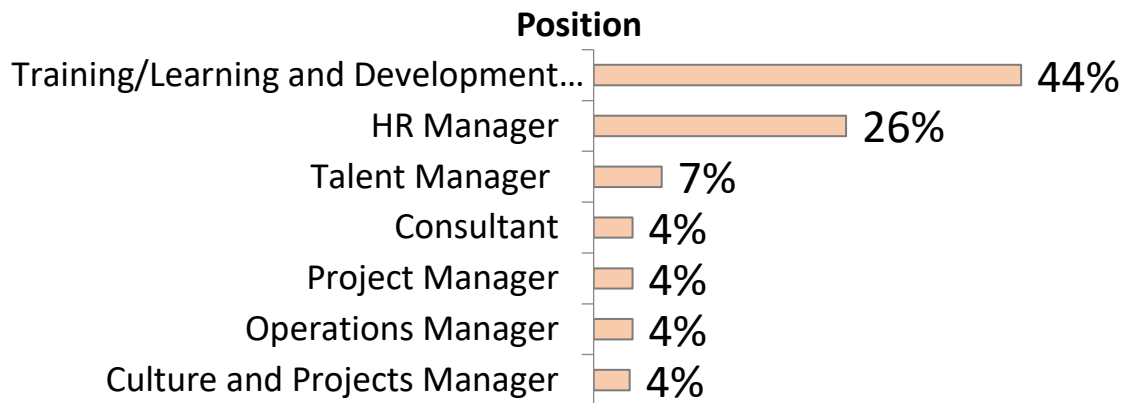
A spread of the job descriptions of the company officials who participated in the online submissions and personal telephone interviews is provided in Table 4.4.

Table 4.4: Job description of participants

Job descriptions	Individuals
Skills development Manager	1
Senior Talent manager	6
Group Head of L&D	1
Group Head of HR	1
Senior HR Manager	7
Training manager	9
HR Project Manager	1
Senior operations manager	3
HR Business Support Executive	1
HR Independent HR consultant	1

The positions of the respondents in their companies are shown in Figure 4.1.

Figure 4.1: Position of respondents



4.4 DESCRIPTION OF RETAILERS THAT PARTICIPATED

Key data concerning the nature of the retail firms that participated in the survey is provided below. Figure 4.2 illustrate the wide coverage of the participation by medium and large retailers.

Figure 4.2: Number of employees

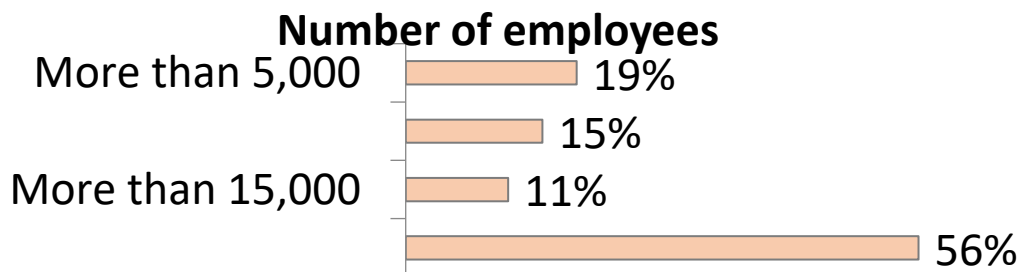


Figure 4.3 illustrates, via the number of stores per retailer, that the participation covers the full spectrum of medium and large retailers.

Figure 4.3: Number of stores

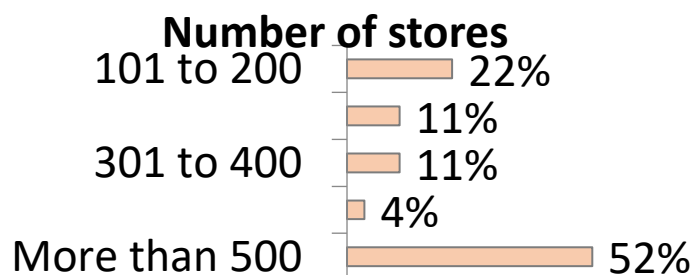
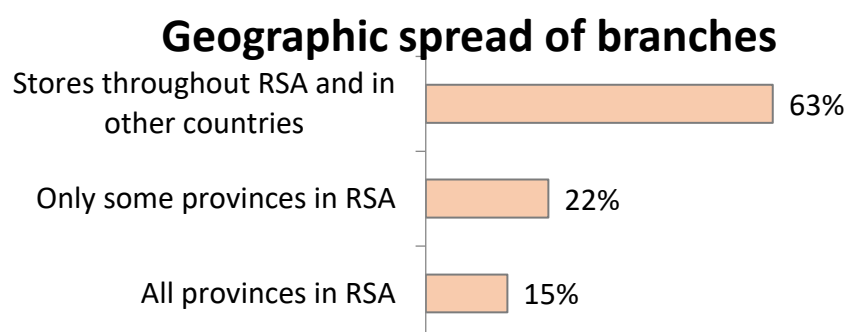


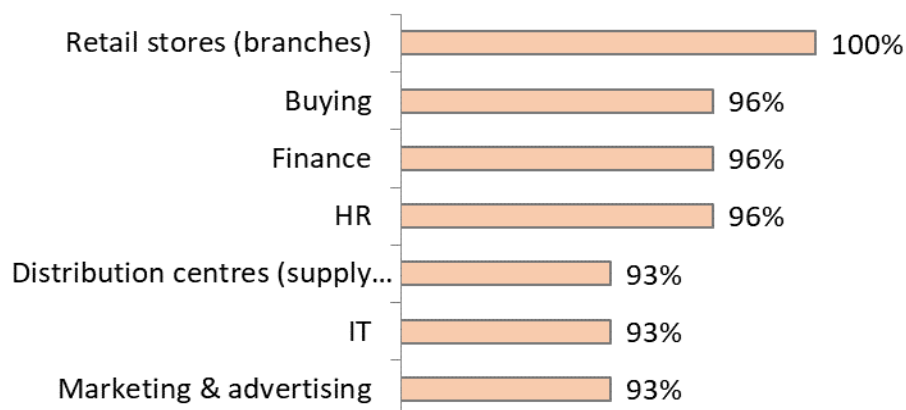
Figure 4.4 illustrates the participation was achieved from across the whole of South Africa.

Figure 4.4: Geographic spread of branches



The participants came from a number of different departments in their firms, as is reflected in Figure 4.5. This is important to the research outcomes as it was thought that certain more skilled areas in retailing may require more extensive and frequent mentoring, although this was not specified in the survey.

Figure 4.5: Spread by organizational department



The number of employees, number of stores and the geographic spread is further summarised relative to the department in Table 4.5. This again illustrates the satisfactory spread of respondents which provides confidence in the representativity of the sample.

Table 4.5: Cross tabulation of respondent demographics by organization department

		Number of stores					Number of employees				Geographical spread of branches		
	Total	101 to 200	201 to 300	301 to 400	401 to 500	More than 500	More than 5,000	More than 10,000	More than 15,000	More than 20,000	Stores throughout RSA and in other countries	Only some provinces in RSA	All provinces in RSA
n=	27	6	3	3	1	14	5	4	3	15	17	6	4
Retail stores (branches)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Buying	96%	100%	100%	100%	100%	93%	100%	100%	100%	93%	94%	100%	100%
Finance	96%	100%	100%	100%	100%	93%	100%	100%	100%	93%	94%	100%	100%
HR	96%	100%	100%	100%	100%	93%	100%	100%	100%	93%	94%	100%	100%
Distribution centres (supply chain & logistics)	93%	83%	100%	100%	100%	93%	80%	100%	100%	93%	94%	83%	100%
IT	93%	83%	100%	100%	100%	93%	80%	100%	100%	93%	94%	83%	100%
Marketing & advertising	93%	83%	100%	100%	100%	93%	80%	100%	100%	93%	94%	83%	100%

It is significant that the retail departments to which requests were sent by the retail management tended to be 'support services' type departments, and not specifically retail shop floor orientated. This leads to the conclusion that for some retailers, these 'support service' departments represent current mentoring activities, or possibly for future focused mentoring.

4.5 ANALYSIS OF RESEARCH QUESTIONS

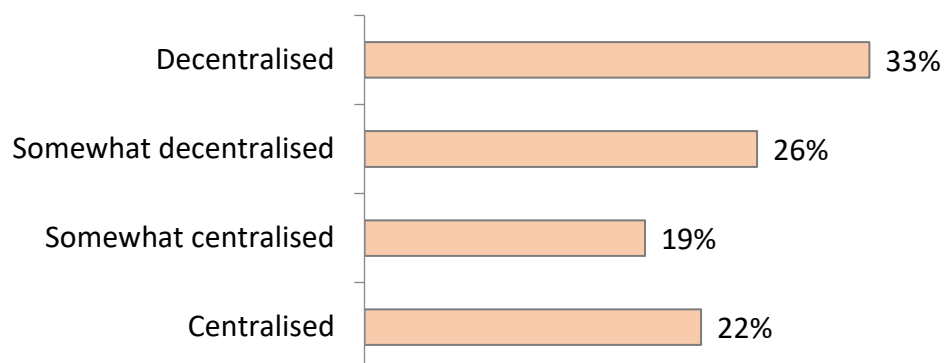
The answers obtained from participants to the key questions that were designed into the questionnaire for answering the research questions shown in Section 4.1, are provided in the sections that follow.

4.5.1 Decision making nature of the firm

The research requested the degree of centralization or not, as a means to understand from where mentoring policies and strategies originate. The assumption was that the more centralized a company the more a decision to select a mentoring model would need to be

made by head office executives exclusively. The opposite may be true for a less-centralized organization.

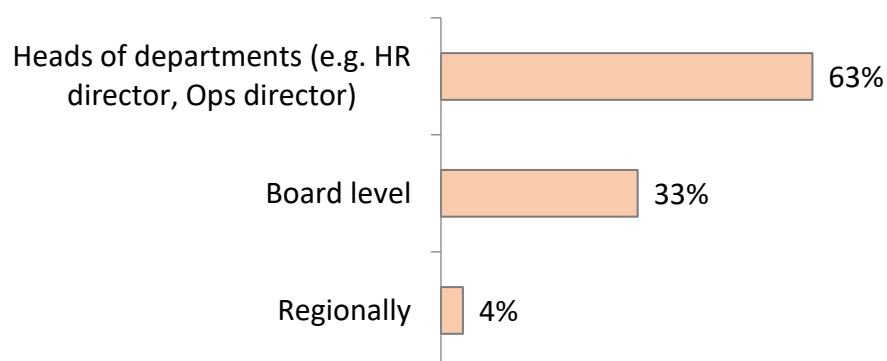
Figure 4.6: Decision making nature of firm



4.5.2 Location of final decision to implement a structured mentoring process

This concept of centralisation or decentralisation was then validated by the data showing where decisions to mentor would come from. This may indicate that heads of Learning & Development, or similar group titles of those responsible learning activities, could make the decision to implement mentoring.

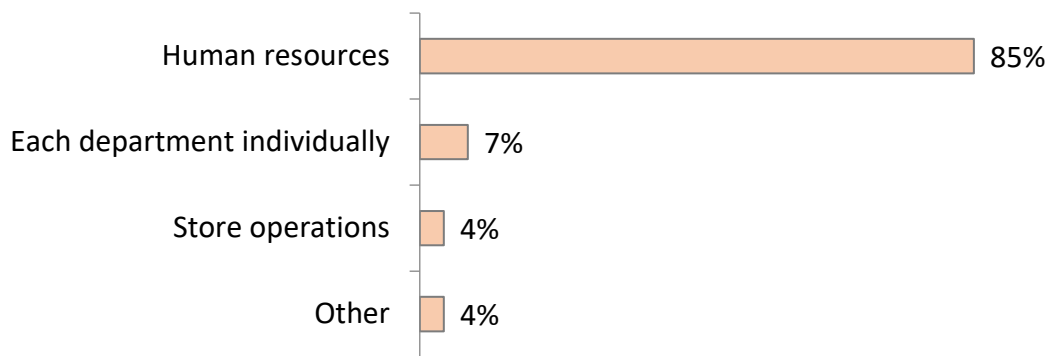
Figure 4.7: Location of decision making



4.5.3 Functional department responsible for implementing mentoring project

However, despite the apparent centralised focus given above, Figure 4.8 reflects where mentoring, and subsequently other decisions about workplace learning, are taken. The assumption is therefore that divisional and or regional HR decisions may play a role in mentoring decisions and processes.

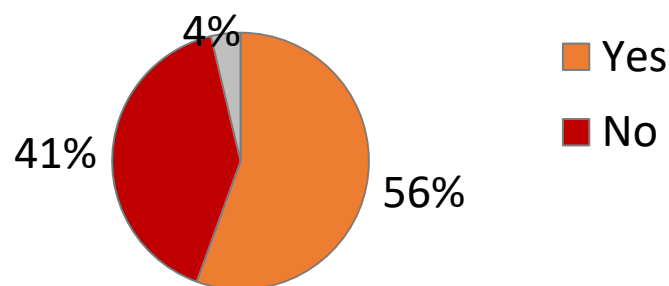
Figure 4.8: Location of responsibility for mentoring



4.5.4 Does the organisation currently have a mentoring process in place?

Figure 4.9 reflects the answers to the question as to whether the form has a mentoring process in place.

Figure 4.9: Presence of mentoring process



The figure of 56% is far higher than the current perception on mentoring. It is recommended that caution is taken as these responses may reflect the confusion misunderstanding around the differing roles and functions of coaching and mentoring. Coaching is a far more common learning engagement than mentoring. The SABPP report (2013) states in its introduction that,

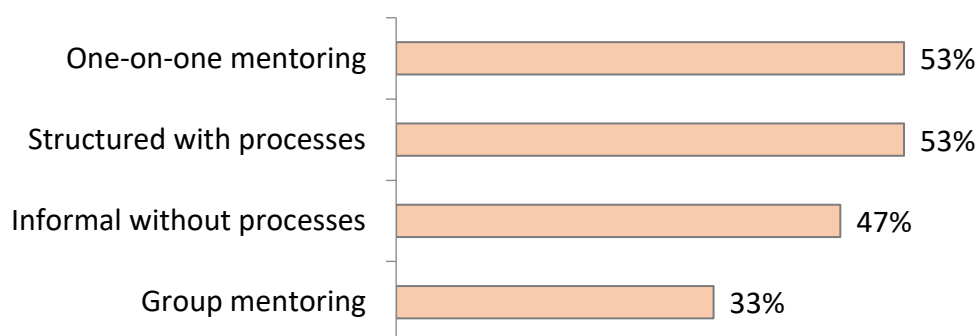
- “coaching has, over the past two decades, grown tremendously...
- Mentoring often overlaps with coaching. Definitions vary widely and sometimes contradict each other – what one organization or person calls mentoring, another calls coaching and vice versa.
- Mentoring often co-exists with coaching programmes, and where they do it is important that a clear distinction is made between the two in terms of purpose, who are the mentors and who are the mentees
- ... a mentoring programme in one organization may differ greatly in another organization” (SABPP report: 1-7).

From the SABPP and COMENSA reports it is reasonable to assume that the 56% accounted for in the survey is likely referring to more coaching activities than actual mentorship.

4.5.5 The description that best suits the mentoring process in place

Respondents were requested to state the preferred type of mentoring in their organizations, with results being reflected in Figure 4.10. The high score for 'informal' is probably indicative of the confusion concerning coaching and mentoring

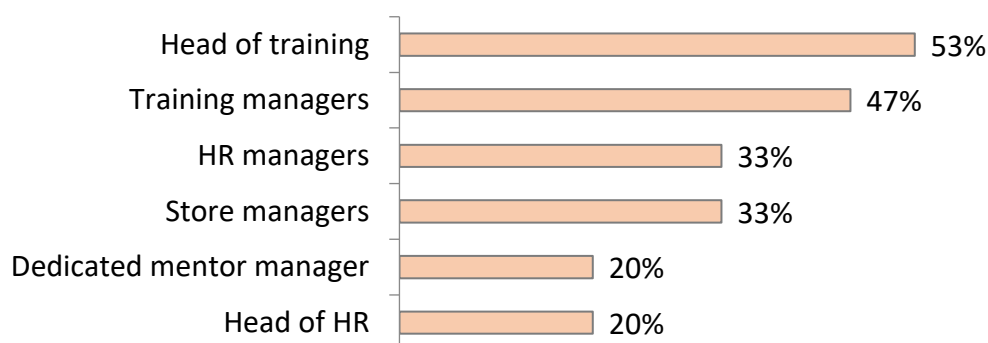
Figure 4.10: Nature of mentoring process



4.5.6 Who is responsible for the mentoring function?

When asked where responsibility for conducting mentoring lies, the participants responded as indicated in Figure 4.11. This represents a fair distribution of responsibility with accountability most likely remaining with the Head of HR.

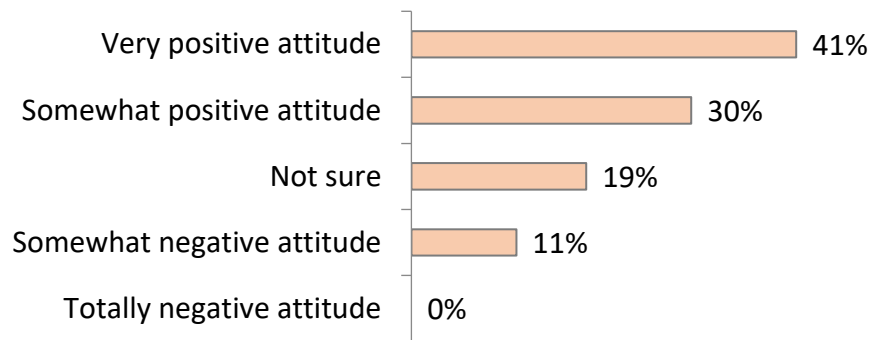
Figure 4.11: Responsibility for mentoring function



4.5.7 Organization's attitude towards mentoring

Participants were asked about their organization's attitude towards mentoring as a personal and/or career development tool. Their answers are summarised in Figure 4.12.

Figure 4.12: Organization's attitude towards mentoring



Although a total of 71% of the respondents were favourably disposed towards mentoring, it has to be questioned whether this response is a reliable indicator, given the confusion between coaching and mentoring.

To better understand the issues surrounding the attitudes towards mentoring, the participants were asked for reasons for these attitudes towards mentoring. Table 4.6 lists a summary of the reasons given:

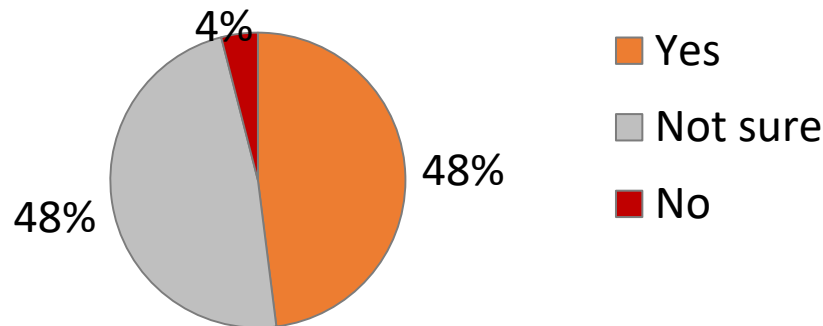
Table 4.6: Attitudes towards mentoring

Very Positive	Somewhat positive	Somewhat negative	Negative
<ul style="list-style-type: none"> • Important to promote/monitor inter-age group communication, Part of company culture to grow its people, Offer opportunities for personal and career growth • Best way to develop employees working in wide geographical area • The group is extremely volatile and rapid change is always happening. Training plays a major role in the operational procedures and it is an integrated and does not stand alone. Our divisional team is positive towards changing behavior and ensuring that our staff is skilled and competent to enable them to perform optimally. We believe that mentors can ensure that new managers are able to cope in a FMCG organization • Great culture of learning and development • We will be implementing a mentoring programme in this year and the support for it was very good • Gives retired employee/managers an opportunity to pass on their wealth of expertise to the younger generation within the business. Also keeps them actively involved in the company they dedicated their life. • Succession plan • The pivotal role of mentoring in inculcating the required behaviours, knowledge, and attitudes for maximum productivity is acknowledged and embraced. Mentoring is paramount to people development. • A great culture exists in the organization primarily because of the company's origins which are rooted in family, entrepreneurship and passion. Considering the size of the entity it does still manage to have a personal approach when it comes to employee growth. • Part of the company culture to grow its people, ensure capable people are available 	<ul style="list-style-type: none"> • We need to introduce a proper programme and manage it throughout all stores. • Succession planning and or mentoring is somewhat stagnant, and some employees are very strict on providing their own skills and knowledge in fear of them losing their jobs or someone doing better than them with their knowledge. • Unknown • Everybody is busy, and to make additional time for mentoring can be a possible barrier / risk to the success of the programme • I think sometimes there is no proper focus because of strenuous deadlines • They have not yet fully seen the benefits • Requires more structure • Mentoring is not yet a formal methodology within the company 	<ul style="list-style-type: none"> • Not really sure what mentoring means • Not sure • We are not aware of structured Mentorship programmes in place. I am aware that there is mentoring of the TOPP students at Head office, but I don't think it happens anywhere else in the Divisions. • Have not heard anything mentioned • Have not seen anyone being promoted as a result of being mentored. 	<ul style="list-style-type: none"> • There is no drive for Mentorship. It is generally linked to specific training programmes. • Haven't invested in Mentoring programmes • The inference of other Ideas; The inference of multiple communication tools

4.5.8 Preparedness to set budget for structured mentoring

Participants were asked how willing they thought their organisation would be to allocate a budget for a structured mentoring programme. Answers are summarised in Figure 4.13.

Figure 4.13: Prepared to set budget for mentoring

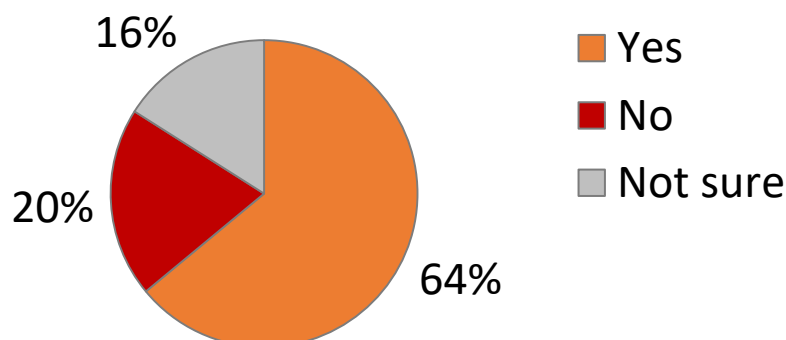


This result may reflect a lack of interest in mentoring as it depends on how learning and development budgets are compiled. It also indicates that budget is allocations to more important learning programmes. If this is so, it could represent a challenge to implementing a model of mentoring based on retired persons who have to be trained and paid for their services. It is very difficult to draw any definite conclusion from this.

4.5.9 Organization's culture/attitude to supporting mentoring

Participants were asked to think about their company culture and indicate whether it supports mentoring as being important and necessary for the development of emerging managers/talent. Answers are summarised in Figure 4.14.

Figure 4.14: Organization's culture supports mentoring as important

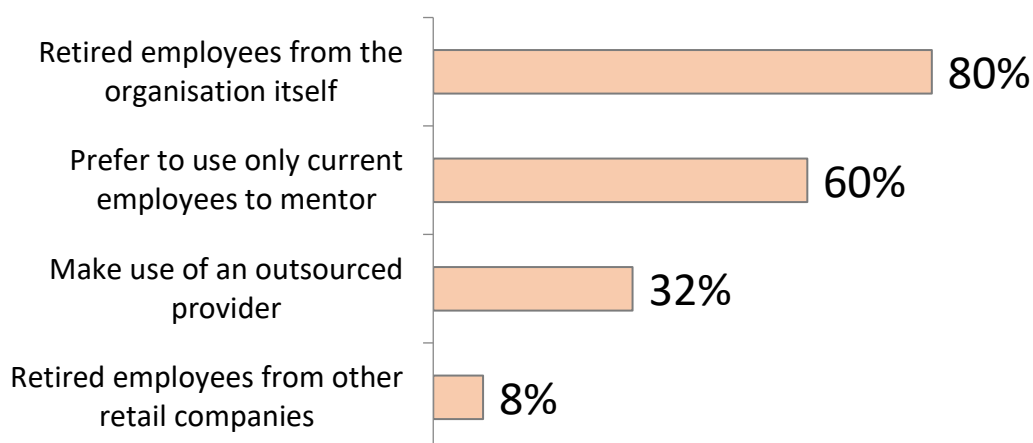


The significance of a 64% 'yes' answer, especially when taking the 'not sure' category of 20% into consideration, somewhat contradicts the previous graphic in which an attitude towards allocating budget is reflected. It can be assumed that given the importance of developing emerging managers, this would have been reflected by allocating a considerable budget amount. However, it again indicates possible confusion here with how budgets are allocated and to what areas or priorities of learning.

4.5.10 Who would you be willing to use as potential mentors?

The core question in this research is about whether retired or retiring retail managers can, or should, be used as mentors. Participants were therefore asked how likely it is that their organization would be willing to make use of each of the different sources of mentors, as shown in Figure 4.15. Responses were on a scale from Very unlikely to Very likely

Figure 4.15: Potential mentors

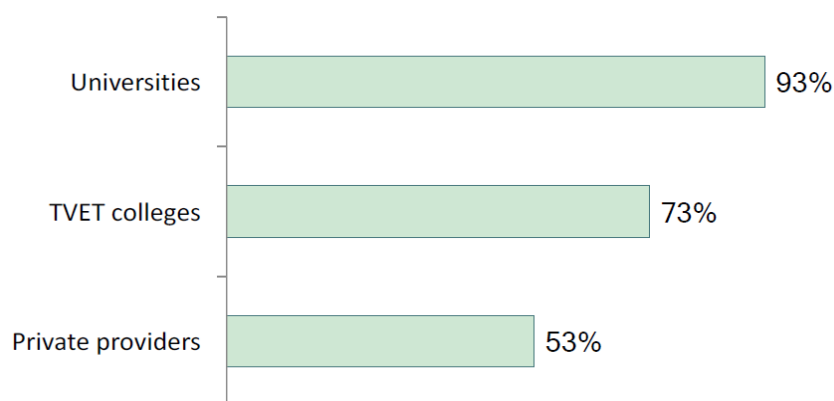


This is probably the most critical graphic in the report as it answers the core question of the willingness to use retired mentors. One consideration is that the survey did not allow for much explanation or clarification on the nature of how organizations will engage with external retired mentors from competitor companies. The relatively high rating awarded to outsourced providers is worth considering as it implies that certain retailers will be comfortable with this source of mentoring, even if they originate from competitor companies. This point is expanded upon in the conclusions in Section 5.1.

4.5.11 Collaboration with various institutions on mentoring

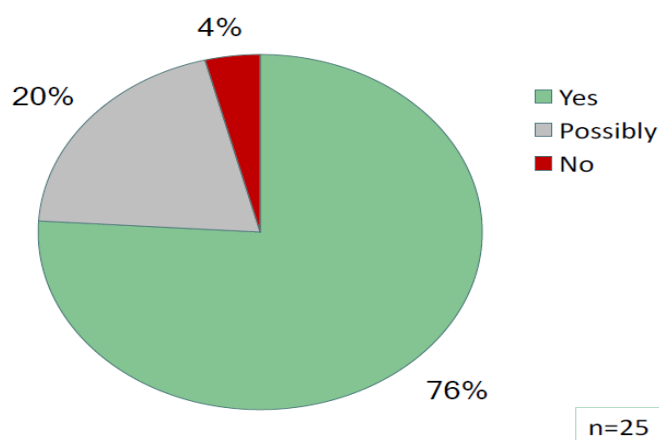
Finally, to help identify supportive methods for implementing a mentoring programme, participants were questioned about the possible collaboration with various educational institutions. The results were very positive, with 60% of respondents saying 'yes' and 40% saying 'maybe', with no negative answers. Regarding whom they were likely to collaborate with, Figure 4.16 shows a strong preference for universities, about half saying private providers, with TVET colleges falling in between.

Figure 4.16: Potential collaborations with educational institutions



In addition to educational institutions, participants were also asked if they would be prepared to collaborate with the W&RSETA as a supplier of support and resources for implementing a mentoring programme. Again, as is reflected in Figure 4.17, a very positive response was shown.

Figure 4.17: Willingness to be involved with W&RSETA



CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSIONS

The survey although uneven in its implementation at first, was able to nevertheless provide extremely interesting insights into mentoring in the retail sector. The sample was enough to gain a representative view of how a cross-section of the sector views mentoring and its attitude towards using retirees as mentors can thus be construed from this.

1. There was a mix of intended large and medium retail companies as well as participation by a national franchise retailer. This allowed for a comfortable range of retailers that would reflect the attitudes of the sector.
2. Mentoring was identified as important in terms of developing managers, but there is no clarity as to which managers specifically require mentoring. The information does not clarify what types of managers.
3. 56% of retailers stated they have mentoring processes in place. 41% responded negatively. This needs to be carefully interpreted as it is most likely due to endemic confusion between coaching and mentoring, as validated in the SABPP report. Only one specific retailer said that they have a structured mentorship programme with a dedicated manager and team in place. The current situation clearly does not provide for formal mentoring by retired persons.
4. The survey showed that heads of departments decide on the value of participation in mentoring programmes. However, the HR Department was overwhelmingly functionally accountable for its success.
5. 53% of responses preferred one-on-one mentoring but on condition it had a structured process in place.
6. Equally important was the positive attitude (very positive = 41%; positive 30%).
7. The survey asked participants to comment on their positive attitudes towards mentoring and these ranged from company culture, improvements to business efficiencies, contributes to succession planning, coping with change and skills transfer. For those who were less enthusiastic as to the efficacy of mentoring, the responses included no current mentoring programme, no need, no time, company has not seen benefits and lack of required structure and direction. The most negative attitude was based on the fact that mentoring was not a company focus thereby no

investment in this type of learning.

8. In a separate item, 64% of respondents attributed company culture to the reason for a positive attitude towards mentoring.
9. A critical result was that 80% supported mentoring by their own internal resources, while 32% would make use of outsourced providers for mentoring. Only 8% would be prepared to use retired mentors from other retail companies.
10. One of the questions was based on W&RSETA involvement with mentoring, and 80% responded that they were willing to participate with the W&R SETA.

5.2 RECOMMENDATIONS: A MENTORSHIP MODEL

A number of recommendations can be made as to an appropriate model that includes using retired persons as mentors of junior managers in the industry. Based on the results of this survey, it is clear that mentoring does play a role in talent management and as a reliable tool for people development in a general sense. However, the nature of mentoring, its current scope and its application may not be clearly understood as it is highly probable that there is definitional confusion between mentoring and coaching. This indicates that as a discipline, there exists scope for developing mentorship as a well-defined construct that can exist as a practice allied to coaching but with its own clear purposes and goals. For this to happen, there needs to be a collaborative approach by stakeholders across the retail sector, educational and professional bodies.

An appropriate model needs to be positioned as a specific peer-learning directed model that includes a defined structure and roles between stakeholders and mentors. Its success is predicated on the ability to “sell” the concept that retired retail employees are an invaluable resource that needs to be nurtured. And that they are vital to the sector as a means to developing talent, not only of new/junior ranks of management, but also a resource for young entrepreneurs who intend to start a retail business.

The expectation that, based on this research project, a ‘soft approach’ in the form of occasional workshops will lead to failure. It would be an uphill struggle to convince retailers, of all sizes and formats, that mentorship is a necessary cog in management and career developments.

The appropriate model needs to be positioned as a peer-learning directed model that includes a defined structure and clear roles between stakeholders and mentors. In essence, this type

of mentoring method is the most suitable for mentoring in large, medium and even small retail enterprises. Such a model will be mostly one-on-one, delivered by an experienced mentor, making use of electronic tools, such as Skype, mobile Apps and others in order to achieve the greatest benefit for mentors and protégés.

For this to happen, this report proposes a model to provide wider exposure to retailers and to potential mentors. As previously mentioned, a 'soft approach' in the form of occasional workshops will lead to failure. The proposed model therefore calls on professional bodies and the W&RSETA to form an alliance to promote the use of retired mentors in the sector. The following are proposals or steps as to how to construct such a model.

1. The WRSETA is to clarify its support for mentoring and produce a policy document to set out its intent to the sector and call for stakeholder interest. This point is the single most important for the model – there must be clarity of purpose on the need for and nature of mentoring
2. Stakeholder meetings to be held in all geographic areas to gain feedback and involvement from the entire sector for support and to collect information. It may need to establish contacts with large established retailers separate from SMMEs. At this point it may be required for the W&RSETA to examine where the needs lie for mentoring services. In terms of this research, the majority of organized retailers generally conduct learning and development activities on an in-house basis, either by using their own resources or with external providers.
3. W&RSETA should establish contacts with educational institutions to elicit their interest as possible providers. At the same time, professional bodies like COMENSA and SABPPP should be invited to the process, and as potential partners. The significance of this is that retired persons will be able to obtain a qualification as a registered mentor.
4. When this groundwork has been completed, the Mentoring Partnership (W&RSETA, educational institutions, small business development NGO's and others) will be required to start a process of compiling a database of current and suitably experienced retired persons to become mentors. All mentors must be vetted for their personal attributes to become mentors and then training will commence. Mentorship must be regarded as professional with certification. This will enable standardisation of mentoring processes and required resources, including reporting and monitoring systems.
5. Once the Mentoring Partnership has been established, mentoring programmes can be provided to the neediest parts of the retail sector. It is the opinion of the researchers,

that small, and emerging retail firms, will benefit the most from the involvement of retired mentors who have built up years of experience in the industry.

6. The final point is that of funding. The obvious solution is to use the W&RSETA as the most credible funder of choice, as well as the W&RSETA's rigorous system for monitoring how the funds are used. However, there can be no certainty concerning the funding without first establishing the W&RSETA commitment. The W&RSETA has the authority and credibility to implement and manage a collaborative project of this nature.

The crux of this research has been that some retail organisations practice mentoring in some way or another, but there is little clarity on the mentoring methodology and its success factors. The proposal of a specific model to drive people development in the sector specifically related to the disciplines of coaching and mentoring will not merely 'happen' without the establishment of credible providers and professional development of mentors. Essentially, a model should focus on the mentoring needs of smaller retailers. From the research data, it became clear that the majority (80%) would not use external mentors but rather their own retired employees.

However, this may be overcome by the establishment of a Mentor Partnership, comprised of professional bodies, educational institutions and external providers/experts as a suitable vehicle/model to implement mentorship on a meaningful basis with a good chance of success.

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APPENDIX A – QUESTIONNAIRES

MENTORSHIP SURVEY: SENIOR MANAGEMENT QUESTIONNAIRE

To be completed by:

- HR executives
- The HR team (Training, talent management, recruitment)
- Heads of departments
- Senior managers, e.g. operations, DC, IT etc.
- Other managers at your discretion

This survey is part of a research project to ascertain the need for mentoring of new/junior management in retail chain store environments. Its aim is to investigate the use of **about to retire managers (late career managers)** who may be available as future mentors to the company. This research is funded and supported by the WRSETA (Wholesale and Retail Sector Education and Training Authority). The Cape Peninsula of Technology (CPUT) is the leading provider of retail education in South Africa and has been appointed by WRSETA to conduct the research project. The survey is conducted as an online process conducted by Lodestar Marketing Research.

The feedback from a range of different managers/executives is a critical element of this research as we seek to understand the attitudes in your organisation towards mentoring as a specific discipline and practice. Coaching for improving performance is far more common, but there is a great deal of uncertainty as to actual structured mentoring, specifically in large retail groups. It is hoped that by your participation and those of your colleagues, we may be able to shed new light on this issue and to the benefit of the retail sector on a whole.

The request we make to the HR executive team is to distribute the survey link to a wide range of managers who will participate from your organisation. Different managers from a range of retail functionalities will allow for more meaningful insights.

The survey should not take longer than 15 minutes. All names, personal details of the responders will at all times remain confidential and only aggregated results will be reported. All participating organisations will be identifiable as A, B, C, D and so on. The name of your company will not be used in subsequent reports and presentations.

Click on the link to start the survey or, highlight the link and click on it

<https://surveys.lodestar-research.co.za/index.php/466637?lang=en>

A number of personal interviews will need to be conducted once we have analysed the data. I will contact you in this regard in February with a view for an appointment.

NOTE: Differences between mentoring & coaching

- A coach focuses on the work skills and guides the employee on processes & procedures and how to improve performance related to actual objectives, procedures and finding solutions to specific work-related issues.
- A mentor takes on the role of an advisor and trusted confidante in a safe space in which mentors and proteges share experience, expertise, advice and wisdom.

Thank you for your cooperation

I have also included copies of the research scope and WRSETA stakeholder confirmation documents. The ethics document is also attached to assure participants that we are required to adhere to the ethical criteria of the Cape Peninsula of Technology' policies & procedures.

Lawrence Lincoln

The researchers working on this project are:
Dr. Lawrence Lincoln (Ph. D: Stellenbosch)
Dr. Bill Sewell (Ph. D: UJ)
Andiswa Mrasi (M. Tech Senior lecturer CPUT)

Please do not hesitate to contact the researchers if you have any queries.

Dr. Lawrence Lincoln	083 284 3363
Dr. Bill Sewell	084 748 7674
Andiswa Mrasi	073 836 4904

Mentoring Model Using Retail Retirees to Develop Skills of New Retail Managers

Questionnaire

Section A General information about the retail organization.

A. Participating company details.

Select the descriptor that best describes your retail company

COMPANY NAME.....

PERSON INTERVIEWED.....

1	I. Number of stores: 1-100	101- 200 201- 300 300 - 400 More than 500
2	Number of employees	More than 5,000 More than 10,000. More than 15, 000 More than 20, 000.
3	Geographical spread of branches	All provinces in RSA Only some provinces in RSA Stores in other countries
4.	Select the facilities and or departments in your organization?	Retail stores (branches) Distribution centres (supply chain & logistics) IT department Marketing & advertising Buying Finance department HR department Other: add in space below
5	Would you describe your company as?	Decentralised Somewhat decentralised Very centralised
6	Where does the final decision lie when making a decision to implement a structured mentoring process?	Board level Heads of departments Regionally
7	Which functional department would be responsible for implementing a mentoring project	Store operations Each department individually Human resources Other: indicate below ...
8	Does the organisation currently have a mentoring process in place?	Y/N
9	Does the organisation currently have a mentoring process in place?	Y/N

10	Select the descriptors that best suits the mentoring process in place	Informal without processes Structured with processes One-on-one mentoring Group mentoring
11	Who is responsible for the mentoring function?	Head of HR HR manager Head of training Training managers Store managers Dedicated mentor manager Other
12	Select a descriptor which best describes your organisation's attitude towards mentoring as a personal and career development tool	Totally negative Attitude Very positive attitude Somewhat Positive attitude Not sure
13	If the company is very positive to mentor, select a descriptor that best describes the reason	Part of company culture to grow its people Ensure capable people are available Offer opportunities for personal & career growth Other Please fill in)

APPENDIX B – W&RSETA Introduction letter



27 August 2019

Dear Stakeholder

Re: Mentoring model using retail retirees to develop the skills of new retail managers

The W&RSETA established the Wholesale and Retail Leadership Chair at the Cape Peninsula University of Technology (CPUT) in November 2012. One of the purposes of the Chair is to undertake extensive research in the sector in collaboration with the W&RSETA, the retail industry and other identified partners.

The Wholesale and Retail Leadership Chair has subsequently commissioned Dr William Sewell to conduct research on Mentoring model using retail retirees to develop the skills of new retail managers.

We would like to appeal for your participation in contributing towards the successful completion of this study and urge you to kindly avail yourself for further engagement with the Researcher.

Should you require more detail about this study, or should you have any enquiries, please don't hesitate to contact me.

We look forward to your positive participation. Thank you.

Kind Regards,
Mxolisi Maphakela
Acting Manager: Skills Planning and Research



03/09/19

Board: Yvonne Mbane (Chairperson), Zinhle Tyikwa, Reggie Sibiya, Lwazi Koyana, Praise God Ndaba, Mogomotsi Masoabi, Themba Mthembu, David Makuwa, Fachmy Abrahams, Sibusiso Busane, Margaret Bango.



Hennops House, Riverside Office Park, 1303 Heuwel Avenue, Cnr Lenchen and Heuwel Avenues, Centurion, 015 Private Bag X106, Centurion, 0046 | Tel: 012 622 9500 | Fax: 012 663 9585
Email: wrseta@wrseta.org.za | Website: www.wrseta.org.za

Tom Mkhwanazi, Chief Executive Officer

APPENDIX C – ETHICS CLEARANCE



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 4603291 • Email: fbmsethics@cput.ac.za
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS AND MANAGEMENT SCIENCES
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At a meeting of the Faculty's Research Ethics Committee on 30 April 2019, Ethics Approval was granted to Prof Roger Mason for research activities at Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	MENTORING MODEL USING RETAIL RETIREES TO DEVELOP SKILLS OF NEW RETAIL MANAGERS Lead Researcher/Supervisor: Prof R Mason
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Comments:

Decision: Approved

 <hr/> Signed: Chairperson: Research Ethics Committee	<hr/> 17 June 2019 <hr/> Date
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Clearance Certificate No | FOBREC680

APPENDIX D – TURNITIN SIMILARITY REPORT

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Turnitin Originality Report

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Mentorship By Bill Sewell

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1% match (student papers from 13-Apr-2016)							
Submitted to University College Birmingham on 2016-04-13							
<1% match (student papers from 02-May-2017)							
Submitted to Mancosa on 2017-05-02							

APPENDIX E – READING LIST

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