

**DEVELOPING A MENTORSHIP TOOL TO
IMPROVE WORK PERFORMANCE**

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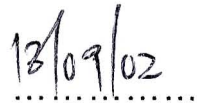
In memory of my sister, Ms Poppy Sehurutsi

DECLARATION

I declare that this dissertation is my own work. It is being submitted for the degree of Master of Business Administration at the University of Natal, South Africa. It was never submitted for any other degree or examination in any other University. All the references used or quoted have been acknowledged by means of referencing.



MASHILO K.H.G



Date

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I wish to extend my sincere appreciation to the following persons:-

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ABSTRACT

The purpose of the study was to find out if there is a mentorship tool available to guide mentorship after merger; determine effective mentoring techniques for improving work performance; and develop an appropriate mentorship model for improving work performance within tertiary institution. The main challenge is that the National Department of Education started a process of merging institutions of Higher Education. A number of tools that will help to support these mergers are lacking. The case study used was based on an in-depth analysis of events and programmes culminating from the merger of the two institutions. The Durban Institute of Technology in KwaZulu-Natal was identified and selected because it is the first institution to result in a merger. The documents selected provide the greatest amount of data and the researcher knows which documents deserve more attention than others. The following data sources were selected: Technikon Natal and M L Sultan Technikon merger documentation of 26 March 2002; Department of Education National Plan for Higher Education of 2001 and Andersen's Climate Survey Report on the Durban Institute of Technology of 2002. The theory behind this mentoring tool is Maslow's Hierarchy of Needs. Maslow's view of human needs in the work place is described as self-actualization. This theory of

human needs guided the development of the mentorship tool. This is because employees who are mentored will achieve job performance expected of them. Although a well implemented mentoring programme can help with retention of staff, an institution needs to be aware that it may foster an individual's growth faster. Mentoring affects self-confidence and sense of marketability among employees and may thus cause an increase in market vulnerability

THE MENTORSHIP TOOL: *MENTORING TOWARDS SELF-ACTUALIZATION TOOLKIT*

OUTCOMES OF THE TOOLKIT:

- **To orientate the new employees into the culture of the merged institution.**
- **To enhance the mentoring process by mediating professional development of mentees.**
- **To improve work performance on mentees.**

CONTENT OF THE TOOLKIT:

- Section one of the *Mentoring Tool Kit* helps the mentor interpret the institutional culture and leads the junior employee through political barriers, making the institutional structure appear seamless.
- Section two of the *Mentoring Tool Kit* helps the mentor familiarize and navigate the junior employees with complex interdependencies within the informal institutional structure.
- Section three of the *Mentoring Tool Kit* helps the mentor ensure that a clear benefit of a formal mentoring program is experienced by the junior employees through observing a more experienced and skilled mentor.
- Section four of the *Mentoring Tool Kit* helps the mentor to ensure that the mentoring process can be pre-designed to include discussions of procedures and techniques before, during and after the mentor has demonstrated how to perform an activity.
- Section five of the *Mentoring Tool Kit* helps the mentor determine when the junior employee is ready to begin performing the activity.
- Section six of the *Mentoring Tool Kit* helps mentors provide continued guidance and feedback to mentees.
- Section seven of the *Mentoring Tool Kit* helps to empower the selected mentor to gradually give more activities to the junior employee to perform, until the employee can leverage power bases without assistance.

INDICATORS:

- Mentees' work performance improves and are able to perform without assistance.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The National Department of Education started a process of restructuring of the education system in South Africa. This included both school education and higher education systems. The restructuring of the higher education system involved a rationalization process, this is, amalgamation, sharing of resources and proper financial management. The amalgamation of the higher education system was expected to be a quick and a smooth process. This expectation emanated from the fact that the institutions are located within close proximity, but were segregated along racial lines. For instance, in Durban there are three Universities and three Technikons. Based on the above discussion, it is clear that there is a need for merger of these institutions. Moreover these institutions depend on state funding. The state at present cannot afford to fund all these institutions because most of the services they offer are the same and they compete for scarce resources, such as students.

At the present moment there has been talks and negotiations about merger. These talks and negotiations have culminated into two Technikons, that is, Technikon Natal and M.L. Sultan Technikon, both situated in KwaZulu-Natal, taking the merger process forward in order to cut costs and avoid unnecessary duplication of services and maximize utilization of resources.

It is a known fact that mergers consequently leads to downsizing and the effect of downsizing on staff are low morale, low productivity rate, sense of betrayal, sense of distrust and feelings of being under valued and unappreciated. These factors highlight a need for managers within these institutions to get ready to put them back in working order. In order to achieve this, they need effective tools such as a mentoring tool that will assist them to put the organization back in working order.

The researcher has realized the need for developing a mentorship tool that will serve as a guide to managers to improve work performance after merger.

1.2 MOTIVATION FOR THE STUDY

The inspiration to conduct this study comes from the researcher being involved in the process of merger between tertiary institutions. The vision for merger is to ensure improvement in work performance, which will consequently lead to higher productivity among employees. The lack of this essential tool will affect realization of this aim. It is therefore a challenge to the researcher to develop this tool.

1.3 VALUE OF THE STUDY

This study will not only develop a mentorship tool that will serve as a guide to managers after merger but will also help to increase productivity after the merger of tertiary institutions. Since Teknikon Natal and M.L. Sultan Teknikon will be the first institutions to merge, this tool can also be used by other institutions, which will undergo the same process.

1.4 STATEMENT OF THE PROBLEM

Since the National Department of Education started a process of merging institutions of Higher education, a number of tools which will support mergers are lacking. Tertiary institutions in South Africa were previously segregated along racial lines. This initiative was undertaken to cut costs and avoid unnecessary duplication of services and maximize utilization of resources. Merger consequently leads to downsizing and the effects of downsizing on staff are low morale, low productivity rate, sense of betrayal, sense of distrust and feelings of being under valued and unappreciated. These factors highlight a need for managers to give the organization back in working order. (Pritchard, 2000: 2). The main challenge for managers is the lack of a tool that will guide the process of putting the organization back in working order. Therefore, the purpose of this study is to develop a mentorship tool that will serve as a guide to managers to improve work performance after merger.

1.5 CRITICAL QUESTIONS

The following questions will guide this study:

- (i) Are there mentorship tools available to guide mentorship programmes after merger?
- (ii) What are the effective mentoring techniques for improving work performance?
- (iii) What mentorship model is appropriate in improving work performance within tertiary institutions?

1.6 AIMS OF THE STUDY

- (i) To establish if there are mentorship tools available to guide mentorship after merger.
- (ii) To determine effective mentoring techniques for improving work performance.
- (iii) To develop an appropriate mentorship model for improving work performance with tertiary institutions.

1.7 HYPOTHESES

- (i) There are no mentorship tools available to guide mentorship after merger.
- (ii) There are no effective mentoring techniques available for improving work performance.
- (iii) Available mentorship models are not appropriate for improving work performance in tertiary institutions.

1.8 DEFINITION OF CONCEPTS

1.8.1 Mentoring tool

Mentoring tool refers to task guidelines and procedures that will help an individual who is experienced in a higher position in an organization (Young 2000: 23).

1.8.2 Work performance

Work performance refers to an observable behavior in which employees know exactly what they are required to do in a work situation and their activities fulfill the expected work within a given time (Erasmus and Van Dyk: 1999).

1.8.3 Merger

Merger is a combination of two or more separate institutions into a single structurally unified corporation (*World Book*, Vol. 13: 364).

1.9 ORGANIZATION OF THE STUDY

The chapters in this study are organized as follows:

Chapter one

Chapter one is the introductory chapter that presents the background of the study, motivation for the study, value of the study, critical questions, aims of the study, hypotheses, as well as the definitions of concepts.

Chapter two

Chapter two deals with relevant literature on developing a mentorship tool that serves as a guide to improve work performance after merger.

Chapter three

Chapter three deals with research methods used in this study and the research design, research instruments and their administration as well as their analysis.

Chapter four

Chapter four presents the results as well as their analysis. The results are visually presented in the form of tables and figures.

Chapter five

Chapter five discusses the findings of this study as well as the conclusion and recommendations.

1.10 LIMITATIONS OF THE STUDY

The study on developing a mentorship tool that serves as a guide to improve work performance, centered around two tertiary institutions in KwaZulu-Natal. Data collected was limited to these two institutions. The limitation of this study, therefore, is that data generated from the two institutions may not be

adequate for generalization in all other tertiary institutions in South Africa.

1.11 CONCLUSION

This chapter has indicated clearly the critical questions to be answered as well as the aims and hypotheses of the study. A need to develop a mentorship tool which will serve as a guide to improve work performance after merger was highlighted.

CHAPTER TWO

THEORITICAL FRAMEWORK

2.1 INTRODUCTION

The theoretical foundations for this study are based on Maslow's Hierarchy of Needs. Maslow's view of human needs in the work place is described as self-actualization. This theory states that the opportunity to achieve work and job satisfaction is the results of work performance. Work performance gives meaning to an employee's quality of life. The quality of life is sometimes used to refer to job satisfaction. This theory of human needs will guide the development of the mentorship tool. This is because employees who are mentored will achieve job performance expected of them and ultimately, self-actualization (Louw and Edwards: 1993).

2.2 BACKGROUND OF THE STUDY

The social, political and economic climate of South Africa over the past decade has fostered several change agents that have influenced the composition of the present tertiary education system and its workforce. When looking at the tertiary education institutions and its workforce of today, as compared to that of the 1970s, marked differences can be noted from decade to decade. The democratization of the higher education system in South Africa serves as a change agent by which many previously disadvantaged groups, particularly Africans, have moved from traditionally White and Indian reserved services and occupations. To achieve this, the democratic government requires a strategy that will redress racially segregated tertiary institutions (Leung: 1995). Another change agent that contributed to the restructuring of the tertiary education system in South Africa is human rights.

2.2.1 RESTRUCTURING OF TERTIARY EDUCATION IN KWAZULU-NATAL AND IN OTHER PROVINCES

The restructuring of tertiary institutions started in KwaZulu-Natal and will continue in other provinces. All tertiary institutions in

South Africa are merging. The next discussion looks at merger among the tertiary institutions in KwaZulu-Natal and those in other provinces.

(i) Restructuring in KwaZulu-Natal

In the case of KwaZulu-Natal, the restructuring of tertiary education institutions has implications for merger. The National Department of Education has outlined the merger for the three Universities and three Technikons in KwaZulu-Natal. The Universities involved are, the University of Durban-Westville, the University of Natal with a campus in Durban and in Pietermaritzburg, and the University of Zululand in Empangeni with a satellite campus in Umlazi. The Technikons are Mangosuthu situated in the Durban Metropolitan area, ML. Sultan situated in Durban and Natal situated in Durban and Pietermaritzburg. Merging these institutions is a challenge for the new management. For instance, in the 2000 academic year a total of 98 000 of South Africa's University and Technikon students were from KwaZulu-Natal. Of this total, 50 000 (51%) students were enrolled at one of the province's 6 Universities and Technikons. The remaining 48 000 students were distributed between Unisa and Technikon SA (28%) and

Universities and Technikons in other provinces (21%). 6 000 of the students registered at contact education institutions in other provinces were taking distance education programmes, thus amounting to 33% of the province's students studying through the distance education mode. In 2000, the province's 3 Universities and 3 Technikons had a total head count student enrolment of 50 000, all in contact education programmes. This implies that the province's Universities and Technikons were able to 'import' 9000 contact education students from other provinces and other countries. The largest recruiter of these students was the University of Natal with 5 600 (or 23% of its total enrolment) being out-of-province students. The remaining 3 400 out-of-province students were shared between the other 2 Universities and Technikons amounted to 10% of the total enrolment of South Africa's 36 public Universities and Technikons (Department of Education, 2001).

There are a number of general issues, which prompted the National Education Department to look seriously at realignments and reconfigurations of higher education institution in Kwazulu-Natal. Some of the main issues of concern were: with the exception of the University of Zululand, the province's Universities and Technikons are urban institutions, which are in

close proximity to one another. This proximity has inevitably caused competition between the institutions. Therefore, should they decide to combine in order to diminish competition, their proximity could, of course, be a facilitating factor. Most of the institutions have aspirations to expand their student enrolments, but apart from a lack of infrastructure and capacity as a constraining factor. In addition, many prospective students seek access to higher education outside the province; a circumstance that further restricts the growth potential of institutions in the recruitment of students continues, and if the stronger and larger institutions keep on growing, some institutions run the risk of becoming non-viable.

The Universities in one hand, and Technikons on the other, have many programme offerings in common, with considerable overlap. Some of the duplications are those of small and under-subscribed programmes others of expensive courses, all of which have high unit costs. These and other inefficiencies call for rationalization through collaboration. As is the case in other provinces, some of the institutions have in recent years experienced administrative, managerial and governance problems. Although combinations would not be automatic solutions to this kind of problem, they could, with some form of

support, strengthen the competencies and leadership that are needed to run a higher education institution effectively. It is this kind of support that could not be achieved through training, but can be offered through mentoring and organizational development.

A number of proposals were reviewed, such as an establishment of one multi-campus University in the Durban metropolitan area, with a major satellite in Pietermaritzburg. One multi-campus Technikon should be established in the Durban Metropolitan area. A University, which should over time be redeveloped as a comprehensive institution, which offers both University and Technikon programmes, should be retained in the northern region of the province.

The restructuring of tertiary institutions does not only affect tertiary institutions in KwaZulu-Natal, also those in other provinces as well as distance higher education institutions.

(ii) Restructuring in the Eastern Cape

In the case of Eastern Cape, the Port Elizabeth Technikon and the University of Port Elizabeth should merge into one unitary institution, with the Port Elizabeth campus of Vista University incorporated in the merged institution. The new institution will be a comprehensive one offering both University-type and Technikon-type programmes, guarding against academic drift, but with optimal articulation arrangement put in place. Border Technikon and Eastern Cape Technikon will merge into one unitary institution, with two primary sites in Eastern London and Umtata as well as with campuses elsewhere in the Region. The University of Fort Hare, Rhodes University and the Medical school of the University of Transkei should merge into one unitary institution. The new institution should develop an East London campus, which will grow, looking in the first instance at the development of information, communication and technology programmes. Only the merged new Technikon and new merged University should offer contact education in East London and in the rural Eastern part of the Eastern Cape. Only the new merged distance education institution should be permitted to offer distance education programmes in this region.

(iii) Restructuring in the Free State

In the case of Free State, Technikon Free State and University of the Free State will be retained as separate and independent institutions. Both institutions, however, should give priority to issues of increasing access and equity, improving success rates and should apply themselves to the development of an enabling environment in which all South Africans can pursue their studies unhampered by social and cultural impediments. In consultation with Department of Education, serious consideration should be given to the rationalization of unnecessary overlap and duplication. Any academic drift away from the current offering of Technikon-type programmes should be avoided. The Bloemfontein campus of Vista University should be incorporated into University of the Free State. The Welkom campus of Vista University should be incorporated into Technikon Free State, with suitable provision being taken to ensure that current undergraduate degree students are able to complete their programmes of study. Consideration will be given to merging the Nursing and Agricultural College of the province with either the University of the Free State or Technikon of study.

(iv) Restructuring in Gauteng

In the case of Gauteng, the Rand Afrikaans University, the University of Pretoria and the University of the Witwatersrand will be retained as separate and independent institutions. However, all three Universities must give priority to issues of access and equity and to serious regional collaboration with a view to ordination and consolidation. These should at a minimum include the Disciplines of Medicine, Dentistry, Business and Management, Engineering and Performing and Creative Arts. The three technikon in the Tshwane Metropole, namely, Technikon Northern Gauteng, Technikon North-West and Technikon Pretoria should be merged into one unitary institution with two sites, one at the current Technikon at the Northern Gauteng site and the second at the current Technikon Pretoria site. Technikon Witwatersrand will be retained as a separate and independent institution. However, the institution should give priority to regional collaboration, particularly the optimal collaboration of its School of Engineering with the other Schools of Engineering. Vaal Triangle Technikon should be retained as a separate and independent institution and the facilities of the Sebokeng campus of Vista University allocated to it to allow growth. The students and staff of the Sebokeng

campus should be incorporated into the Vaal Triangle campus of the merged Potchefstroom University for CHE and the University of the North-West. The Mamelodi campus of Vista University should be incorporated into University of Pretoria. Rank Afrikaans University, the University of the Witwatersrand and Technikon Witwatersrand should joint propose to the Minister of Education how the East Rand and Soweto campuses of the Vista University could best be used to facilitate the access of students to higher education. These proposals should form the basis for deciding the most appropriate institution allocation for the Vista campuses. The recent distance education developments at the University of Pretoria and at Pretoria Technikon should be review and where appropriate discontinued.

(iv) Restructuring in the Northern Province

In the case of Northern Province, the University of the North, University of Venda and Medunsa will be merged into one unitary institution. All the Colleges of Nursing and Agriculture of the Province will be incorporated into the new institution. The new institution will extend the range of offerings available in the Province by developing and introduction Technikon-type vocational programmes and qualifications, in keeping with the

need-profile of the region and preferably in such a way that different types of educational strengths are concentrated on different campuses. Medunsa should continue to offer its current range of programmes and qualification in the Health Sciences but its programmes in Science should be rationalized through the building of optimal forms of synergy with the other two campuses. Medunsa's Faculty of Dentistry should be retained and it should focus more and more on the needs of the northern part of the country.

(v) Restructuring in the North West

In the case of North West, the Potchefstroom University for CHE and the University of North-West will form one multi-campus institution for the North West Province. The new institution will be encouraged to refocus, over time, the mission of the North-West campus by introducing more Technikon-type programmes to meet the specific vocational and technological needs of the region. As part of this merger, the Vaal Triangle campus of Potchefstroom University should be retained and its telematic programmes regulated within the provisions of new government policy in this regard. The Nursing and Agricultural Colleges of the province should be incorporated into the new institution. The students and staff (but not facilities) of Sebokeng campus

of Vista University should be incorporated into the new institution.

(vii) Restructuring in the Western Cape

In the case of Western Cape, the University of Cape Town, the University of Stellenbosch and Cape Technikon will be retained as separate and independent institutions. All three institutions, however, should give priority to issues of access and equity and to serious regional collaboration, including programme rationalization. The Universities of Cape Town and Stellenbosch should establish a single platform for the teaching of the Health Sciences and the Performing and Creative Arts as a matter of urgency (recognizing that cognizance must also be taken of allied programmes offered by other institutions in the Western Cape). Further areas where consolidation of programmes can be achieved, at both undergraduate and postgraduate levels including the areas already identified by the consortium, should be actively explored in close co-operation with the Department of Education. The University of Cape Town, the University of Stellenbosch and Cape Technikon should apply themselves to the development of an enabling environment in which all South Africans can pursue their studies

unhampered by social and cultural impediments. Peninsula Technikon and the University of the Western Cape should merge to form one unitary comprehensive institution offering both University-type and Technikon-type programmes, guarding against academic drift, but with optimal articulation arrangements put in place. The Western Cape College of Nursing should be merged with the new institution. The Dentistry School of the University of the Western Cape and the University of Stellenbosch should be merged into a single school and should be located in the new comprehensive institution. There should be close collaboration between this School and the Medical Schools of the University of Cape Town and Stellenbosch.

In order for this mega-merger of tertiary institutions to succeed, there must be commitment of the institution and institutional constituencies to the success of the merger process, as well as the engagement of expertise to facilitate and support the merger process. This will involve, setting of clear targets and time-frames for the different processes and phases of the merger process.

2.2.2 THE IMPLICATIONS FOR MERGER OF TERTIARY INSTITUTIONS

The merger of ML Sultan Technikon and Technikon Natal came to a speedy conclusion after proposals were made by the National Department of Education. This merger is phased in. This process requires serious consideration to be given to the rationalization of programme offerings across the two campuses. The University of Zululand which exists in the north coast will focus its mission and become a comprehensive institution offering Technikon-type programmes as well as a limited number of relevant University-type programme area, and with major involvement in the Richard Bay region. The Umlazi Campus of the University of Zululand will be part of the new merged Technikon. Apart from the one urban University and one urban Technikon and apart from the one comprehensive rural institution offering both Technikon and University programmes, no other publicly funded higher education institutions is recommended to offer programmes in the provinces, with the exception of the new dedicated distance education institution. The proposed merger of tertiary institutions will promote regional collaboration. Such regional collaboration is considered to assume a structured form, which will be promoted by applying appropriate mix of incentives and

sanctions through utilizing the programme approval and funding processes outlined in the National Plan for higher Education. It is upon challenges outlined in the previous discussion that merger of tertiary institutions need first and foremost a guide that will ensure the development of capacity among its human resources in order to be effective in service delivery. Such a guide needs to cover far more than what training will do, it should go beyond training, and achieve a level of professional development that will be beneficial to the whole organization (Lewis: 1996). This means that it should achieve a total organizational development of an institution. This guide will thus ensure individual and organizational development, while ensuring quality in service delivery. This guide will be used as a tool, which maximizes common goals and culture for the new organization. Such a tool will be referred to as a mentorship tool. The mentorship tool will facilitate merger of tertiary institutions (Winberg: 1999).

2.3 THEORIES ON THE MENTORSHIP TOOL

Mentoring institutions need to develop mentoring strategies and skills. Such skills will ensure the development of the organization. It is by developing effective mentoring

programmes that such a goal can be achieved (Parsloe: 1992).

The mentoring programme is important for a number of reasons:

- Firstly, the talent requirement by merging institutions is growing at a high pace and institutions may fall out of the viability level.
- To develop technical skills and to accept diverse attitudes, enriching both the mentor and the mentee.
- Shortage of managerial skills and a shortage of good supervisors and coaches make it difficult to create a good mentoring program (Shea: 1992a).

An effectively developed mentoring programme has the following:

- A clear description and focus on top talent.
- Mentors who are wise, successful, technically strong, caring, and have the time to advise.
- A reciprocal process. This means that mentees must learn to stand on their own feet and mentors should also learn from the relationship.
- It is not supposed to be an endless, unequal relationship with endless political loyalty.

- Knowing from the start what mentors and mentees want from the process.
- An understanding that mentoring can have a strong effect on life outside the company.
- The discovery of individual strengths. What people need most is a profound investigation and recognition of their strengths.
- True-to-self strategies that are created and supported.
- Alignment of mentoring with other programs, such as reward competency assessment, performance reports, other forms of learning/ education and supervisor relationships (Shea: 1992b).

Although a well implemented mentoring programme can help with retention of staff, an institution need to be aware that it may foster an individual's growth faster. Mentoring affects self-confidence and sense of marketability among employees and may thus cause an increase in market vulnerability (Fortune: 2001). Regardless of the programme model, the challenges for managing mentoring programmes remain similar across organizations. Most of the institutions believe that the biggest challenges to any of their mentoring initiatives include securing the commitment of participants, communicating realistic

expectations, and making the proper matches between mentor and mentee; immediately after merger (Murray, and Marna, 1991). There are problems that come up when mentees are to be identified for mentoring. Something that can kill the mentoring relationship is for the mentee to have the expectation that the mentoring experience is similar to a job search (Schweitzer and Dolan: 2001).

2.4 DEVELOPING A MENTORSHIP TOOL

The basic approach is for everyone to find a mentor. This start with new recruits for the merged tertiary institution, where the person who has been there one day can be mentored by the person who has been there two days (Bell: 1998). The objective is to have everyone in the institution supported by someone who shares the goal of help mentees maximize their potential. This will bring value to employees, and help the institution grow (Clutterbuck: 1991).

There are ten steps to creating a Mentoring Programme for a tertiary institution.

- Decision that support the creation of mentoring in the institution.

- The programme needs to start small.
- There is a need for feedback about what the mentoring team wants to find out and what mentee care about.
- Support by management team is needed.
- Mentor training for each institution is necessary.
- There is a need to create a culture by being open about your own mentor/mentee relationships.
- There is a need to build trust with those participating; listen to their experiences and ideas.
- Small victories need to be celebrate; spotlight mentor/mentee relationships.
- There must be an institution-wide training.
- A mentoring team need to get recognition; share the results with everyone concern (Megginson and Clutterbuck: 1991).

Evaluate processes that led to successes, what made the mentor successful. This should give a good foundation to the mentor, and remind mentees of how important your mentors have been to them (Cohen: 1999). According to Sullivan (1992), mentoring is an on going relationship that develops between a senior and a junior employee. Without an effective mentor, a junior employee will be delayed in bonding to the informal power bases needed to perform their roles efficiently. In most cases, a

leader that views a mentoring programme as a low priority or is without any mentoring program runs the risk of fostering management and leadership deficiencies. This is not what merging institutions can afford. Whether formal or informal, a mentor goes beyond demonstrating a task and explaining role practices (Derek and Mardle: 1995). The mentor interprets the institutional culture and leads the junior employee through political barriers, making the institutional structure appear seamless. A mentor familiarizes and navigates the junior employees with complex interdependencies within the informal institutional structure (Pegg: 2000). A clear benefit of a formal mentoring programme is that the institution ensures that junior employees observe a more experienced and skilled employee. The mentoring process can be pre-designed to include discussions of procedures and techniques before, during and after the mentor has demonstrated how to perform an activity. Furthermore, the mentor determines when the junior employee is ready to begin performing the activity. The mentor can provide continued guidance and feedback. Finally, the selected mentor can be empowered to gradually give more and more activities to the junior employee to perform, until the employee can leverage power bases without assistance (McCall: 2001).

2.5 FACTORS AFFECTING MERGER

The merger of tertiary institutions was initiated as a strategy that is effective in ensuring that tertiary institutions in South Africa are viable and productive. Even though there are factors that affect the merger process that are discussed below:

2.5.1 Downsizing

Downsizing is one main factor that affects the institutions that merge. Downsizing is related to numerous topics that are in the information cooperative database. Downsizing strategies, focused on size of the workforce can be implemented using the principles and framework of Total Quality Management and Performance Management, Outcome-Oriented or Results-Oriented Management (Conway: 1998). When downsizing is coupled with rightsizing, for more of a total organization or total system focus, Business process Reengineering and information Technology tools are important (Institute of Personnel Management: 1992). When downsizing strategies are part of a broader jurisdictional effort to reduce the size of government beyond workforce reductions, then Privatization and Relationship Realignment strategies are relevant. When downsizing strategies are embedded in efforts to reinvent

democracy or examine the more fundamental questions surrounding the purpose and role of government in a jurisdiction, and, and / or when citizen support is essential for the long term success of the downsizing / rightsizing, then tools such as Visioning, Strategic Planning, Meetings are important complements (e.g., to define the purposes and targets of change) (Kerry and Mayes: 1995).

2.5.2 Organizational culture of the merged institution

Cultural issues usually become a concern because they are not examined during the initial stages of merger. The merger steering committees tend to streamline communication and implement a well-designed system, which usually produces anger and hostility. In merger, hostility is unavoidable because it comes with territory. The merger steering committee should be concerned if people are not upset about the merger because this will indicate that there is probably not enough change. Not enough change will mean that there is less productivity; this is, if people do not realize change and development, then there is going to be less productivity. It is therefore important that the merger steering committee understands that in order to move people away from the old and embrace the new merged

organization, minimal friction and chaos must exist. The best thing the committee can do is to use everything as a learning experience. For instance, by recognizing that mergers and acquisitions mean more than streamlining and standardizing benefits; it is essential to use a variety of tools to enhance the development of a new culture. These tools include a mentorship tools, mentoring workshops, etc (Greengard: 1997).

2.5.3 Leadership

Merger involves changing strategies and this means there must be a change in leadership. Leaders may have implemented successful strategies, but such strategies do not guarantee success after merger. For the leaders to be successful during merger they require the following skills:

- ❖ Sensitivity to cultural differences
- ❖ Providing structure and strategy
- ❖ Open-mindedness
- ❖ Flexibility
- ❖ Ability to recognize relative strengths and weaknesses of both institutions
- ❖ Commitment in retaining and motivating key employees
- ❖ Listening skills
- ❖ Vision

- ❖ Ability to filter out distractions and focus on integrating key business drivers such as research and development and customer interfaces.
- ❖ Managing the change process
- ❖ Communication with all stakeholders
- ❖ Identifying and embracing new roles for the HR leader.

2.5.4 Organizational structure

Among all departments that are affected by merger, the human resources department is likely to find itself with greater responsibility for effecting change after a merger. It is the same department that will oversee the desperate array of programmes and policies that are designed to smooth the transition and oil the profit machines in the new institution. The process of merger at this stage comes to two basic issues: cost and culture. The key to a successful merger is to understand the costs associated with the deal and how to make the organization function efficiently once people and resources are combined. Mergers involve monitoring morale, melding cultures, creating new organizational structures and streamlining benefits; and this can be achieved if mentoring is implemented. Successful implementation of mentoring depends on the availability of

mentorship tools. Mentoring ensures that people are recognized, treated with respect, dignity and genuine concern during difficult transitions. This will lead to a smooth transition.

2.6 CONCLUSION

The literature shows that the strategy by the National Department of Education to merger previously segregated institutions of higher learning, is cost effective in that it will reduce duplication, reshape and streamline the programmes offered by these institutions. The merger of ML Sultan and Natal Technikons offer an opportunity to put practical programmes that can guide other merging institutions. This includes a mentorship tool that will serve as a guide in the process of merger. Although there are a number of factors that affect the process of merger, the use of mentoring as a strategy for building new culture and improve work performance; together with appropriate mentorship tools will ensure the success of merger.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The issues of merger tend to affect not only the organizational structure but also the individual employees. The literature review showed that there are factors affecting merger, and that these factors are unavoidable; it is therefore important that tools that would facilitate and support the merger process are developed and put in place. Their development should consider that merging of one or more institutions brings with it different cultures and goals, which needs to be harmonized. If harmony between the two cultures is achieved, it will enhance organizational development because each member will feel accommodated in the new institution. This will also lead to an increase in productivity among employees. Productivity levels will be limited unless employees in the merged institution are mentored to increase their level of productivity even to higher levels. In order for newly merged institutions to increase the level of productivity, this can be done through a well-developed, comprehensive and user- friendly mentoring tool. This tool can guide mentors on how to develop appropriate and required skills

among mentees. The method for developing this tool, which is going to be outlined below, is scientific and appropriate because it is based on the information on the newly merged Durban Institute of Technology.

3.2 CASE STUDY RESEARCH METHODS

This research used a case study approach to answer the research questions. This approach is based on an in-depth analysis of events and programmes culminating from the merger of M L Sultan and Technikon Natal. The method of data collection and analysis will be a situational analysis. This is studying the merger process and drawing information that will be used in the development of a mentorship tool. The advantage of this method, particularly in this study, is that:

- The mentorship tool to be developed can be used by other merging institutions if their situational analysis is similar to that of the two institutions selected as the case in study.
- The other advantage is that the two selected institutions are leading in the process of merger. Therefore a tool developed based on these institutions can be perfected through a similar analysis by future mergers of institutions.

The researcher in this study has the following advantages which contributes towards a case study method:

- The researcher is involved in the process of merger of the two institutions.
- The researcher has access to all documentation on merger of the two institutions.
- The researcher works in the human resources department as a manager, and this is the department mostly challenged by the merger process, and therefore plays a key role in the merger process, such as determining the needs of the merged institutions.

According to Kumar (2000), a researcher needs to know and understand well the research parameters, research units and area of research, especially when a case study method is used. This allows the researcher to get a better idea about the relevant sources of information. The researcher's role in the process of merger and occupational position ensures co-operation and maximum support by all stakeholders who might be needed in data gathering. This study will be based on two tertiary institutions (Technikon Natal and M L Sultan Technikon) that have merged into the Durban Institute of Technology.

3.3 DATA SOURCES

The Durban Institute of Technology was identified and selected because it is the first the institution to result from a merger. There are also 32 other institutions that will follow suit. The factors that also made Durban Institute of Technology a suitable case study is that the M L Sultan Technikon and Technikon Natal are smaller institutions compared to the other 32 higher education institutions.

The documents to be selected will provide a large amount of data and the researcher knows which documents deserve more attention than others. The following data sources will be selected: Technikon Natal and M L Sultan Technikon merger documentation of 26 March 2002; Department of Education National Plan for Higher Education of 2001 and Andersen's Climate Survey Report on Durban Institute of Technology of 2002.

3.4 DATA COLLECTION

The primary sources of data in this case study include document analysis. These documents will be used during data collection. The data collection in this case study may be viewed by some as intrusive, because case studies such as this one sometimes show interference with the merger programmes or events. To ensure that this perception does not interfere with data collection, the researcher will brief other stakeholders about the research.

3.5 DATA ANALYSIS

The data analysis method to be used in this case study is the naturalistic generalization, this is, the data will be collected and synthesized into a mentorship tool that will suggest how other merging institutions could do to improve work performance.

3.6 CONCLUSION

The qualitative approach used in this study gives an advantage because it is a small sample that needs document analysis. The naturalistic generalistic case study method was used by

other researchers (Greengard: 1997 ; Schreitmueller: 1997 and Schuler & Jackson: 2001) in similar studies. Data collection method shows that the documents to be analyzed were easily accessible to the researcher. This allowed the researcher to pick up the most relevant documentation for analysis. The analysis of these documents yielded valuable data that is analyzed and presented in the next chapter.

CHAPTER 4

DEVELOPING A MENTORSHIP TOOL

4.1 INTRODUCTION

This section of the study focuses on developing the mentoring tool that will improve work performance after merger. The development of such a tool requires a thorough knowledge of the existing mentoring models as well as tools that are utilized within a particular model. The tools that different mentors use while conducting mentoring, usually bears more of the characteristics of the model they were designed to implement. This makes them not user friendly, this is, they do not address the needs of the mentor or those of the mentee. The consolidation of these models and tools will thus lead to the development of a new mentorship tool that can help to guide an institution after merger. Such a tool should have the following characteristics:

- User friendly
- Readability
- Informative and Comprehensive
- Easily available

- Developmental
- Clearly illustrative.

4.2 EXISTING MENTORSHIP TOOLS AND MODELS

It is important to establish the existing tools that are available for mentoring. These mentoring tools though are not model-free. They are all embedded in the model designed to use a particular mentoring tool to achieve certain outcomes. The tool derived in this fashion tends to be limited in its use and fails to meet the expectations of users. These expectations include, readability, reader friendly and preciseness. The existing mentoring programmes will be reviewed in the next sections.

4.2.1 EXISTING MODELS OF MENTORING

Table 4.2.1 : Existing mentoring models

| | | Short-term, spontaneous | Long-term, even life |
|----------------------------------|--------------------------------------|---------------------------------|------------------------------|
| Formality of Relationship | Highly Structured | 1.Highly structured, short-term | 2.Highly structure long-term |
| | Virtually structure no | 3.Informal, short-term | 4.Informal, long-te |

Table 4.2.1 show that the existing mentoring models have highly structured relationship which is rather short-term spontaneous or long-term relationship. There are also those that have a relationship which has no structure, it is informal and short-term and long-term.

(i) Scope of intervention

- **Individual to individual**; the basic building block of a mentoring programme.
- Individual to groups, increasingly work is being performed by knowledge workers in small group settings.
- **Individuals to organizations**; leader responsibility to cultivate an atmosphere that supports mentoring objectives of learning, leading and relationships.
- **Organization to organization/ staff to staff**; school system to school system, school to school, partnerships that lead to personal relationships and a pervasive culture of sharing and learning.
- **Institutional models**; formal mentoring programs established to support new employees through their first year of service.

- **Informal and formal models;** there are many examples of individuals forming informal mentoring relationships, for short term needs or those that endure for a lifetime. Formal models are often established to meet specific needs, such as support mechanisms for new teachers or support systems for new programme.
- Formal models often define the nature of the relationship (e.g., expert sharing, career guidance, etc.)
- **E-Mentoring;** the proliferation of email and the Internet has created a whole new model of mentoring – communication through electronic messaging systems such as email, internet chat rooms, bulletin boards and messaging systems. E-mentoring can be both formal or informal, and can provide a range of services from programme support to personal relationships.

4.3 CHARACTERISTICS OF MENTORING TOOLS

Mentoring tools are designed to meet the perceived needs of the organization. They stipulate the criteria and process for the selection of mentees. They usually include a set of strategies and tools for diagnosing the developmental needs of mentees

as well as the criteria and a process for qualifying mentors. The following are key features that characterize mentoring tools:

- ◆ The orientation on the responsibilities of the role for both mentors and mentees.
- ◆ The strategies for matching mentors and mentees are included on the basis of skills to be developed and compatibility.
- ◆ A negotiated agreement between mentor and mentee.
- ◆ The co-ordination and responsibilities for maintaining the program and supporting the relationships.
- ◆ Formative evaluation methods for making necessary adjustments to the program, outcomes for the organization, the mentors, and the mentees.

4.4 GUIDELINES HUMAN RESOURCES DEPARTMENT

DRIVEN MENTORING

The human resources department has certain roles and responsibilities as a department that makes it a department that can play a leading role in driving the mentoring. The following roles are vital in a human resources driven mentoring.

4.4.1 LEADERSHIP AND STAKEHOLDER CONSULTATIONS

- The Human Resources Department needs to identify all the stakeholders impacted by the change in the merger.
- Ensure the correct level of commitment is achieved for mentoring to take place.
- The Human Resources Department needs to identify existing mentors and capitalize on them.
- The Human Resources Department needs to conduct a stakeholder analysis in order to address the following issues: lack of clear institutional vision which is imperative in ensuring adequate and appropriate communication and participation in the roll out of the strategy for mentoring.
- Human Resources Department should educate leaders on mentoring and Change Management.

4.4.2 COMMUNICATION STRATEGIES FOR SUPPORTING THE MENTORING PROCESS

If communication is perceived to be inadequate, it will impact on the success of everything else within the merged institution. There is a need for a more personal approach to the communication strategies, since consideration should be given to mentoring activities that enable more personal/face-to-face communication. The Human Resources Department should design a communication strategy for mentoring, create a central communication infrastructure and build two way feed back mechanisms. These will ensure that mentoring is effective and beneficial to mentees.

4.4.3 INDIVIDUAL AND TEAM MENTORS

The Human Resources Department can develop two approaches to mentoring. The first one is individual mentoring; this is a one-to-one mentoring within the institution. The second one is the team mentoring among staff; this is mentoring teams from the different institutions or provinces who focus on specific

areas in organizational development. The Human Resources Department should ensure that there is sufficient cross-functional understanding, this is, the dynamics of the institution and how the processes flow. Team mentoring should be a two-way process and not be based on institution perceived as being top heavy. The Human Resources Department's main function is to educate employees on the dynamics of a merger integration process; promote honest communication and indicate potential problems. The Human Resources Department should also promote team learning activities and education, encourage share of knowledge and ensure that mentoring is aimed at incrementing full integration.

4.4.4 PERFORMANCE MANAGEMENT SYSTEM

The purpose of mentoring after merger is to achieve increased work performance. It is therefore important that Human Resources put a performance management systems in place during merger.

These may include:

- The people management & skills development must form part of the overall human resources development strategy and the workplace skills plan.

- Drive accountability through an explicit performance management system.
- Creation of formal process to prevent 'knowledge flight' and capture 'best practices'.
- Attempts to create conducive environment to retain best skills.
- Incentivisation and re-skilling options continuously being explored.
- Endeavours to make the service departments more user-friendly.

4.4.5 STRUCTURE OF THE ORGANIZATION

There is a need to understand that the organisation design need to be re-evaluated over time, after the mentoring strategy has been rolled out. Human Resources can ensure that mentoring facilitates clearly define roles/ accountabilities that facilitates a 'learner' organizational structure, which in turn facilitates work-flow and efficient and effective decision making.

4.4.6 HUMAN RESOURCES DEPARTMENT'S ROLES BEYOND MENTORING

The Human Resources Department is vital in driving mentoring, but at the same time human resources department has other responsibilities which are important.

(i) Promote positive attitude towards change

The Human Resources Department should address the psychodynamics of the change impacting on individuals; implement interventions to assist staff in coping with the change they are experiencing and in developing their skills to cope as well as to provide appropriate counseling; establishing and implementing a change management plan in order to address resistance to the current change and help staff become part of the new organizational culture; identify change champions to facilitate change; articulate clearly where the institution is going and provide change management skills training and provide diversity training.

(i) Ensuring that institutional values are developed

The Human Resources Department should make staff aware of the values of the institution; ensure transparency in the new organisation which facilitate values- aligned behaviours; clearly articulate strategic and organizational direction; plan for roll-out and departmental goal setting; identify and communicate quick wins; set clear and measurable short term goals to measure the integration process; set short-interface merger integration milestones to celebrate successes and take note of management working on addressing these issues in the line with the advice received.

4.5 DEVELOPING A MENTORSHIP TOOL THAT SERVES AS A GUIDE TO IMPROVE WORK PERFORMANCE AFTER MERGER

The theory behind this mentoring tool is Maslow's Hierarchy of Needs. Maslow's view of human needs in the work place is described as self-actualization. This theory states that the opportunity to achieve work successes and to experience job satisfaction is the result of work performance. Work

performance gives meaning to an employee's quality of life. The quality of life is sometimes used to refer to job satisfaction. This theory of human needs will guide the development of the mentorship tool. This is because employees who are mentored will achieve job performance expected of them and ultimately, self-actualization (Louw and Edwards: 1993). The social, political and economic climate of South Africa over the past decade has fostered several change agents that have influenced the composition of the present tertiary education system and its workforce. The merger of ML Sultan Technikon and Technikon Natal came to a speedy conclusion after proposals were made by the National Department of Education. This merger has been phased in. This process requires serious consideration to be given to the rationalization of programme offerings across the two campuses. Merging institutions need to develop mentoring strategies; such skills will ensure the development of the organization. The mentoring programme is important for a number of reasons:

- Firstly, the talent requirement by merging institutions is growing at a high pace and flatter institutions may fall out of the viability level.
- To develop technical skills and to accept diverse attitudes, enriching both the mentor and the mentee.

- Shortage of managerial skills and a shortage of good supervisors and coaches make it difficult to create a good mentoring program (Shea: 1992a).

An effectively developed mentoring programme has the following:

- A clear description and focus on top talent.
- Mentors who are wise, successful, technically strong, caring, and have the time to advise.
- A reciprocal process. That is, mentees must learn to stand on their own feet and mentors should also learn from the relationship.
- It is not supposed to be an endless, unequal relationship with endless political loyalty.
- Knowing from the start what mentors and mentees want from the process.
- An understanding that mentoring can have a strong effect on life outside the company.
- The discovery of individual strengths. What people need most is a profound investigation and recognition of their strengths.
- True-to-self strategies that are created and supported.

- Alignment of mentoring with other programs, such as reward, competency assessment, performance reports, other forms of learning/ education and good supervisor relationships (Shea: 1992b).

Although a well implemented mentoring programme can help with retention of staff, an institution needs to be aware that it may foster an individual's growth faster. Mentoring affects self-confidence and sense of marketability among employees and may thus cause an increase in market vulnerability (Fortune: 2001). Regardless of the program model, the challenges for managing mentoring programmes remain similar across organizations. Most of the institutions believe that the biggest challenge to any of their mentoring initiatives include securing the commitment of participants, communicating realistic expectations, and making the proper matches between mentor and mentee; immediately after merger (Murray and Marna: 1991). There are problems that come up when mentees are to be identified for mentoring. Something that can kill the mentoring relationship is for the mentee to have the expectation that the mentoring experience is similar to a job search (Schweitzer and Dolan: 2001). The basic approach is for everyone to find a mentor. This starts with new recruits for the

merged tertiary institution, where the person who has been there one day can be mentored by the person who has been there for two days (Bell: 1998). The objective is to have everyone in the institution supported by someone who shares the goal of help mentees maximize their potential. This will bring value to employees, and help the institution grow (Clutterbuck: 1991).

Figure 4.5: The Model upon which this Mentoring Tool “Mentoring towards Self-Actualization Toolkit” is anchored.

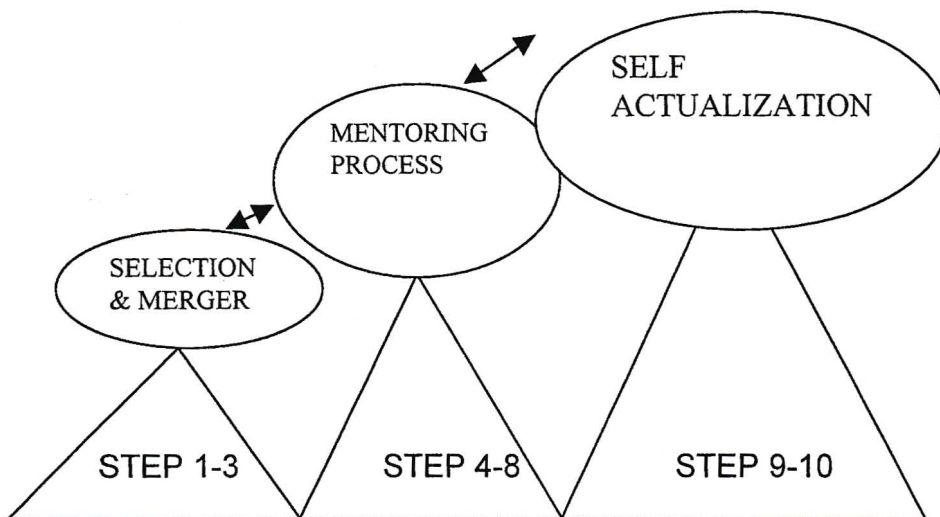


Figure 4.5 shows how the mentoring tool can be used to mediate work performance from merger to self-actualization. The mediated mentoring process will ensure that in each step tangible outcomes are achieved. To achieve such outcomes the mentoring tool will be used.

(i) Step one to three

| |
|---|
| ➤ Decision to implement a structured and well supported mentoring in the institution. |
| ➤ Establish a starting point and starting small. |
| ➤ Establish the needs for mentors and mentees. |

(ii) Step four to eight

| |
|---|
| ➤ Ensure support by the management team. |
| ➤ Mentor training for the institution is implemented. |
| ➤ Creation of an open culture on mentor-mentee relationships. |
| ➤ Trust building through listening on participants sharing experiences and ideas. |
| ➤ Celebrating small victories; through spotlight on mentor-mentee relationships. |

Step nine to ten

| |
|---|
| ➤ Expansion of mentoring to an institution-wide training. |
| ➤ Recognition of mentors and mentoring team; and sharing the results with everyone concerned. |

This model looks at mentoring as an on going relationship that develops between a senior and a junior employee. Without an effective mentor, a junior employee will be delayed in bonding to the informal power bases needed to perform their roles efficiently. In most cases, a leader that views a mentoring programme as a low priority or is without any mentoring program runs the risk of fostering management and leadership deficiencies. This is not what merging institutions can afford. Whether formal or informal, a mentor goes beyond demonstrating a task and explaining role practices (Derek and Mardle: 1995).

**4.5.1 THE MENTORSHIP TOOL: *MENTORING TOWARDS SELF-
ACTUALIZATION TOOLKIT***

OUTCOMES OF THE TOOLKIT:

- To orientate the new employees into the culture of the merged institution.
- To enhance the mentoring process by mediating professional development of mentees.
- To improve work performance on mentees.

INDICATORS:

- Mentees' work performance is improved and they are able to perform without assistance.

4.6 CONCLUSION

This section looked at the existing mentoring models and characteristics of the mentoring tools. The new models that are developed here is a result of integration of existing models and tools and the new challenges posed by the merger of tertiary institutions in South Africa. The model is founded on Maslow's theory of self-actulization. The mentoring tool will be used to mediate between selection and improved performance.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The introductory chapter indicated clearly the critical questions, aims and hypotheses of the study. The literature reviewed showed that the strategy by the National Department of Education to merge previously segregated institutions of higher learning, is cost effective in that it will remove duplication, reshape and streamline the programmes offered. The merger of ML Sultan and Natal Technikons offers an opportunity to put practical programmes that can guide other merging institutions. This includes a mentorship tool that will serve as a guide in the process of merger. The method of research used in this study, the sample and the data sources were based on the merger process of the two merging institutions. The presentation and analysis of data looked at the existing mentoring models and characteristics of the mentoring tools. The model developed in this study is a result of integration of existing models and tools and the new challenges posed by the merger of tertiary institutions in South Africa. The model is founded on Maslow's

theory of self-actulization. The mentoring tool will be used to mediate between selection and improved performance.

5.2 RECOMMENDATIONS

The conclusions reached in this study led to the formulation of the following recommendations. It is therefore recommended that:

- The National Department of Education should design a mentoring programme that will be institution wide, implemented and supported by all staff who are part of the institution. The institution wide programme should focus on induction of newly appointed staff and also those who have been there before merger. In the former group, issues emphasizing the expected performances, the culture of the institution and the attitudes and values expected of a staff combined with roles and responsibilities should be clearly covered. This will benefit a new staff member to develop himself or herself along the institution's expectations. The latter should focus on the issues mentioned above, but moreover on performance as well as professional development. This will enable the staff member to be competitive in his or her role and responsibilities as well as research and development output. In implementation of this

programme there is a need for a bottom down strategy, because a bottom up or decentralized one is likely to be affected by resistance towards merger rather than towards mentoring programme.

- The initial implementation need to be quick and immediately after merger has started.
- The Committee of Tertiary Institutions' Principals after merger need to be taken through the mentorship training process in order to give them insight and develop them in order to be ready for support the programme. This will assist the committee to plan, actively monitors and evaluate the impact the mentoring programme has on performance and research output. The officials in the department of education both at national and provincial levels need to be taken through the process. This will enable them to intervene whenever there is a clear indication that the mentoring process is not reaching the expected outcome of the set for the programme.
- The implementation of the mentoring programme need to be timed in order to intervene at a time when it will yield expected results. The more appropriate time for preparing implementation is within the first six months after merger. The first step in implementation should be: training

workshops, followed by needs assessment of potential mentees, then formation of mentoring teams, followed by material designed and mentorship process. The last step, this is, the mentorship process maybe in the form of individual or group mentoring. A one to one mentoring is more appropriate on individuals with skills that need mentoring and they are not working as a team. The group mentoring should be applied to those individuals that work as a team and share knowledge and skills for performing their work.

- There should be a formation of mentoring teams who should form a coalition. The coalition they form should be between provinces and between newly merged institutions. The main focus of mentoring teams should be information sharing, setting minimum standards for mentoring, mentoring contracts and quality assurance.
- The *Mentoring Tool Kit* should be used to serve as a guide for improving work performance by all merged tertiary institutions.
- Leadership consensus and commitment to strategic objectives and priorities should be obtained.
- Leadership visibility and participation should be ensured.
- Leaders should be educated on the 'human side' to change.

- Employees should be educated on the dynamics of a merger integration process.
- Potential problems and uncertainty factors should be communicated honestly.

CHAPTER SIX

SUMMARY OF THE STUDY

6.1 AIMS OF THE STUDY

- To establish if there are mentorship tools available to guide mentorship after merger.
- To determine effective mentoring techniques for improving work performance.
- To develop an appropriate mentorship model for improving work performance in tertiary institutions.

6.2 THE PROBLEM

Since the National Department of Education started a process of merging institutions of Higher education; one gap in the policy documents is tools which will support mergers. Tertiary institutions in South Africa were previously segregated along racial lines. The initiative of mergers was undertaken to cut costs and avoid unnecessary duplication of services and maximize utilization of resources. Merger consequently lead to downsizing and the effect of downsizing on staff are low morale,

low productivity rate, sense of betrayal, sense of distrust, feelings of being under valued and unappreciated. These factors highlight a need for managers to get the organization back in working order.

6.3 METHOD

This research used a case study approach. This approach is based on an in-depth analysis of events and programmes culminating from the merger of two Technikons in KwaZulu-Natal (M L Sultan Technikon and Technikon Natal). The Durban Institute of Technology in KwaZulu-Natal was identified and selected because it is the first institution to result from a merger. The documents to be selected provided a large amount of data and the researcher knows which documents deserved more attention than others. The following data sources were selected: Technikon Natal and M L Sultan Technikon merger documentation of 26 March 2002; Department of Education National Plan for Higher Education of 2001 and Andersen's Climate Survey Report on Durban Institute of Technology of 2002. The data analysis method used in this case study is the naturalistic generalization, that is, the data was collected and synthesized into a mentorship tool that suggested what other merging institutions could do to improve work performance.

6.4 FINDINGS

- The theory behind this mentoring tool is Maslow's Hierarchy of Needs. Maslow's view of human needs in the work place is described as self-actualization. This theory of human needs guided the development of the mentorship tool. This is because employees who are mentored will achieve job performance expected of them. A well implemented mentoring programme can help with retention of staff and assist to foster an individual's growth faster. Mentoring affects self-confidence and a sense of marketability among employees and may thus cause an increase in market vulnerability.

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