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HUMAN RESOURCE DEVELOPMENT AT TUMELA MINE

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A research report submitted to the Faculty of Commerce, Law and Management, University of Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the degree of Masters of Management (in the field of Public and Development Management)

October, 2012

DECLARATION

I, Matuku Mphahlele, declare that this research report is my own work. It is submitted in partial fulfilment of the Degree of Masters of Management (in the field of Public and Development Management) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in another other University.

Matuku Mphahlele



22nd day of October 2012

DEDICATION

To my late mother and father Rebecca Kodi and James Lekgeme Mphahlele. Warm salutations to mineworkers who continue to inspire creation of knowledge to improve our societies.

ABSTRACT

In the context of the South African mining and mineral sector this study explores the human resource development measures to transform mentoring programmes at Tumela Mine. Despite the legislative stipulations that seek to promote equitable access to participation in the creation, development and sharing of the South African economy and natural resources through the establishment of a workplace environment conducive for learning to take place, little is known on how Tumela Mine implements mentoring programmes to foster effective human resource development. This research explored and analysed perceptions of participants regarding the implementation of the Tumela Mine Mentoring Programme. The study employed a case study qualitative approach oriented in the interpretative research paradigm. Primary data was collected from respondents using purposive sampling, and secondary data was gathered from relevant policies, minutes of meetings and company annual reports. Examination of enabling and disabling aspects in the Human Resource Development unit, and responses of management to impediments in the implementation of mentoring programmes at Tumela Mine and the Anglo Group revealed some insightful perspectives. The findings underpin transformational style of management and strategic repositioning of the mentoring programmes thematic issues. The research argues that although company corporate strategic policy formulation and planning seek to promote equal participation of all employees in mentoring relationships, programme interventions at an operational level make it difficult to promote mentoring programmes. The key recommendation is that in order to implement effective mentoring programmes the company should review the corporate business strategy focused on strategic repositioning of mentoring programmes and inspire visionary leadership to implement a transformational style of management.

ACKNOWLEDGEMENTS

It was an honour and privilege to work with several people who contributed to make this research a success.

I extend sincere gratitude towards my supervisors and mentors, Murray Cairns, and Dr. Manamela Matshabaphala of the Department of Commerce, Law and Management at the University of the Witwatersrand. Thank you for your patience and unwavering support.

Special thanks to the Anglo-American Platinum for affording me the opportunity, time and funding for personal development.

The research could not have been accomplished without permission to conduct the study by the Senior Management (HRD), Tumela Mine, especially Solly Ngomane and Tebogo Mdhluli. I also extend warm gratitude to Motlalepula Gregory Matjila at the Mining Qualification Authority for the valuable information on the mining sector.

To my loving wife Nomonde Mphahlele (*Hunadi, Kgalagadi 'a Bakgaga*) for affording me family time, support and motivation to commence and conclude this project. To my sons Tokollo and Tiisa: I value you for understanding when dad was busy with the project.

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LIST OF ACRONYMS

BEE	Black Economic Empowerment
FET	Further Education and Training
GCIS	Government Communication and Information System
HDSA	Historically Disadvantaged South Africans
HRD	Human Resource Development
HRM	Human Resource Management
MPRDA	Mineral and Petroleum Resources Development Act
SETA	Sector Education and Training Authority

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The purpose of this research is to explore problems experienced in the implementation of the Tumela Mine Mentoring Programme. The South African historic context of mining cannot be precluded from skills training and economic advancement of Whites at the expense of marginalisation of the majority African communities. The discovery of the South African goldfields in the nineteenth century under the British colonial rule was followed by the apartheid regime in 1948. The apartheid period served as a watershed period dominated by exploitation of African cheap labour particularly evident in the mining sector, and the creation of the White elite until the democratic dispensation in 1994. The democratic government introduced the Mining Charter (one of several sector-based charters) in 2002 to redress the historic economic disempowerment of the disadvantaged South Africans and promote access to the wealth of South Africa's natural endowments.

The sector-based Charters seek to promote economic transformation and development of Historically Disadvantaged South Africans (HDSAs). The industry-specific black economic empowerment (BEE) charters were introduced in 2004 and have been developed in the following sectors; Mining, Petroleum and liquid fuels industry, Maritime, Tourism and Financial services. Each charter is tailored to suit a particular industry and to achieve an empowerment target of 25%-30% by 2014 (South Africa Information, 2011).

The development of the charters is an on-going process to redress historical inequalities. The Government Communication and Information System (GCIS, 2010) describes the discovery of the goldfields in the Witwatersrand, South Africa as the watershed to the powerful regional African economy. This significantly marked the start of a modern industrial state in South Africa. The historical use of cheap African labour and lack of effective socio-economic transformation in the mining sector continues to attract the attention of scholars, economists and politicians with a common view to develop the human resources and better lives of mineworkers.

In the early days of mining "…the skill and skin 'whiteness' tended to coincide with blasting certificates awarded to whites in 1896" (Katz, 1995:469). Segregation of races into white and black and unfavourable distribution of the wealth by the former colonial authorities also resulted in Africans mounting resistance against seizure of their minerals. It is against this background that the British

settlers felt insecure. The discovery of minerals in Kimberly in the late 1860s was accompanied by white racial supremacy, segregation and insecurity resulting in rising resistance by the African chiefs/*magosi* against seizure and looting of their wealth by the British settlers (GCIS, 2010). The Pedi chiefs/*magosi* encouraged young men to take advantage of the "availability of guns in the diamond fields of Kimberly to mount resistance against increasing pressure from white settlers on African land" (Turrel, 1986:47). The British seized the diamond fields in 1871 and De Beers monopolised and consolidated their claims for the diamond field in 1888 (GSIS: 2010).

The discovery of minerals in the Witwatersrand in 1886 presaged the isolation of Africans from sharing the wealth generated in the emerging industries.

> "The term 'mineworkers' was designated to the mine workmen of European descent, whereas African males were referred to as 'kaffirs' or 'boys' in the beginning of the twentieth century" (Katz, 1995:468).

Politically the discovery of the Witwatersrand goldfields and the demand by the British for franchise rights of the goldfields for English-speaking immigrants caused the Boer war under Paul Kruger in 1899 (GCIS, 2010).

To meet the demand for labour in the mines African males were forced through "land dispossession, conquest, taxation and pass laws" (GCIS, 2010:23) into single sex hostel or accommodation with inequitable living conditions called compounds in 1880 (Turrel, 1986). The isolation of African males denied them basic human rights and opportunities to participate in the emerging industrial economy. The impact of the fragmentation of nuclear families resulted in weak households in which grandparents assisted the wife in the absence of a mineworker husband and this resulted in the establishment of weak female links between households (Iliffe, 1999). To facilitate strengthening of households of mineworkers the reviewed Mining Charter of Department of Mineral Resources (2010) sought to enforce the process of elimination of hostels in South Africa's mines. Mine owners in South Africa continue to use compounds to date. The use of a 'convict labour' system whereby African mineworkers were subjugated to isolation in the compounds and denied human rights and freedom of association with their families was introduced by De Beers Diamond Mining Company (Turrel, 1986).

In the history of the South African mining sector relevant qualifications, certificates and acquisition of life-long skills have been issues of concern for improvement of wages of mineworkers and their socio-economic development. In the 1900s Afrikaners were encouraged by mine owners to get

blasting certificates which justified their better wages and socio-economic development. The issue of acquisition of relevant life-long skills and access to basic human rights among Africans who served as assistants to whites remained unresolved and it is against this background that the historic 1946 Mineworkers' Strike took place (GCIS, 2010). The Mine and Petroleum Resource Development Act (MPRD) Act 28 of 2002 indicated the need for the Broad-Based Black Economic Empowerment (BBBEE) Mining Charter to promote human resource development, black ownership, and management of mineral resources. Against this background, the South African Mining Charter provides for a human resource development (HRD) component which seeks to promote access of employees to functional literacy and numeracy training, opportunities of career paths for HDSAs and capacity building of empowerment groups through mentorship systems at the workplace, which prepares mineworkers to access better job and business opportunities in the broader economic environment in the case of retrenchments. In addition, the charter seeks to address social living conditions of mineworkers, procurement and ownership of the assets of the mine and development of host communities.

1.2 BACKGROUND

The history of South Africa indicates the marginalisation of the Historically Disadvantaged South Africans from participating in the mainstream economy. South Africa is the fourth biggest producer of gold after China, Australia and the USA (Infomine, 2011) and has the "world's largest resources of platinum group metals (87,7% of world total), manganese (80%), chromium (72,4%), gold (29,7%) and alumina-silicates" (GCIS, 2010:373).

South African mines production activities depend on the availability of electricity generated from coal. Historically the coal mine industry in the erstwhile Natal and Transvaal Republics served as a catalyst to the economy of South Africa in 1886, by facilitating the production of the cheapest electricity to the gold mines through the advantage of the use of cheap African labour to mine the cheapest coal in the world (Iliffe, 1999).

The legacy of apartheid policies has contributed to the lack of both investment in the human resource development and promotion of the participation of all citizens in the main economy. The South African economy took some strains from international boycotts and economic sanctions during the apartheid era. In 1994 the democratic government inherited a weak economy from the apartheid regime. The South African economy took a slump and neared bankruptcy before 1994. The economy expanded in the period 2000-2004 and this afforded opportunities for decent jobs, poverty alleviation and a shift away from apartheid era historic cheap labour practices.

In the period 2004-2008 the South African economy expanded by

> 4.7% of the Gross Domestic Product (GDP). In 2008 the real GDP contracted resulting in the first recession in 17 years and there was a decline in production, consumption and investment in 2009 (GCIS, 2010:222).

South African economic indicators reflected an annual economic growth rate of 3.2% of the GDP in 2010 due to a decline in production volumes in the primary sector (mining, agriculture and fishing) and a slower rate of increase in output growth in the secondary sector (manufacturing and construction) (GCIS, 2010:122).

The opportunities alluded to in terms of the economic growth in the mid-2000s need to be explored further for efficient utilisation of human resources and effective improvement of a productive labour force.

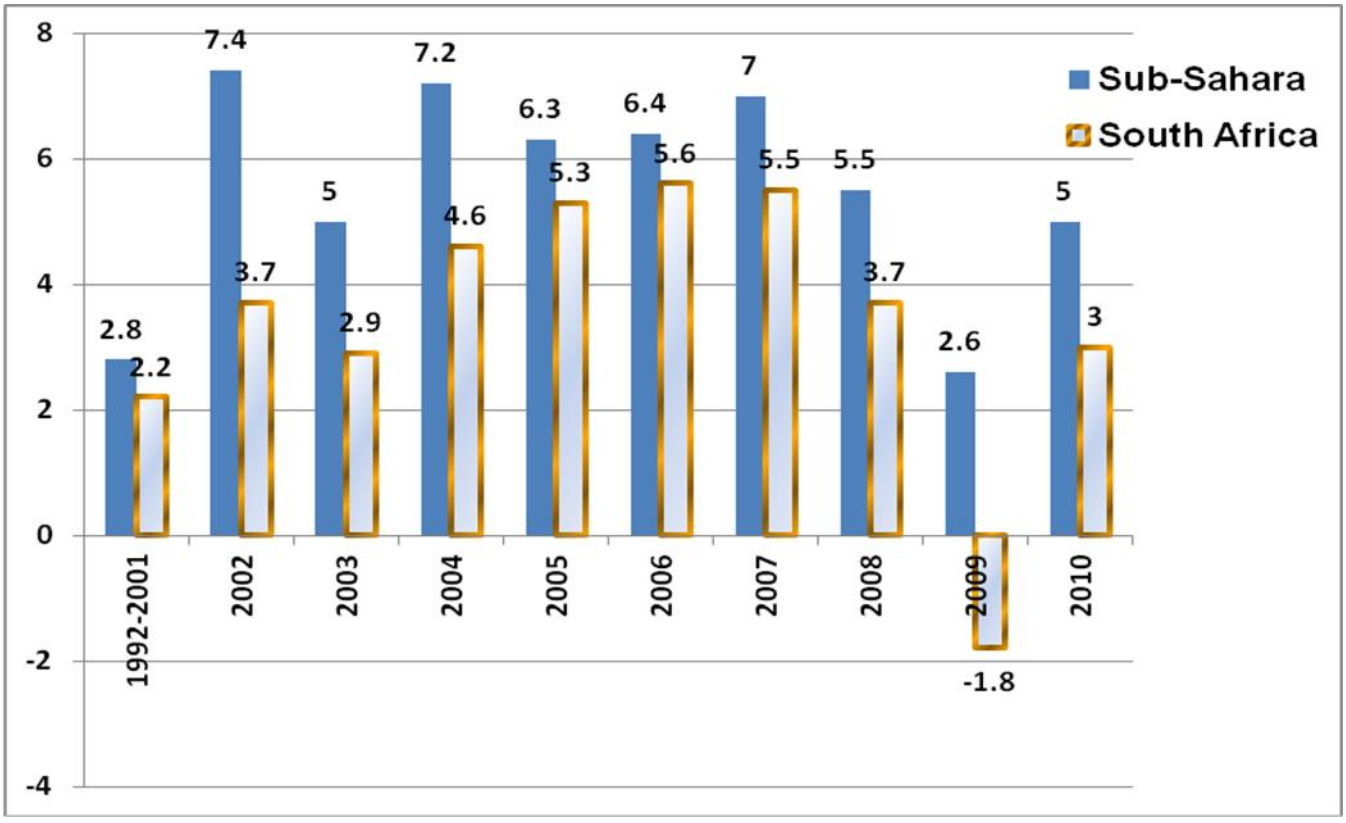


Figure 1: South Africa Real GDP (annual percentage change)

Source: International Monetary Fund (2010)

Figure 1 indicates that South Africa's economy experienced maximal 5.6% and minimal -1.8% Real GDP growth in 2006 and 2009 respectively (International Monetary Fund, 2010). Sub-Saharan Africa's income economies contracted in 2009 due to their stronger global trade linkages. South

Africa benefited from the emerging Asian markets in 2010 after contracting by almost 2 percent in 2009 (International Monetary Fund, 2010).

In the context of economic growth, explained above and the need to provide employment opportunities to alleviate poverty, the government encouraged the implementation of labour absorbing programmes for sustainable socioeconomic development. The State constitutional structures including the Departments of Public Works (DPW), Trade and Industries (DTI), and State-Owned Enterprises (SOEs) facilitate economic growth and transformation through labour intensive programmes. In the endeavour to enhance general economic development in the rest of the country the government initiated several programmes to facilitate job creation through learning interventions that lead to acquisition of skills. Mentoring, learnerships and skills programmes are some of the learning interventions (Mining Qualifications Authority, 2011) applied in the implementation of the economic transformation policy intervention initiatives. Mentoring and learnership programmes in the mining and mineral sector and the Expanded Public Works Programme (EPWP) implemented by the Department of Public Works seek to enhance human resource development and promote equitable participation in the general South African economy.

SOEs provide economic growth and manufacturing capacity to achieve the developmental agenda of the state. The Department of Trade and Industry is the custodian of the Industrial Policy Action Plan (IPAP) introduced in 2010, and is mandated to be responsive to economic transformation, infrastructure development and create "2.5 million jobs by 2020 through monitoring and enforcement of the Broad-Based Black Economic Empowerment" (GCIS, 2010:137). One such strategy to achieve these outcomes was the EPWP, an initiative implemented by the Department of Public Works to provide economic empowerment of the poor members of the community. The EPWP affords labour intensive and social enhancement activities associated with infrastructure development projects created "604 000 work opportunities and envisages creation of 4 million jobs in 2014" (GCIS, 2010:144). In addition to policy interventions to develop communities through socioeconomic programmes of the EPWP, State Owned Enterprises and the DTI, the government seeks to redress the economic marginalisation of communities trapped in the rural erstwhile apartheid 'homelands' and socially excluded mining societies, also referred by the legislation as host communities. Despite the huge contribution of the mining industry to the GDP; investment in the human resource development and equitable participation in the South African economy remain a challenge.

Economic development and transformation in the mining sector are not isolated from the economic investment and social development initiatives in the rest of South Africa. The Chamber of Mines of South Africa (2009) reported that there was an increase in the number of employees in the mining

sector from 495 474 in 2007 to 518 588 in 2008. Notably, total contribution to formal employment in South Africa was 6% of the total compensation paid to all formally employed people in South Africa at R60.7b towards wages and benefits of mine employees. Notwithstanding the significant contribution to the GDP, the mining sector contributes insignificantly to improve human resource development and is counter-productive in terms of the development of an equal society (Department of Mineral Resources, 2010). The Human Resource Development (HRD) element of the Mining Charter seeks to promote equitable participation in the creation, development and sharing of the South African economy.

In order to tackle these challenges successfully the Mining Charter (the Charter) recommends that among other things the following measure must be adopted to effect human resources development: Mentoring of empowerment groups (Department of Mineral Resources, 2010). Mentoring of empowerment groups is a form of capacity building of the Historically Disadvantaged South Africans (Department of Minerals and Energy, 2004). Against this requirement, the Mining Charter Impact Assessment Report of the Department of Mineral Resources (2009) highlights that only 11.4% of mining companies achieved targets in terms of implementation of the mentorship programmes.

In reference to this lack of performance in terms of implementation the Impact Assessment Report of the Department of Mineral Resources (2009) highlights the following challenges that continue to be a barrier to the human resources development in the mining sector:

1. Lack of management to support participation in Adult Basic Education and Training (ABET) programmes and
2. Career plans that are focussed on the development of senior (often White) managers at the exclusion of lower-level employees.

In order to look at this issue, this research examines what structures are in place to implement measures of the HRD element of the Mining Charter at Tumela Mine, Limpopo Province. Furthermore, this study seeks to explore the HRD mentorship programmes implemented at Tumela Mine, a subsidiary of the Anglo American Platinum (formerly Anglo Platinum).

Tumela Mine is an Anglo-American Platinum (subsidiary of Anglo American) managed operation. Over 95% of unskilled employees at Tumela Mine are black. In the South African context Blacks include Africans, Indians and Coloureds or mixed race. Black South African senior managers at Tumela Mine constitute 48% (Tumela Mine, 2011), Anglo American Platinum 29% (Anglo Platinum

Limited, 2010) and in the mining and mineral sector 28% (Mining Qualifications Authority, 2011). Anglo American Platinum has an under-representation of senior black managers.

Anglo American Platinum's mentorship policies, systems and procedures are applicable to Tumela Mine. The HRD unit at Tumela Mine is the custodian of the implementation of the mentoring policy. The research sought to understand problems encountered by management in the implementation of the mentoring programmes on the mine.

1. 3 PROBLEM STATEMENT

Tumela Mine does not know how participants in its HRD mentoring programme perceive the implementation of the programme. The Impact Assessment Report of the Department of Mineral Resources (2009:5) indicates that "management of mining companies does not support staff participating in the HRD programmes, as evidenced by recalling of staff from classes to accelerate production".

Tumela Mine employs 9000 permanent employees, and produces Platinum in the Thabazimbi Local Municipality, Limpopo Province, South Africa (Anglo Platinum, 2009). Mining is the biggest employer in the municipal area and Tumela Mine is a partner in the implementation of the Integrated Development Plan of the local municipality (Thabazimbi Local Municipality, 2011). The mining sector is instrumental through its recruitment practices to an increase in the number of residents to the municipal area.

The Integrated Development Plan (IDP) 2010-11 indicates that Thabazimbi Local Municipality has a population of 60 000 and 77% of the population is Africans. Key issues that face the Thabazimbi Municipality are a lack of municipally owned land, no tertiary education institutions, and an increasing number of informal settlements that have sprung up around intensive mining activities. Linked to these are problems of high levels of dependency on social grants as a result of unemployment (10%), teenage pregnancy, and incidence of STIs and HIV and AIDS (Thabazimbi Local Municipality, 2011).

The knowledge gap is about understanding the perception of HRD management at Tumela Mine about the implementation of the mentoring programme. Little is known about mentoring in the mining sector and only one article was found by the author.

1.4 PURPOSE

The purpose of this research is to explore problems experienced in the implementation of the Tumela Mine Mentoring Programme. The research study also seeks to present the findings, interpret, analyse and recommend strategies within the human resource development to improve implementation of human resource mentoring programmes at Tumela Mine.

1.5 RESEARCH QUESTIONS

This research focused on the following questions:

Main question

What are perceptions of participants in the mentoring programme at Tumela?

Sub-questions

1.5.1 What was achieved in the implementation of the mentoring programme?

1.5.2 What challenges are there to the implementation of the mentoring programme?

1.5.3 How did management respond?

1.6 LEGAL FRAMEWORK AND ROLE PLAYERS

Human Resource Development in the mining and mineral sector is regulated and enforced by the Department of Higher Education and Training. The Department together with business and organised labour are major role players in the formulation of legislation, implementation of policies and evaluation of HRD mentorship programmes.

The Constitution of the Republic of South Africa (1996) section 24 gives all citizens the right to develop and use natural resources for economic and social development. Profits from mining natural resources should be used to support programmes to meet the skills needs and empower employees through education and training for a sustainable socio-economic development.



Figure 2: Legislation associated with mentoring.

Figure 2 illustrates that equitable access to South Africa's natural resources could facilitate implementation of the mentorship programmes as legislated in the Mineral and Petroleum Resources Development Act. The legislative prescription underpins that the mentorship programmes must be monitored through the Workplace Skills Plan (WSP) and enforced through the Social Labour Plan by the Department of Higher Education and Training. There has been a strong political will to support the implementation of HRD programmes, especially in the Mining and Mineral Sector (MMS) in South Africa. In his first state of the nation address, President Rolihlala Mandela (1994) stated that the public and private sectors were encouraged to regard labour as a resource and not a cost, and that education and training should be used to ensure empowerment of the workers, raise productivity levels and meet the skills needs of a modern economy (Mandela, 1994).Since the democratic era there has been a strong political will to initiate and support mentorship programmes in South Africa. President Mandela (1997) outlined government priorities to support integrated human resource development, non-racial education system and skills training to afford all South Africans an opportunity to maximise their participation in the mainstream economy through sustainable mentorship programmes. The government has announced numerous legislations and structures to facilitate mentoring systems (Mineral and Petroleum Resource Development Act 28 of 2002), redress skills deficit (Skills Development Act 97 of 1998) and equity issues at workplace (Employment Equity Act 55 of 1998) in the Mining and Mineral Sector as explained in the following section.

The Employment Equity Act 55 of 1998 ensures equitable representation in the participation and implementation of HRD programmes in all occupational categories and levels at the workplace (Department of Labour, 1998a). The Skills Development Act 97 of 1998 seeks to promote skills development of the workforce, employee mobility; improved productivity in the workplace, provide employees with the opportunities to acquire new skills, use the workplace as an active learning environment and the competitiveness of employers and increase the levels of investment in education and training in the labour market (Department of Labour, 1998b).

According to the Skills Development Act of 1998, Sector Education and Training Authorities (SETAs) must develop and implement Sector Skills Plans (SSP) within the framework of the National Skills Development Strategy (NSDS), allocate grants to facilitate education and training, monitor education and training in the sector and promote learnerships in the workplace (Department of Labour, 1998b). The Mining Qualifications Authority (MQA) is for instance, the SETA responsible for monitoring of the implementation of the skills development and mentorship programmes in the mining and mineral sector.

The Mineral and Petroleum Resource Development Act (MPRDA) 28 of 2002 promotes employment, advancement of the social and economic welfare of South Africans and provides for the implementation of the Social and Labour Plan (SLP) to obtain mining licences and increased representation of skilled employees through talent pools, human resource development and mentorship of employees in the mining sector. In addition, pronounces on the Broad-Based Socio-Economic Empowerment Charter for the South African Mining and Mineral Industry (Mining Charter). Objectives of the Mining Charter are to increase the number of Historically Disadvantaged South Africans (HDSAs) in management across all occupational levels. The mining and mineral sector competes with the rest of the economy for many of the human resources, for example mechanical and electrical engineering.

In response to low level of HDSAs in management and critical skills, the Mining Charter pronounces on a target of 40% representation of HDSAs managers and 5% annual payroll investment on skills development activities (Department of Mineral Resources, 2010).

The Department of Higher Education and Training is accountable for policy development and intervention in the Sector Education and Training Authority through the legislation. Minister of Higher Education and Training, Dr. Nzimande raised some concerns that the Further Education and Training (FET) sector is uneven in terms of quality. Public sector FET colleges lack capacity and

there is a need to improve roles of SETAs and collaboration between colleges and workplaces (Nzimande, 2010).

It is envisaged that a concerted effort to provide equitable opportunities to advance attendance of mentorship programmes will redress under-representation of HDSAs at the senior management level, increase knowledgeable and skilled labour force, enhance investment and maximise productivity at the workplace. After announcing the skills development legislation in 1998, President Mbeki (1999) in his first state of the nation speech emphasised the importance of appropriately skilled communities as cornerstones of a winning nation. However, more than ten years after the implementation of the relevant policies, strong political willingness and support, the World Competitiveness Report of the Forum (2012) cites lack of educated workforce as the highest factor that makes it difficult to do business in South Africa.

In conclusion the area of human resource development is covered in depth in many studies. Human resource development is a Constitutional and Human Rights issue in South Africa. The mining sector faces severe competition for acquisition of a skilled workforce in the labour market due to globalisation and the growing demand for knowledgeable workers. Government institutions have to compete for skilled labour and qualified managers from the same source as the private sector. In order to stay competitive in its sector, Tumela Mine has to identify key aspects essential to the enhancement of human resource development and how to resolve challenges associated with the implementation of its mentoring programmes.

1.7 HRD AND MENTORING AT TUMELA MINE

Tumela Mine is an Anglo-American Platinum (subsidiary of Anglo American) managed operation. Accordingly, Anglo American's mentorship policies, systems and procedures are applicable to Tumela Mine.

1.7.1 Skills development issues

The purpose of the mentorship policy at Tumela Mine is to "facilitate the human resource development, transfer leadership competencies and create a learning culture" (Anglo Mentorship Policy, 2007:3). This concurs with the legislation to encourage employee participation in leadership and skills training as learning initiatives to support mentoring. The purpose of the Skills Development Act 97 of 1998 (Department of Mineral Resources, 1998) is to encourage employers to promote an active learning environment, provide employees with opportunities to acquire new skills and encourage workers to participate in leadership and other training programmes.

The mentorship programme at Tumela Mine is voluntary and integrated into formal training programmes. The programme is aligned with the Skills Development Act 97 of 1998 in that it has both theoretical and practical components, promotes an active learning environment, provides employees with opportunities to acquire new skills and participate in leadership programmes.

The Tumela Mine workplace identifies the talent pool as the source of mentees and is constituted of the high performing, young and professional HDSAs. To improve mentoring in alignment with the Social and Labour Plan (SLP) the HRD department draws a human resource development plan with targets, identifies and selects employees with the potential to acquire the pre-defined institutional knowledge and skills, and profiles them in a database for mentoring and development at the Anglo Development Centre (ADC). This database forms the talent pool which serves as the instrument in the context of staff development and recruitment.

Anglo American Platinum uses its talent pool to mentor new graduates at workplace. A total of 1550 new graduates were in the mentorship programme from 2006-2008 (Anglo Platinum, 2007). The Anglo-American Platinum mentoring system underpins company values and promotes the culture of learning, career and succession management, work and life experiences under competent mentors.

At Tumela Mine the Human Resource Management (HRM) identifies employees with the potential to learn and grow in response to institutional needs. The HRM submits a list of identified employees in the talent pool to the HRD for participation in mentorship programmes. Talent pool identification and fast tracking in the mining and mineral sector indicates that an average of 83% of mining companies have not identified talent pool and are not in compliance with the Mining Charter to have 40% HDSAs at management positions (Department of Mineral Resource, 2009). This observation is corroborated by the findings of the 9th Employment Equity Commission of the Department of Labour (2009) and the South African Human Rights Commission (2008) reports which highlight that White South Africans (female and male) continue to occupy top management positions and earn more than blacks regardless of skills and experience.

It can be argued that the mentorship programme at Anglo-American Platinum is critical given the cultural, racial and educational diversity of the labour force. The mining and mineral sector has been racially segregated with the majority of trained White labour on the surface and office-bound, whereas most of the untrained black labour force is mineworkers operating under harsh and risky environmental factors. Historical colonial and apartheid legislations contributed to the disregard of the indigenous languages and promoted the use of *fanagalore* language in the mining sector.

Fanagalore is a simplified dialect combination of Zulu, Afrikaans and English developed in the colonial era and commonly used in the mining sector in the Southern Africa region with negative connotations, as it undermines the use of indigenous languages of the mining communities. Seshoka (2011) of the National Union of Mineworkers defines fanagalore as a hybrid language deterrent to miners' safety, prospects of training and acquiring skills. *Fanagalore* is still used as a medium of communication despite the constitutional recognition of the eleven languages in South Africa. This practice contributes to limited communication and barriers to access learning opportunities among the mineworkers, especially the youth from the community in which the mine is situated (host communities).

1.7.2 PEOPLE DEVELOPMENT AND MANAGEMENT PROCESSES

Phases of the mentoring process

The Anglo Platinum mentee training (2011), Appendix 10.4 reflects that the mentoring process for people development has four phases, namely, building base, middle period, dissolving and redefining a relationship. These mentoring phases are contrasted and compared with some of the mentoring processes in the literature.

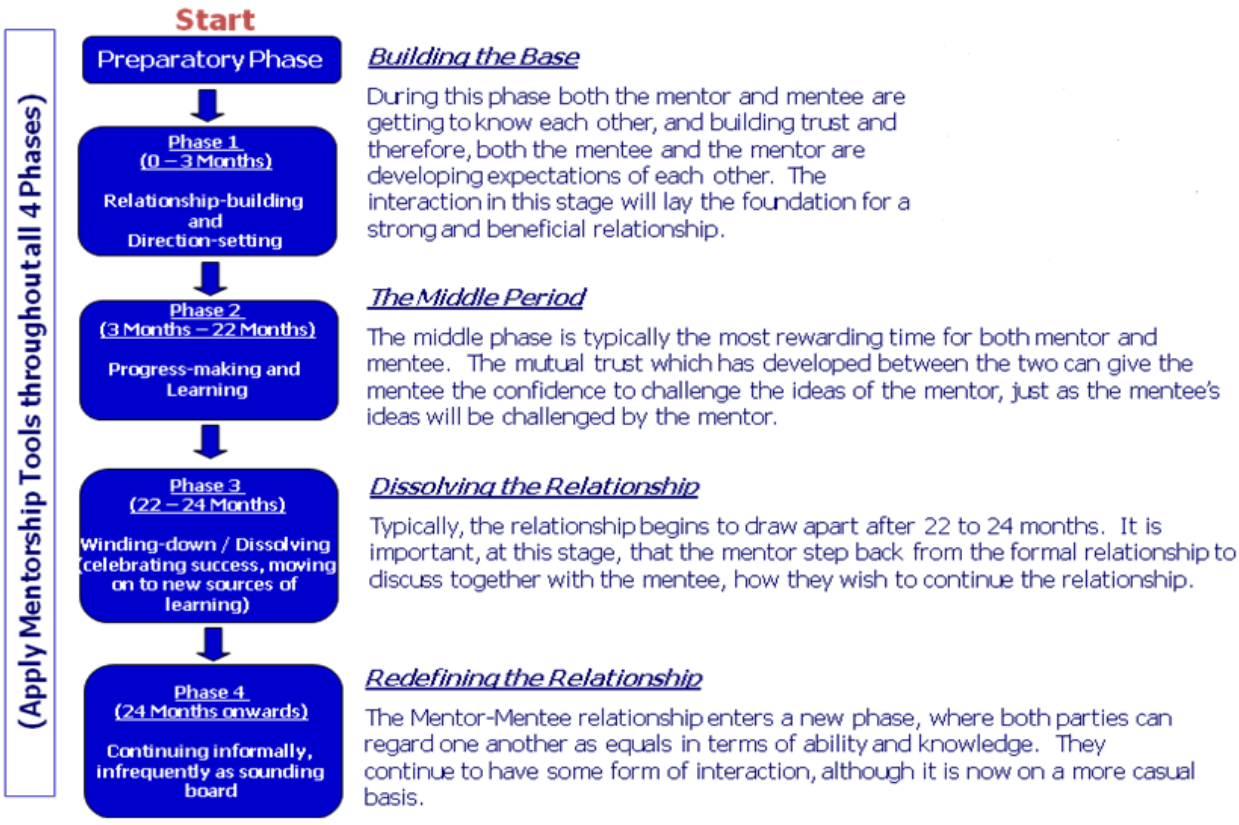


Figure 3: Mentoring at Tumela Mine.
Source Tumela Mine

Figure 3 outlines the mentoring process at Tumela Mine. This section discusses and compares contrasts and similarities of the mentoring process at Tumela Mine and scholarly perspectives in Gordon (2000).

The following phases of the mentoring process are described by Gordon (2000): Recognition and development, emerging independence and letting go.

Phase 1: Recognition and development

The purpose of the recognition and development phase is to provide direction and relationship building opportunities for both the mentor and mentee. At the commencement of the recognition and development phase both the mentor and the mentee recognise the need for mentoring. As the mentor and mentee begin their relationship, "size each other up", make a commitment to meet the goal of independence of the mentee, mutual respect is developed and expectations are established (Gordon, 2000:32).

Mentoring programmes facilitate skills development in a mutually accepted relationship. The recognition and development phase could be a more difficult phase in a formal mentoring programme than an informal mentoring relationship. The HRM or people management department at Tumela Mine introduces mentoring at the induction phase of recruitment and placement. It would be advisable that employee preparatory phase instils mentoring readiness in order to ease the flow of mentoring relationships and settlement into career development initiatives supported by the HRD department. This phase provides direction and relationship building opportunities for both the mentor and mentee.

The recognition and development phase demands more time and energy from the mentor than the mentee. This phase provides an environment for the mentee to practise new skills. However, benefits to the mentor are minimal during the first phase.

Phase 2: Emerging independence

The first phase in both the Tumela Mine and Gordon approach determine whether to make or break the envisaged mentoring relationship. During the emerging independence phase the mentor and mentee use different tasks to accomplish the goal of independence. Mentors use their expertise to facilitate "the learning process, good communication skills and information sharing in order to meet their objectives" (Gordon, 2000:32) as established in Phase 1.

Cooperation established in Phase 1 is maintained during the second phase. During Phase 2 time and "energy of the mentor assumes a steady decline, and the cost of energy to the mentee begins to increase" (Gordon, 2000: 32). The cost of energy although varies, basically refers to the physical and mental efforts experienced during the process of enhancement of mutual co-operation between the two participants. The Tumela Mine mentoring process highlights the development of confidence in the middle phase after developing trust in the base-building phase. Both processes emphasise the need to build a sustainable functional relationship.

The mentee invests more time and energy into learning. To maintain a functional mentoring relationship, one has to be skilful in creating a rapport and in the management of emotions arising from the duress experienced in the initial stage of mentoring between strangers in the new relation. Steadily the mentee changes and acquires a sense of more independence, benefits from self-discovery and the mentor develops satisfaction from new skills and self-confidence of the mentee.

Phase 3: Letting go

The mentoring relationship moves into its final phase with the goal of mentee "independence reached, closure provided to the relationship, mentee has developed new skills, a broader knowledge base and new professional opportunities" (Gordon, 2000: 32).

The fourth phase of the Tumela Mine mentoring process creates room for continuity and informal support of the mentee, that is, unlike the Gordon (2002) process that ends with letting go. The twenty-four-month period of a mentoring relationship practised at Tumela Mine sounds too long. A mentoring relationship should not be time-bound; however, the activities could have timeframes and due dates. A time-bound relationship could restrict both the mentor and mentee from spreading their alliance to facilitate their own development. This concurs with the argument in Allen and Finkelstein (2003:346) that individuals "can have multiple concurrent relationships with others to enhance their performance and career development" (see section 2.3.3).

An effective mentoring process commences with the transaction of time and energy from the mentor to the mentee and ends with the transfer of new skills to empower the mentee. The mentoring process should uphold corporate governance, be outcomes-based with both the mentor and mentee equally committed to achieving sustainable organisational development, human capital investment and competitiveness in an efficient, responsive and effective manner.

People management processes

The Human Resource Recruitment unit at Tumela Mine is responsible for the recruitment, placement, and referral of particular individuals to the talent pool for mentoring, development and future recruitment opportunities at Tumela Mine. Recruitment processes and procedures at Tumela Mine feed into the HRD mentoring policy. The recruitment processes, procedures, strategy and policies are closely linked to the organisational or company human resources activities. This is consistent with the argument that it is imperative for both organisational Human Resource Management (HRM) practices and recruitment strategy to integrated with the strategic business plan (Butler, Ferris & Napier, 1991).

1.7.3 THE MENTORSHIP POLICY

The HRD unit at Tumela Mine is guided by the Mentorship and Formal Coaching Policy of Anglo-American Platinum to plan and implement mentoring programmes.

The purpose of the Mentorship and Formal Coaching Policy (Anglo American Platinum, 2007) is to:

- Provide guidance in respect of Anglo Platinum's approach to its people development process;
- Facilitate accelerated development of young professionals and HDSAs employees in the Talent pool;
- Describe and guide the implementation of mentoring and as an HRD system with the aim of effectively implementing and facilitating: people development; transformation; Employment Equity, Human Resource (HR) Planning and Performance Management.

The Mentorship and Formal Coaching Policy (Anglo Platinum, 2007) ensures formal or informal support processes that are designed to support employees in career growth, create a learning culture, support the retention of key and high-performing employees to the company, transfer leadership competencies and ensure sustainable development. The mentorship policy provides measures to develop employees in compliance with various legislative requirements including the Social and Labour plan.

The following are earmarked for Internal Mentorship (company departmental-linked mentoring systems) and formal coaching: women in mining, fast tracking employees, learnerships, senior management, young professionals, HDSA and Talent Pool employees. External Mentorship

(mentoring of external stakeholders linked to the company) and Formal Coaching: BEE partners, requesting mentorship or formal coaching support from Anglo-American Platinum.

The Mentorship and Formal Coaching policy (Anglo Platinum, 2007) defines mentorship as a relationship enabling individuals to develop and acquire knowledge, work and life experiences informally or via a formal development programme.

1.7.4 POLICY IMPLEMENTATION AND REVIEW

Implementation of the mentoring policy occurs at the level of the mine whereas review of the policy takes place at the level of Anglo-American Platinum. The Group Human Resources Talent Manager at Anglo American Platinum ensures that the policy is reviewed annually or at earlier intervals as may be deemed appropriate or required. Senior line management, master mentors and central talent management are responsible for the implementation and maintenance of this policy with support from the Group Human Resources Development Consultant and Operations HRD staff at Tumela Mine (Anglo Platinum, 2007).

It is a business imperative to create and maintain an effective mentorship and formal coaching system in order to: Support its people development strategy at appropriate levels and hence achieve the company's vision of enhancing its position as the World's Number One Platinum Producer; support the company career and succession management system, providing for a transfer of knowledge, work and life experiences of competent role models, who act as mentors.

The mentorship and coaching system must assist in creating and maintaining a culture of learning and development. Anglo American Platinum's values (safety, honesty, integrity, teamwork, value and care) underpin the mentoring and formal coaching system.

According to the mentoring policy mentoring is an enabling system that forms part of integrated operations, HR, and HRD plan and supports the achievement of HR strategies and the operation's performance objectives. The system supports the empowerment and development of individuals in order to ensure sustainable business development and leadership. The mentoring system is not meant to interfere with the normal supervisor/subordinate relationship, but rather improve and build on it. The mentoring policy also indicates that the needs identified because of the mentorship relationship would be reported to the direct supervisor via the mentee. The mentorship policy at Tumela Mine allows for an annual review of the HRD processes and procedures to ensure effective and efficient of the operation of mentoring system.

1.8 OCCUPATIONAL LEVELS AT TUMELA MINE

The following discussion on occupational levels first looks at Anglo American Platinum and followed by the Tumela Mine situation.

Table 1 Occupational levels at Anglo American Platinum.
Source Anglo Platinum Limited (2010)

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	**2**	**0**	**0**	**4**	**1**	**0**	**0**	**0**	**3**	**0**	**10**
Senior management	**55**	**3**	**15**	**189**	**8**	**0**	**4**	**15**	**4**	**0**	**293**
Professionally qualified and experienced specialists and mid-management	578	29	21	942	145	13	19	195	34	7	1 983
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	2 984	46	12	1 878	594	10	19	385	220	5	6 153
Semi-skilled and discretionary decision making	27 887	41	11	389	2 069	15	12	177	4 678	2	35 281
Unskilled and defined decision making	3 295	10	0	49	1 439	0	0	7	133	1	4 934
Total permanent	**34 801**	**129**	**59**	**3 451**	**4 256**	**38**	**54**	**779**	**5 072**	**15**	**48 654**
Temporary employees	3	0	0	1	5	0	0	0	0	0	9
GRAND TOTAL	34 804	**129**	**59**	**3 452**	**4 261**	**38**	**54**	**779**	**5 072**	**15**	**48 663**

Table 1: indicates that there were 40 215 unskilled to semiskilled employees at Anglo-American Platinum in 2010. This constitutes 83% of the total 48 654 permanent employees at Anglo American Platinum. An analysis of the figures indicates the existence of the lingering legacy of colonialism whereby the majority of mineworkers, Africans (n=34 690) or 71,3% of all permanent employees have limited access to career advancement opportunities and life-long skills training in South Africa. The table points to the high number of semi-skilled and unskilled African males which makes up 64% of the workforce (Anglo Platinum Limited, 2010). The skewed dominance of Whites in management is likely to result in an insignificant number of Africans participating as mentors in the mentor-mentee relations at Anglo-American Platinum companies. Hence, the most mentor-mentee relations are likely

to assume a 'boss-subordinate' pattern as pointed by Woodlands Group (1980) since mentees tend to learn from wiser senior managers (Hay, 1995) in a traditional mentoring relation.

Table 2: Occupational levels at Tumela Mine.
Source Tumela Mine (2011)

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management	0	0	0	0	0	0	0	0	0	0	0
Senior management	10	0	0	11	0	0	0	0	1	0	22
Professionally qualified and experienced specialists and mid-management	107	2	1	163	13	2	1	25	9	0	323
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents	569	11	0	397	92	2	0	66	57	0	1194
Semi-skilled and discretionary decision making	8983	1	0	18	485	1	0	21	1182	0	10691
Unskilled and defined decision making	889	0	0	8	410	0	0	0	37	0	1344
Total permanent	**10558**	**14**	**1**	**597**	**1000**	**5**	**1**	**112**	**1286**	**0**	**13574**
Temporary employees	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	**10558**	**14**	**1**	**597**	**1000**	**5**	**1**	**112**	**1286**	**0**	**13574**

Table 2 indicates the 10 767 unskilled to semi-skilled Africans make up 89,46% of the unskilled to semi-skilled employees at Tumela Mine. Both tables 1 and 2 demonstrate that the senior and professionally qualified African managers at Tumela Mine 37,68% (n=130) and Anglo-American Platinum 34,53% (n=786) are very low compared to their employee race distribution. To resolve the challenges to the advancement of mentoring programmes all employees should have well defined career paths to follow without racial discrimination. Career mentoring functions entail "coaching and direct assistance of mentees in career advancement" (Hezlett & Gibson, 2007:386).

Distribution by race of the unskilled labour force at both Tumela Mine and Anglo-American Platinum (AAP) reveal a high percent of Blacks (Africans, Coloureds and Indians).

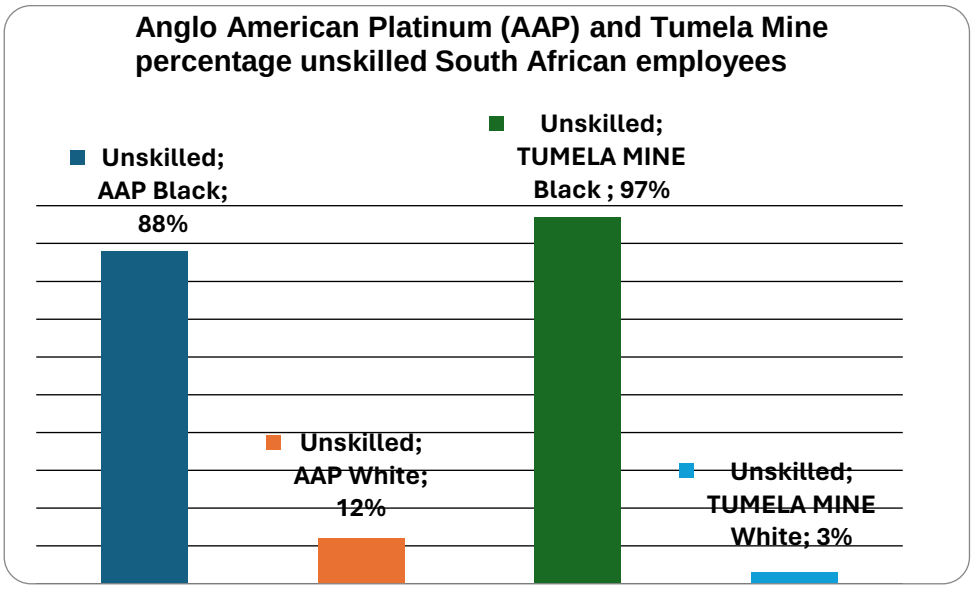


Figure 4: Unskilled SA employees Tumela Mine and Anglo American Platinum

Source: Tumela Mine and Anglo American Platinum

Figure 4 underlines that the ratio of unskilled South African White to Black is 1:7 and 1:32 at AAP and Tumela Mine respectively. Tumela Mine performs poorly compared to AAP in terms of transformation and imparting of skills to Black employees through implementation of the mentoring policy. It is the responsibility of the Mining Qualifications Authority to oversee implementation of the legislative mandate of the Department of Higher Education and Training to transform the mining sector.

Table 3: Sector employees racial distribution

Source: Mining Qualifications Authority (2011)

Occupational group		African	Coloured	Indian	White	Total
Managers	N	2 392	364	332	7 881	10 969
	%	22	3	3	72	100
Professionals	N	7 565	641	720	11 895	20 821
	%	36	3	3	57	100
Technicians and Trade Workers	N	42 601	3 620	631	32 120	78 971
	%	54	5	1	41	100
Clerical and Administration Workers	N	15 507	1 687	522	8 907	26 623
	%	58	6	2	33	100
Sales Workers	N	1 157	168	82	665	2 072
	%	56	8	4	32	100
Community and Personal Service Workers	N	6 602	175	25	1 140	7 943
	%	83	2	0	14	100
Machinery Operators and Drivers	N	189 350	3 871	232	4 938	198 391
	%	95	2	0	2	100
Elementary Workers	N	198 324	1 508	82	2 268	202 183
	%	98	1	0	1	100
Total	**N**	**463 499**	**12 033**	**2 626**	**69 814**	**547 973**
	%	**85**	**2**	**0**	**13**	**100**

Black employees in the South African mining and mineral sector constituted 87% in 2009 as indicated in Table 3. White employees constituted 72% of managers, 57% of professionals and 41% of technicians (Mining Qualifications Authority, 2011). These figures reflect an under- representation of black employees in the mining and mineral sector.

The purpose of this chapter is to introduce the purpose of this research to explore perceptions of participants in relation to implementation of the Tumela Mine Mentoring Programme. The foregoing discussion provides a brief overview of the South African legislative framework used in the mining and mineral sector to transform the workplace, the economy, tracked the Anglo-American Platinum model used to implement the mentorship policy at a programme level and outlined occupational levels at Tumela Mine and in the mining and mineral sector. The next chapter looks at the literature on human resource development and mentoring internationally and in South Africa.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review explores mentorship at the workplace in relation to human resource development (HRD). There is literature on formal and informal mentorship. This section advances the argument that availability of mentorship and skills training programmes across different sectors and companies is associated with different best practices in terms of the relationship, namely networking, motivation and skills development. In addition, the discussions delve on definitions, role players, motivation and types of mentoring.

This section explores types of mentoring and human resource development factors associated with the effective implementation of mentoring programmes to turn employees into productive knowledge workers. Mentoring and human resource development literature cover a broader spectrum of the education, health and accounting sectors. The only limitation to the literature review was that the only available study of mentoring in a mining company was the South African study by Gilmore, Coetzee and Schreuder (2005). The author used the Google scholar search engine, jstor and ebscohost databases (2000-2012).

2.2 DEFINITIONS OF AND RELATED THEORETICAL CONCEPTS

Human Resource Development (HRD) is the integrated use of development and training, career and organisational development in order to improve effectiveness of both individuals and the organisation (McLagan, 1989). Garavan, McGuire and O'Donnel (2004:421) state that the purpose of Human Resource Development is the maximisation of resources, production and achievement of employee potentials in the achievement of the goals of the organisation.

Traditionally mentoring is defined as an intense dyadic relationship that exists between an experienced and a less experienced senior person (mentor) and junior person (mentee or protégée) respectively and is focused on professional development of the mentee (Hezlett & Gibson, 2007; Meyer & Fourie, 2006). Mentoring provides opportunities for the mentee to gain skills, motivation, be inspired, develop well defined and realistic goals (Allen-Sommerville, 1994).

Levinson, Darrow, Klein, Levinson, and McKee (1978) define a mentorship relationship as one of the most complex and developmentally important relationships whereby the mentor is ordinarily

several years older and with more experience, a teacher or adviser. However, Kram (1995) extended the definition to not just one but multiple individuals for developmental support in their careers. Mentoring programmes were first developed in 1904 by Ernest Coulter, a court clerk as formal programmes to respond to social exclusion and welfare problems whereby delinquent boys were mentored by influential men (Newburn & Shiner, 2006).

Mentoring extends to the concept of social networking and gives rise to social capital. Multiple individuals and network groups, who form a formidable social cohesion in pursuance of a common developmental agenda, collectively thrive on a sustainable social capital. Social capital involves individuals investing in social relations and benefit from the resources of the other group. (Lin 2001). Social networks depend on social links, trust and personal commitment to the common defined objectives (Lengnick-Hall & Lengnick-Hall, 2003). Mentoring facilitates the building of social capital in a network of social groups (Hezlett & Gibson, 2007). An expansion of mentoring activities in the social network groups of the host communities enhances public private partnership (PPP) opportunities much better than the one-to-one mentoring relationships.

2.2.1 Formal and informal mentoring

Formal mentoring programmes tend to involve individuals representing a broader range of performance at the workplace (Chao, Walz & Gardner, 1992). The study by Chao, Walz and Gardner (1992) indicates that differences between informal and formal mentoring relations were not very large, mentees in informal mentorships experienced career-related support and higher salaries than mentees in formal mentorships.

In an informal mentoring relationship mentors often select protégés they can identify with and would willingly develop Chao, Walz and Gardner (1992). Voluntary informal mentoring restricts development to training in a particular speciality or unit instead of a paradigm shift to challenging mentoring across all company departments and feedback to all participants (Michaels, Handfield-Jones & Axelrod, 2001).

The following study indicated that workplace informal mentoring was preferred more than formal mentoring. Mentees perceived informal mentoring relationships as ‘worth it’ and formal mentoring relationships were perceived as less fulfilling (Gilmore, Coetzee & Schreuder, 2005). In the same study by Gilmore, Coetzee and Schreuder (2005) the White mentors preferred informal to formal mentoring relationships, and it also captured the predominant use of White mentors and Black mentees in the mining company.

Findings of the 9th Employment Equity Commission of the Department of Labour (2009) indicate that in the context of South African economy Whites still occupy the bulk of senior positions. The current *status quo* encourages informal peer mentoring (Gilmore, Coetzee & Schreuder, 2005). This discourages cross-cultural mentoring, hence voluntary informal mentoring is prevalent among participants with similar background as indicated in studies explained above. Workplace informal mentoring in the South African context is accessible to the few and privileged minority.

"Trust and connection in a formal or informal mentoring relationship contribute to the successful matching of two individuals" (Hazlett & Gibson, 2007:405). Mentoring is a developmental relationship building process that builds on trust and a common purpose that is embraced by participants in the mentoring relationship.

2.2.3 Roles of participants in the mentoring and HRD programmes

Primary participants in the mentoring programme are mentors and mentees. This section discusses the different roles of participants in the mentoring and HRD programmes.

Roles of the mentor as a teacher and a counsellor are described by Gordon (2000) in relation to the various dimensions of the mentoring relationship, as follows: As a teacher the mentor shares knowledge and expertise and as a counsellor provides moral and emotional support and enhance positive reinforcement of the mentee. Roles of the mentor are father, mother, inspirer and advisor (Meyer & Fourie, 2006). Meyer and Fourie (2006) stipulate the following roles of the mentee: learner, reflector, researcher, self-developer, communicator, listener, interpreter, implementer, relation-builder, innovator and problem-solver. The roles of the participants are not necessarily rigid. The mentee can also be an educator to the mentor, especially in situations of external mentoring where both participants are willing to learn from each other.

Mentoring is a dynamic and reciprocal relationship whereby a more senior person (mentor) helps a less experienced person (mentee) to develop skills in specified capacity at the workplace (Meyer & Fourie, 2006).

2.3 MENTORSHIP AND MOTIVATION

This section deals with the different aspects of mentoring relationships: motivation, skills development, transformational mentoring model, talent mentoring and knowledge-to-action initiatives.

2.3.1 Mentorship and motivation

The literature suggests that a successful mentoring process should include other mechanisms, for example internal promotion opportunities, salary increase and flexibility at the workplace (Almer, Higgs & Hooks, 2005). Primary factors that influence employee retention include mentoring, work environment and family-work balance among female employees (Auster & Ekstein; 2005; De Graft-Johnson, Manley & Greed, 2007; Keen, 2010; Hersh 2000). The literature argues that mentorship and talent management make talented employees feel valued and advance their personal development (Chambers, Foulon, Handfield-Jones, Hankin, & Michaels III; 1998). Protégés who feel stressed and undervalued at the workplace are unlikely to be retained as they have an enhanced belief about their ability to secure valued alternative employment opportunities (Hall & Smith, 2009; Hegstad & Wentling, 2004). Mentoring programmes can be used to motivate and inspire (Subotnik, Edmission, Cook, L & Ross 2010).

HRD has the potential to create economic development for the benefit of the society (Zidan, 2001) and is at the core of the knowledge economy (Kessels & Poell, 2004). Outcomes of the HRD programmes are an improved organisational and individual effectiveness (Hezlett & Gibson, 2005). Organisational and individual economic growth stand to benefit from mentoring relationships coordinated by the committed and capable HRD team. In the main, employees are able to expand their economic explorations, investments and prosperous families.

Having a mentor and receiving more mentoring functions is associated with more favourable objectives, for instance, compensation, promotion, subjective outcomes, career satisfaction and job satisfaction for protégés (Hezlett & Gibson, 2005). Employees who have been protégés are more likely to serve as mentors (Broadbridge, 1999; Fagan & Walter, 1982). Continuous monitoring and strategic repositioning of mentoring programmes at corporate level enhances competitiveness and sustainable development of the institution.

In summary incentives for participation in mentoring programmes do not always have to be monetary to ensure employee retention. Acknowledgement of the existence of employees from diverse background, including the youth, the disabled and women in mining should be a priority in the effort to inspire and motivate employees.

2.3.2 Relationship of mentorship and skills development

The literature on skills development discusses the management of talent and training of employees. In South Africa skills development in the mining sector is legislated to encourage training of new

recruits and Historically Disadvantaged South Africans (HDSAs). Mentorship programmes support this by creating an environment conducive to learning and promotion of improved performance of talented mentees through well-defined career pathing, as explained in this section.

Effective talent pool, mentoring systems and implementation of skills development plans do guarantee that employees will stay with the organisation. Fast growing organisations experience a fierce competition for talented employees (Capelli, 2000). Hutchens and Tischey (1982) noted that American managers experienced chronic shortage of trained employees, and recruiters scour the campuses and resort to 'brain drain' from abroad. Talent management promotes the flow of human resources throughout the organisation based on employee skills (Lewis & Heckman's, 2006). An environment that encourages employees to develop their own skills promotes commitment and improved performance (Smith & Rupp, 2003).

Training and education of knowledge workers are development enablers and empower knowledge workers (Davenport, 2005; Despres & Hiltrop, 1995). Hall and Smith (2009) argue that career development and psychological empowerment increase opportunities for the mentee to establish contacts with new clients, partners, managers and increasing a mentee's opportunities for information exchange outside the company.

In the process of widening external contacts and feeling of empowerment the mentees tend to have a strong belief in their ability to secure a valued alternative position in another firm with a resultant increase in turnover at the workplace (Hall & Smith, 2009). A talent pool serves as a source to generate and retain empowered knowledge workers through education and training. Knowledge workers have more opportunities to access external contacts. The literature also indicates that a learning environment does not always lead to employee commitment, as the empowered employee tends to seek alternative better offers and opportunities.

In summary, development of individuals as essential human resources throughout the organisation promotes commitment and improved performance embedded within solid skills development programmes. Contrary to the common belief, employee retention is not dependent on monetary incentive. Rather, establishment and development of a talent pool could be a resourceful supplier of knowledge workers, at the advent of the in inadvertent challenge of high turnover of skilful talented employees, thus curtail negative impacts 'brain-drain'. The following section delves into the mentoring strategies and how to develop the human potential at workplace.

2.3.3 Talent mentoring and development

Mentoring relations provide an opportunity for both the mentor and mentee to identify their talent developmental needs in alignment with the business strategy (Friday & Friday, 2002). Michaels, Handfield-Jones, and Axelrod (2001) referred to integration of mentoring in the business strategy as institutionalisation of the development of talent. Hezlett and Gibson (2005) recommend that mentoring must be integrated into other organisational initiatives to ensure strategic alignment of programmes and practices. Developing and implementing a formal HRD mentoring programme involves making decisions about program objectives, guidelines and activities.

It is the aim of every company to outperform its competitors through investment in human capital development. Key to the human capital development is the establishment of a talent pool of employees with "high potential and high performance" (Collins & Mellahi, 2009: 27) for growth and retention of company-specific talent or human capital. Allen and Finkelstein (2003) allude that employers should inform employees of the available developmental tools including their support for performance and career development. According to Hezlett and Gibson (2005) mentoring in the workplace enhances professional development of mentees.

In summary, a talent pool serves as the source for development of current and future talent in response to organisational challenges to stay competitive. It is envisioned that a workplace that typically promotes recognition of high-performance individuals could promote employee retention consistent with needs and in alignment with the business strategy. Conversely a learning organisation that outperforms its competitors tends to develop its employees. The following section hones in on transformational mentoring frameworks and related attempts to advance equality at workplace consistent with the historic context of South Africa.

2.3.4 Transformational mentoring model

In the South African context transformational mentoring seeks to redress inequality and discrimination experienced by the majority of South Africans in the workplace due to the historic apartheid laws based on the colour of one's skin. Cross cultural mentoring (Napier, 2006; Wroten & Waite, 2009) and the creation of developmental alliances (Hay, 1995) form the foundation of transformational mentoring model. Transformation of an organisation "from paternalism to meritocracy", and from return on investment (ROI) to use of score cards are critical in the development of employees (Sandler, 2006:3).

Hay (1995) points out that the traditional mentoring model entails wiser, senior managers to groom young high-flying protégés. According to Hay (1995) implementation of change at the workplace faces the following challenges: A growing shortage of senior managers, potential mentors who do not have the 'right' experience, growing uncertainty due to the high rate of change at workplace, the old models are perceived to be discriminatory and outdated, affirming current White male managers is perceived to be discriminatory, existing managers tend to make it difficult to promote new organisational culture, employees avoid an organisation that could render them redundant and they are attracted to networking.

Mentoring relations benefit from developmental alliance in which participants have self-awareness and develop the ability to initiate action and identification of alternatives as equal participants (Hay, 1995). Hay (1995) alludes that mentors could be found outside an organisation, or an organisational context and individuals have the capabilities and internal energy to grow and develop. Career development involves the mentor helping the mentee to learn new skills, develop expertise to enhance and transform a protégé's belief in their own competence (Hall and Smith, 2009).

"Racism is observed to be a hidden destructive force in cross-cultural mentoring and race often remains invisible to the privileged white" (Johnson-Bailey & Cervero, 2002:19). Mentorship programmes are acknowledged as key to meeting socio-economic imperatives in South Africa and accelerate the human resource assets, especially Black managers, skilled and supervisory level workers (Samuels, 1994).

A multi-national company has the potential to maximise the development of employees in the host country through its diversified operations. In a Vietnam case study Napier (2006) reveals that in order for expatriates to successfully manage operations and transfer knowledge and skills in the host country. In addition, the study underpins that multinational companies must provide institutional learning. Napier (2006) advances the argument that institutional learning promotes learning from the locals and 'reverse mentoring' within the host community, whereby expatriates as 'experts' are prepared to learn from 'learners' or members of the host community.

Allen-Sommerville (1994) in a study of a community in the United States expands scholarly debates on extension of learning opportunities into the host communities. The study underscores that mentoring may be extended to the recruitment of the community, public sector, and promotion of appreciation of cultural diversity. This transformational approach is consistent with the Charter on development of the HDSAs as discussed in Chapter 1. Wroten and Waite (2009); Napier (2006) and

Hay (1995) concur with Allen-Sommerville (1994) in that they embrace cultural diversity and creation of developmental alliances or relations with the host communities. In summary, consistent with literature debates the historic South African context of racial discrimination has been a hindrance to effective mentoring at the workplace. Transformational mentoring promotes equality and empowerment of employees to participate effectively in the local socio-economic development initiatives. Organisation meritocracy and creation of developmental alliances with the community stakeholders are key enablers in the advancement of workplace transformational leadership. The following section discusses knowledge-to-action mentorship initiatives in the realm of management of knowledge in relation to mentorship.

2.3.5 Knowledge-to-action mentorship initiatives

The study by Sharon, Straus, Graham, Taylor and Lockyer (2008) emphasises engagement of stakeholders in the process of knowledge implementation during the mentoring process. The study states initiatives aligned to barriers and facilitators to implementation of the mentorship initiatives, strategies for evaluating the knowledge use and impacts on outcomes. Knowledge mentorship emphasises stakeholder engagement. Intervention through the use of the knowledge-to-action framework can be used to develop a strategy to implement mentorship programmes, and evaluate the impact of knowledge acquired on outcomes of the mentoring initiatives.

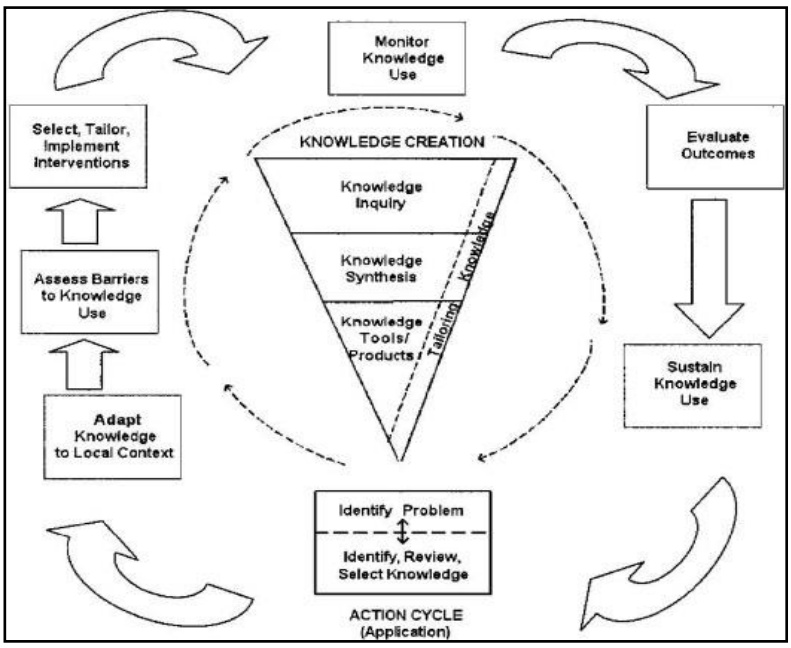


Figure 5: Knowledge-to-action cycle.
Source Sharon *et al*. (2008)

Knowledge-to-action framework by Sharon *et al*. (2008) in Figure 5, illustrates the roles of mentees and mentors. The model advocates for formation of formal structures to facilitate and coordinate

mentoring activities. Outcomes of the study indicate that knowledge-to-action framework can be used to develop mentorship initiatives (Sharon *et al*., 2008). Intervention of the knowledge-to-action framework and mentorship impacts on recruitment, retention, personal development, career guidance, career choice and research productivity.

According to Sharon *et al.* (2008) mentorship strategies should establish structures to facilitate finding a mentor, assignment of mentees to mentors and the mentorship process could be accomplished through development of mentorship facilitators to provide guidance on promotion, career milestones and work-life balance to potential mentors. The study identified the barriers to productive mentorship: Lack of formal mentorship strategies, inability to identify local mentors and perceived competition with mentors and strategies to enhance mentorship. The impact of potential risks associated with the barriers could be alleviated through development of formal mentorship activities, creation of workshops and evaluation of a mentorship programme (Sharon *et al*., 2008). Knowledge-to-action framework advocates stakeholder engagement, work-life balance and formal structures to facilitate mentoring relationships, effective and measurable results-based outcomes. In summary, the knowledge-to-action model advances arguments for enablers and disablers to a functional, effective and efficient knowledge and outcomes-based mentorship strategies. The model underpins continuous active participation in formal strategic mentorship engagements that enhance capacity development. The following section discusses mentorship workshops and outcomes.

2.4 MENTORSHIP ASPECTS AND OUTCOMES

There are facilitative and negative outcomes in a mentorship relationship. A contract and development plan as well as mentorship workshops enhance the mentorship relationship, facilitate peer networking, career guidance, enhance focus on active learning, provide guidelines for mentoring, develop a mentoring checklist, provide a contract for mentors and mentees, formulate an individual development plan for mentees and identify measures to communicate strategies important for educational interventions to facilitate mentorship process (Sharon *et al.*, 2008).

A study by Gordon (2000) indicates that there are both positive and negative outcomes in a mentorship programme. The mentor like the mentee gains positive energy and personal satisfaction and both have opportunities to experience upward mobility, whereas the mentee gains knowledge, new skills, enhanced global thinking and risk taking (Sharon *et al*., 2008).

Table 4: Summary of the different mentoring aspects

Aspect	Author	Outcomes
Motivation	a. Hall & Smith (2009) Hegstad & Wentling (2004). b. Almer, Higgs & Hooks (2005); c Keen, 2010; Auster & Ekstein; 2005; Hersh 2000; De Graft-Johnson, Manley, Greed, 2007. d. Chambers, Foulon, Handfield-Jones, Hankin, & Michaels III (1998). e. Sandler (2006)	a. Stressed and undervalued employees unlikely to be retained b. Include promotional opportunities and flexibility in the workplace. c. Mentoring and family-work balance influence employee retention. d. Mentees feel valued from attendance of mentoring programmes. e. Use of score cards in employee development.
Skills and career development	a. Davenport, 2005; Despres & Hiltrop (1995). b. Allen and Finkelstein (2003). c. Hezlett and Gibson (2005).	a. Training and education as enablers of empowerment. b. Employers should provide developmental tools for performance and career development. c. Mentoring enhances professional development of mentees.
Talent mentoring	a. Michaels, Handfield-Jones, and Axelrod (2001). b. Friday & Friday (2002).	a. Integration of mentoring in the business strategy is institutionalisation of the development of talent. b. Mentoring - an opportunity for talent development in alignment with business strategy.
Transformational	a. Hezlett and Gibson (2005). b. Wroten & Waite (2009) and Napier (2006). c. Hay (1995)	a. Integration of mentoring into other organisational initiatives b. Cross cultural mentoring at the workplace. c. Creation of developmental alliances.
Knowledge-to-action	a. Sharon, Straus, Graham, Taylor and Lockyer (2008).	a. Looked at the roles of mentees and mentors. The model advocates for formation of formal structures to facilitate and coordinate mentoring activities
Mentoring and Social capital	a. Lin, (2001); Hezlett and Gibson (2007)	a. Social capital - individuals investing in social relations benefit from the resources of the other group and mentoring facilitates social capital in a network of social groups.

From the literature the author has identified key aspects; motivation, skills development, talent, transformational and knowledge-to-action related to mentoring as indicated in Table 4.

Sharon *et al.* (2008) point out that negative outcomes of a mentorship programme include difficulty of both the mentor and mentee letting go, mentee may have a problem of feeling being confronted, intimidation, over-pressured and demands for loyalty. Mentors tend to express negative outcomes of a mentorship programme by being over-possessive, rejection of the mentee or misuse of power through manipulation (Sharon, *et al.*, 2008).

2.5 CONCLUSION

This foregoing literature review advances contemporary scholarly debates and perspectives in the following areas of HRD and mentorship: Defining the roles of mentors and mentees, describing the best practices and types of mentorships. The literature on human resource development has also revealed that an environment conducive for transformation of the protégé elevates their self-awareness and belief in themselves as equal participants in the mentoring relationship. Consistent with the thematic orientation of the perspectives in the literature the definition of human resource development is an organisational mentoring system used to enhance employee operational skills and effectiveness in the performance of the organisational strategic mandate. Promotion of mentorship workshops among stakeholders alleviates tension, mismatch and other associated negative outcomes of mentoring relationships.

Key findings in the literature are career pathing and employee empowerment through effective mentoring programmes. These carrier-oriented elements are peculiar enablers in the promotion of competitive knowledge workers. Thus, the employ of integrated mentorship and skills training programmes inculcates organisational effectiveness. Development of a talent pool at workplace seeks to maximise the likelihood of retention of skillful human resources. Subsequently, this serves as an enabler of sustainable competitive company-specific talents, notwithstanding stakeholder engagement in the facilitation of institutional learning in the company-host community *win-win* relationship.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology of the study. It discusses the research design, approach, sampling, significance of the study, data collection and analysis. Furthermore, the chapter discusses the primary and secondary data. Finally, the chapter explains ethical issues taken into consideration throughout the study.

3.2 RESEARCH DESIGN

The purpose of this research is to explore problems experienced in the implementation of the Tumela Mine Mentoring Programme. The research study also seeks to present the findings, interpret, analyse and recommend strategies within the human resource development, and how to improve implementation of human resource mentoring programmes at Tumela Mine. The study is situated at Tumela Mine, a subsidiary of Anglo-American Platinum an Anglo-American company and biggest private sector employer in South Africa. The company has undergone several transformations because of the South African mining sector legislative imperatives and the global market challenges to stay competitive. In response to the prescripts of the Mining Charter the company established structures and developed processes and systems to ensure compliance with the law in terms of human resource development and implementation of the mentoring systems.

The primary data collection was done by asking respondents how the Tumela Mine management resolves the identified challenges in the implementation of the mentorship programmes. To understand the experiences of respondents with regards to their knowledge of the mentoring systems in place, a qualitative interpretative approach was used in the design.

The qualitative research design is chosen when the nature of the research problem needs to be explored with little information and variables, and the focus is on the context that may lead to understanding of the phenomenon being studied (Van As & Van Schalkwyk, 2008). The research was originally planned to be conducted in the form of in-depth interviews “to record the views of a small number of individuals knowledgeable of a particular phenomenon” (Van As & Van Schalkwyk, 2008: 54), however only one but all of the respondents could be interviewed. The study employed questionnaires to collect data consistent with Leedy and Ormrod (2001). The research approach is

qualitative in nature. The case study was conducted within the Tumela Mine boundary. A case study allows the study to use multiple sources. A narrative analysis of responses of participants to the questions was conducted. Furthermore, the study uses interpretative paradigm to pursue subjective worldviews provided by the respondents for clarification. The interpretative approach is characterised by an open-end process that sees research as evolving and asking new questions and pursuing leads (Neuman, 2011). The purpose of the research is not to change the social world of respondents nor testing theories and laws that govern their behavior. For that reason, the critical social science approach is not selected.

Explanations derived from the data analysis and other secondary data are advanced through inductive reasoning. Triangulation of data obtained from primary respondents and secondary data was used to yield different themes from categories of the collected qualitative data guided by the research questions.

3.2.1 Design of the questionnaire

Cooper and Schindler (1998) suggest the employ of qualitative open-ended questionnaires to encourage respondents to objectively interpret their own reality. Information gathered in the relevant legislation and scientific literature review was used to design the interview question (see Appendix A). Both simplicity in design and responsibility in answering the research problem were considered.

3.2.2 Design of the questions

This research focused on the following questions:

Main question

What are perceptions of participants in the mentoring programme at Tumela?

Sub-questions

1. What was achieved in the implementation of the mentoring programme?
2. What challenges are there to the implementation of the mentoring programme?
3. How did management respond?

The study uses answers to the questions to consolidate the different opinions and generate patterns to be analysed out of two to three categories. The following section discusses data collection.

3.3 DATA COLLECTION

According to *C*reswell (1998) qualitative researchers should collect data from a range of sources. Qualitative research entails data collection from respondents knowledgeable of the issue being researched, existing theories are studied before collection of data and respondents are located at a single site (Van As & Van Schalkwyk, 2008). The four basic types of "data collection in qualitative research are observations, interviews, documents and audio-visual materials" (Van As & Van Schalkwyk, 2008: 53), see section on secondary data. In this study several documents and responses from the respondents were used to collect and collate both the primary and secondary data.

The eight respondents included managers in the Human Resource Development (HRD) knowledgeable of the human resource development objectives of the company's mentoring policy. The researcher contacted the Tumela Mine Senior Human Resource Manager and made a presentation of the research proposal to both the Senior Manager and General Manager on 27 January 2011. Permission was granted to conduct the research on the mine with the assistance of the HRD Co-ordinator (Transformation).

The HRD Co-ordinator arranged for interviews to be held on the mine. The original plan was to note comments and quotes in the interviews, however due to unforeseen circumstances only one respondent was available to attend an in-depth interview. Comments of the seven respondents were captured in the questionnaires for data analysis. The structure of the questionnaires is outlined in Appendix A. The eight participants were identified after an interview with the Senior Human Resources Manager with the assistance of the HRD Coordinator (Transformation), based on the criteria that they are knowledgeable and responsible for the implementation of the company HRD policy.

3.3.1 Sampling

The study employs purposive sampling consistent with the argument that it is a "key activity in qualitative research" (Creswell, 1998: 118). The purposive sampling strategy would best fit the research (Miles & Huberman, 1994) since all respondents are from the same HRD department in the Tumela Mine.

A sample of eight respondents participated in the study. They were identified according to their knowledge and participation in the planning and implementation of the human resource development policy objectives to enhance mentoring programmes.

The following measures were taken to avoid bias: The researcher avoided conducting the research at his workplace. Familiarity with the challenges and implementation of human resource development objectives of the Charter and type of duties of the researcher could influence the results and conclusion of the research. Therefore, the researcher did not conduct the research at his mine to avoid biases. To avoid a bias and influence on respondents, questionnaires were released to respondents, completed and collected within an hour. Consent was sought and obtained from participants. Respondents were made aware of their right to privacy, confidentiality and participation on voluntary basis and their right to withdraw from the study any time should they feel uncomfortable.

3.3.2 Primary data

An interview was held with the Human Resource Manager to establish organisational policies and practices in place to effect the HRD objectives of the Mining Charter. The information established what other documents would be required to assist in the conduct of the research.

The eight respondents willingly participated in the research. However, due to time constraints only Respondent A was available for the interview in his office at the time of the appointment, as other respondents had to attend an urgent meeting with the Coordinator. The HRD Coordinator submitted questionnaires to the seven respondents. Questionnaires were completed and collected immediately after the meeting. They all expressed their views with a professional perspective of their roles. All respondents are mentors and professionally qualified. The group was also a representative of the twenty-one members of the Transformation Forum responsible for policy implementation of the elements of the Mining Charter. The racial composition was four Blacks (two males and two females) and four Whites (three females and one male). Their designations varied from HRD Managers, Coordinator, Head of the department and engineers. Their responses were written down, the data was analysed and interpreted accordingly.

They all expressed a clear understanding of the mentoring and related systems at Tumela Mine. Respondents had all been protégés and were also mentors.

3.3.3 Secondary data

In addition to primary data a range of secondary data sources were identified. Relevant documents including minutes of meetings, HRD mentorship presentations, company annual reports, policies, practices and procedures were used to gather information on mentoring programmes at Tumela Mine. To develop a broad perspective of implementation of the human resource development mentorship

initiatives in the mining and mineral sector, relevant information was obtained from, Anglo American Platinum annual reports, Human Resource Management and Development policies, as well as government departments and institutions.

The Departments of Labour, Mineral and Resources, Higher Education and Training provided information on relevant skills training, legislation, human resource development policy implementation and review, types of skills shortages and measures of intervention. Information from the Sector Skills Plan (SSP) of the Mining Qualifications Authority (Sector Education and Training Authority, SETA) provided useful data on the initiatives to implement human resource development objectives in the mining and mineral sector.

3.4 Significance of the research

Economic transformation, human capital investment and social development of the country depend on acquisition and development of appropriate skills for optimal utilisation of the natural resources of the country. Knowledge and understanding of the skills shortages globally, nationally and in the mining sector will assist in the exploration of measures to enhance the human resource development of employees at Tumela Mine through mentorship programmes. Anglo-American Platinum has systems in place to track global corporate best practices and benchmarking to stay competitive in the mining sector.

The significance of the research is to explore mentorship measures to resolve impediments to the implementation of mentorship programmes and enhance workplace learning at Tumela Mine and in the mining and mineral sector.

Table 5: Shortage of skills.

GLOBAL	SOUTH AFRICA	MINING & MINERAL SECTOR
Skilled Trades	Engineers	Technicians and Trades Workers, 607 (46.7%)
Engineers	Drivers	Machine Operators and Drivers, 376 (28.9%).
Sales Representatives	Skilled Trades	Professionals, 188 (14.5%).
Technicians	Labourers	Directors and corporate managers, 119 (9.1%)
IT Staff		Elementary workers, 6 (0.5%).

	Management/Executives(Management corporate	
Accounting & Finance Staff	Teachers	Clerical and Administrative workers, 4 (0.3%).
Drivers	Legal staff (Lawyers, solicitors, legal secretaries)	Community and Personal Service Workers, 1 (0.1%).
Management/Executives	Secretaries, PAs, Admin and Office support staff	Sales workers, 0 (0.0%)
Labourers	Technicians	
Secretaries, PAs, Admin and Office support staff	Accounting & Finance Staff	
Top ten jobs employers are having difficulty filling Source: Manpower 2012 Talent Shortage		Source: MQA Sector Skills Plan (2011)

Table 5 highlights the severity of shortage of skilled employees internationally, nationally and in the mining and mineral sector in South Africa. It is a national imperative to encourage portable skills training through mentoring at workplace to develop citizens that can freely participate in the economic activities world-wide. In the mining sector there is a shortage of management skills and most of the mineworkers cannot read or right. Technicians and trades workers, machine operators and drivers as well as professionals are the top three areas identified in the list of skills shortage in the mining and mineral sector (Mining Qualifications Authority, 2011).

Tumela Mine is one of the mines of Anglo-American Platinum in South Africa. The link between the two companies is that all Anglo-American Platinum policies are binding on Tumela Mine. It is imperative that management at Tumela Mine align the mentoring programmes and interventions in a manner to ensure that not only the mining sector skills shortage is focused on, but also the South African and global skills deficit. In order to be globally competitive, the mineral extraction industry in South Africa has to invest in relevant workplace skills training programmes that are integrated into the mentoring programmes, especially technical, engineering and skills trades as indicated in Table 4 above. The next section delves into limitations and ethical considerations of the study.

3.5 LIMITATIONS AND ETHICAL CONSIDERATIONS

The study employs qualitative research techniques as guided by the interpretative paradigm and purposive sampling typical of gathering of opinions of participants in the study at Tumela Mine. The sample is too small to achieve conclusive and influential generalisation in the mining and mineral sector. The research findings cannot be generalised due to the limitations and bias in the data.

However, organisations in an environment like Tumela Mine and experiencing similar challenges could learn and be advised accordingly by the research findings.

Management of Tumela Mine were requested in writing to release the identified staff for participation in the research. Respondents were informed in writing of their right to anonymity and withdrawal from the interview if they felt uncomfortable. A major limitation to the study was that only one respondent was available for interview. An interview of all participants could have provided more valuable data from probing and clarification of their responses.

The following is summary of the Methodology Chapter.

3.7 SUMMARY

This chapter delves into the methodological aspects of the study of HRD at Tumela Mine. It advances the arguments for choice of research instruments necessary to examine the perspectives of participants in the study, with focus on mentorship programmes. Research designs, methods, significance of the study and procedures underpin key elements fundamental from the collection of data to findings and conclusion of the study. Ethical considerations and limitations to the research were outlined consistent with ethical guidelines of the University of the Witwatersrand and the literature. The following chapter contains the data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents and analyses the results of the exploratory research study conducted at Tumela Mine on 14 October 2011. The purpose of this research is to explore problems experienced in the implementation of the Tumela Mine Mentoring Programme

4.2 QUALITATIVE ANALYSIS OF THE DATA

Comments from the open-ended questions were analysed in order to establish the key responses (presented in Table 6) as alluded to by the human resource development managers at Tumela Mine, within the context of implementation of mentorship initiatives.

The author derived and assigned a code to each different response. The responses related to a common theme were grouped together. Eight respondents (A, B, C, D, E, F, G and H) responded to three categories of questions arising from the main question: What are perceptions of participants in the mentoring programme at Tumela?

Sub-questions:

1. What was achieved in the implementation of the mentoring programme?
2. What challenges are there to the implementation of the mentoring programme?
3. How did management respond?

The emergent comments of each respondent were noted. Common responses were grouped together, and themes were derived from the categories of responses.

4.2.1 Aspects of the HRD programmes achieved

The 11 themes in Table 5 point out to the responses (X and XX aspects perceived by one respondent and more than one respondent respectively) in relation to the successes achieved in the HRD programmes at Tumela Mine. Performance of the Anglo Development Center (ADC) as the agency of change and organisational capacity building, employment equity plans and policies, performance evaluation of employees are highlighted as achieved aspects in the Human Resource Development unit at Tumela Mine.

Table 6: Responses to the achieved HRD aspects

Themes	People development	Skills training	Learnerships	Employment equity	Career targets	Core functions	Compulsory programmes	Gender Equity	IDC targets	Performance management	Succession plans
A				XX				X			
B									X	X	X
C		XX	XX								
D		XX	XX								
E	XX					X					
F				XX							
G	XX						X				
H				XX	X						
Employee development (4.2.1.1)										Succession planning (4.2.1.2)	

The following aspects (XX) captured by more than one respondent generated the employee development theme; 1) people development, 2) skills training, 3) learnerships and 4) employment equity. Individual Development Charter (IDC) targets, compulsory programmes, and gender equity. The emerging themes linked to the achieved aspects of the HRD unit are employee development and mentor succession planning (closely linked to performance management). The nexus of performance management and succession plans (are elements peculiarly advanced in the thematic orientation, namely, succession plans.

Respondents did not come up strongly on some of the themes. Findings suggest that most respondents concur on the following issues: Achievement of career development targets, development in core business functions, compulsory mentoring programmes, gender equity, completion of assessment of individual performance and mentoring succession plan. The following section examines the aspect of employee development.

4.2.1.1 Employee development

An analysis of the responses to the question on aspects of the HRD achieved at Tumela Mine indicates that compulsory participation in the programmes offered at the "Anglo Development Centre (ADC)

is an effective tool to achieve people development" (Respondent G, October 2011) and "the mine is developing people" (Respondent E, October 2011).

It emerged from comments of respondents that people development at the ADC has contributed in the achievement of "technical skills training, mining learnership and engineering targets" (Respondent D, October 2011). In addition, ADC is perceived as "being able to implement training programmes for learnerships and ABET" (Respondent C, October 2011).

It emerged from Respondents A, F and H (October 2011) that aspects closely associated with human resource management and recruitment, namely, "employment equity targets" were achieved. The statistics of the occupational levels at Tumela Mine indicate that for every one female middle manager there are seven males, that is, a female:male ratio of 1:7. A labour representative raised concerns about what has been done "to develop women in the middle and junior management?" (Transformation Forum, 2011:5). Follow-up to employee development, the study focuses on succession plans and performance evaluation in the ensuing section.

4.2.1.2 Succession plans and performance evaluation

Employee performance appraisal was identified as an aspect that plays a role in the formulation of the succession plans at Tumela Mine as indicated below.

> *HRD department has succeeded in the completion of the operational succession plans, performance management cycle and completion of the Individual Development Charter (IDC) (Respondent B, October 2011).*

The Individual Performance Appraisal (IPA) yields a measure of the assessment and evaluation of the performance of key performance indicators (KPIs) of the HRD employees, an expertise of the HR Management department at Tumela Mine.

Respondents reflected on achievements of targets for people development and succession planning as successful elements. The data is analysed and discussed in section 4.3.1. The foregoing discussions examine the achieved aspects in relation to the Tumela Mine HRD programme. This draws the attention to exploration of the challenges to achievement of the mentorship programmes. HRD

4.2.2 Challenges to the achievement of the mentorship programmes

Lack of motivation among mentors and mentees (section 4.2.2.1), inadequate strategic positioning (section 4.2.2.2) and transformational management style (section 4.2.2.3) are attributes of challenges to achievement of goals of mentorship programmes within the Human Resource Department. The 12

responses in Table 7 denote challenges to the achievement of mentorship programmes at Tumela Mine. The generated categories and themes derived from the collected and collated data are analysed later in this chapter.

Table 7: Responses to HRD challenges

Themes	Unwillingness to participate in mentoring programmes	Employees reluctant to use own time for mentoring programmes	Lack of incentives to mentors	Shortage of quality mentors	Lack of growth in non core business areas	Rigid mentoring structures	Non compulsory mentoring programmes	Lack of mentorship readiness programmes	Unclear roles of mentors and lack of co-operation from management	Culture change	Company values	Managers have personal agenda
A					XX	X				X	X	X
B				XX			X					
C				XX	XX			X				
D	XX											
E	XX								XX			
F									XX			
G	XX	X										
H			X									
Motivation (4.2.2.1)				Strategic repositioning (4.2.2.2)					Style of management (4.2.2.3)			

Motivation, strategic corporate repositioning of mentoring systems and transformational style of management emerged as themes from the categories of challenges in Table 7. Respondents strongly suggest there is unwillingness of employees to participate in mentoring programmes. This is closely followed by perception that there are unclear roles of mentors that seems to be due to lack of quality mentors at Tumela Mine.

4.2.2.1 Motivation

Unwillingness to participate in mentoring programmes, employees reluctant to use own time for mentoring programmes and lack of incentives to mentors were identified as important aspects that constitute motivation of employees. Respondents D (October 2011) cited the challenge of lack of "willingness of mentors to participate" in mentoring programmes. Respondent E (October 2011) raised the concerns on "mentors not willing to come forward" and participate in the mentoring programmes. "There is lack of passion or complacency" (Respondent G, October 2011). Mentorship

is voluntary at Tumela Mine. Voluntary relations could encourage informal peer mentoring activities. Informal relationships could due to common or shared social background among friends, encourage advancement of pursuance of a personal agenda at the expense of organisational developmental goals and productivity.

Respondents alluded to a shortage of knowledgeable mentors and lack of clarity with regards to roles of mentors as challenges to the implementation of mentoring programmes. It is cited that "mentors are not understanding their roles" (Respondent E, October 2011) and there is "shortage of quality mentors" (Respondent B, October 2011). Employees lack "the passion" (Respondent G, October 2011) and "willingness to participate" (Respondent D, October 2011) in HRD programmes. Respondent G (October 2011) contends that employees are "reluctant to sacrifice their own time" to participate in the mentorship programmes. Respondent H (October 2011) stated that "mentors are not provided incentives" and there is a "shortage of quality mentors".

4.2.2.2 Strategic repositioning

The following aspects constitute the strategic repositioning theme; shortage of quality mentors, lack of growth in non-core business areas, rigid mentoring structures, non-compulsory mentoring programmes and lack of mentorship readiness programmes. Any institution that seeks to acquire, develop, generate and retain benefits from mentoring activities and stay competitive should integrate a corporate mentoring strategy that is "aligned with the strategic position and direction" (Friday & Friday, 2002:154). A strategic decision to support growth in non-core mining activities and recruitment of more trained mentors were perceived to be key themes integral in the mentoring strategy for successful implementation of mentoring programmes at Tumela Mine.

The mentoring policy shows that the Group Human Resource department is responsible for formulation of the policy (Anglo Platinum, 2007). The HRD unit has little to do with formulation of the mentorship policy and in the main, participates in the implementation of the policy.

It emerged from the interview with Respondent A (October 2011) that "participants attend too rigid formal mentoring programmes". Mentorship programmes are perceived to fail mentees as they do not facilitate "entry to higher education" Respondent C, October 2011). The respondent was concerned that if an employee has an interest to further his or her education the system would not provide support.

Lack of mentorship readiness was cited as a challenge to "accommodate employees to enter learning platform easily" (Respondent C, October 2011). The respondent also felt that there is a need to "provide suitable number of mentors" within the HRD system to promote induction of interested participants to the mentoring programmes.

Respondent A (October 2011) cited lack of transparency, inclusivity of management and employees in the review of mentorship policies as an example of a "hidden agenda among some managers and colleagues". The respondent felt that senior management was supposed to use a bottom-up policy formulation and review approach to promote collectivism and transparency in the system.

"Lack of a succession plan for retiring mentors narrows the pool of potential mentors" (Respondent A, October 2011). The respondent felt that lack of communication and promotion of mentoring activities on the mine is indicative of the 'hidden agenda' that favours the selection of White mentors.

4.2.2.3 Style of management

The style of management theme is made up of the following aspects; unclear roles of mentors and lack of co-operation from management, culture change, company values and managers pursuing personal agendas. In this section respondents cited lack of co-operation, pursuance of personal interests and ill-defined roles of mentors attributed to the poor management of mentoring systems and programmes. Respondent F (October 2011) alluded to "non co-operative management" whereas Respondent H (October 2011) cited that "mentors do not get incentives" and "mentors do not understand their roles" (Respondent E, October 2011).

> *A respondent expressed a strong view on the perceived management style. The style of management is "not 'living' or practicing values of the company" (Respondent A, October 2011).*

In addition, the respondent felt that management was non-cooperative in the promotion of learning, pursuance of personal interests among mentors and non-responsive to resistance to organisational cultural change by certain individuals.

Motivation, strategic corporate repositioning of mentoring systems and transformational style of management emerge as themes from the categories derived in this section. Discussions and analysis of the generated themes are in section 4.3.2. The foregoing section presented challenges to the achievement of the mentorship programmes. In response to identification of the challenges, the study shifts to exploration of HRD management's response to mentorship challenges in the ensuing section.

4.2.3 HRD management's response to mentorship challenges

Subsequent to the responses in relation to challenges identified in the preceding section, participants point out that there is a great need for improvement of the style of management. The strength of belief in improvement of the style of management is more on communication of mentoring programmes and implementation company values at operational level. This is followed by the need for enhancement of the mentoring policy systems at corporate level. The following section captures responses and the themes generated from respondents.

Comments to the question on responses of management to challenges to the achievement of mentorship programmes, in Table 7 generate 13 patterns which were further condensed into management style and strategic repositioning categories. Mentoring systems and organisational transformation were found to be closely associated with strategic repositioning of programmes at Tumela Mine. The generated 13 patterns derived from the collected and collated data are analysed into three themes in section 4.3.

Table 8: Management's response to mentorship challenges

Responses	Improve communication and awareness on mentoring programmes	Motivate employees	Conduct workshops	Live company values including transparency	Provide incentives	Introduce score cards for mentors	Expand career development opportunities	Appoint trained, capable and dedicated mentors	Adequate entry of employees into mentoring programmes	Monitor mentoring programmes	Review policies and programmes openly	Understanding of race issues, advocate honesty and transparency	Establish formal mentoring with a succession plan
A	X X X		X X	X X							X	X	X
B	X X X									X			
C		X X			X X				X				
D	X X X							X X					
E								X X					
F	X X X		X X				X						
G	X X X	X X		X X									
H					X X	X							
Style of management (4.2.3.1)								Mentoring systems.				Organisational transformation.	
								Strategic repositioning (4.2.3.2)					

Improvement of communication and awareness on mentoring programmes are the challenges pointed out by the highest number of respondents, that is, five. Three themes that emerged from categories in Table 8 are improved style of management and strategic repositioning of mentoring programmes. The following section presents data on style of management.

4.2.3.1 Style of management

Style of management is the theme generated in Table 8 and consists of the following aspects: Improved communication and awareness on mentoring programmes, motivation of employees, conduct of workshops, 'live' company values including transparency, provide incentives, introduce score cards for mentors and expand career development opportunities.

Respondents cited the need to improve "transparency, race issues and honesty" (Respondent A, October 2011 and "monitoring of mentoring programmes" (Respondent B, October 2011) at the workplace. Respondent A (October 2011) also alluded that certain individuals tend to elevate "personal preferences above company policies". Respondent A (October 2011) cited a lack of teamwork as an impediment to embrace diversity in the mentorship programmes.

To improve style of management and quality of mentors, Respondent E (October 2011) noted that the "appointment of willing and capable mentors" would resolve the challenges of HRD mentorship programmes. The minutes of the Transformation Forum (June 2011:5) of the HRD suggest concerns raised by union members on the lack of a succession planning and that "when people leave a position they must be developed and replaced accordingly".

Motivation of employees to participate in mentoring relationships and improvement of communication emerged as key themes in the enhancement of the management style to resolve challenges to mentoring programmes. Respondents suggested the support of "workshops" (Respondent F, October 2011) to enhance "awareness" (Respondents B, D & G, October 2011) and "communication" (Respondents A, & B, October 2011) of mentoring programmes. Respondent H advocated for the importance of introducing mentorship as a key performance indicator in the business score cards of managers. This would also be a means to encourage and acknowledge their participation in the programmes".

Respondents C and H (October 2011) recommended the introduction of "incentives" for participants to encourage sustainable mentoring relationships. Coaching was closely associated with mentoring. Respondent G (October 2011) advised that "coaching of the employees who are unwilling and

reluctant to participate in the mentorship initiatives" should be a priority to resolve challenges in implementation of HRD mentorship programmes". It was also captured that management should resolve the challenges of implementation of HRD programmes by "creating awareness and promoting transparency" (Respondent G, October 2011). The following section presents strategic repositioning of the mentorship programme.

4.2.3.2 Strategic repositioning of mentorship programme

Strategic repositioning of mentoring programmes was generated from two categories, namely, mentoring systems and organisational transformation as indicated in Table 7. Mentoring system is constituted of the following aspects: Appointment of trained, capable and dedicated mentors, adequate entry of employees into mentoring programmes, monitoring of mentoring programmes and review of policies and programmes openly. Organisational transformation consists of the aspects; establishment of formal mentoring with a succession plan and understanding of race issues, advocacy of honesty and transparency.

There should be a review of policies and programmes with "relevant stakeholders and a team inclusive of all race groups and gender parity" (Respondent A, October 2011). In addition, Respondent B (October 2011) advocated for "monitoring of current mentorship relationships and support in the assignment of new mentors". Respondents alluded on improvement of mentoring systems by "appointing able mentors" (Respondent E, October 2011) and "education of mentors" (Respondent D, October 2011). It emerged from the data that major challenges to the implementation of mentoring programmes at Tumela Mine are poor motivation of employees to participate in mentoring relations and ineffective style of management to support the system.

In summary responses to the questions on achieved aspects of the HRD programme, challenges, and impediments in the implementation of the mentoring programme have resulted in three key issues; namely, the need to improve style of management, review of HRD mentoring systems and organisational transformation at Tumela Mine.

The following section interprets and analyses the derived themes. The themes are corroborated with the employ of documentary analysis, literature and policies related to the challenges and facilitators of the mentoring programmes at Tumela Mine.

4.3 DISCUSSIONS AND ANALYSIS

This section analyses and interprets the research findings, the emerging trends, similarities and differences drawing on the literature and theory in Chapter 2. The analysis focuses on the purpose of this research to explore problems experienced in the implementation of the Tumela Mine Mentoring Programme. A broader perspective of employee mentoring programmes at the workplace and the various concepts related to human resource development are explored, argued for or against by the author based on the analysis of the data collected and the literature reviewed. Findings of the study generate three themes, that is, employee development, style of management and motivation as discussed in the following sections.

4.3.1 Employee development

It was derived in Table 5 that employee development emerged as a theme associated with employment equity, core functional skills training, learnership programmes and succession planning. The achievement of "gender equity and employment equity targets" (Respondent A, October 2011) was associated with the achievements of the HRD unit. It emerged in the study that although targets for people development are achieved according to the stipulation of the legislation, including the Mining Charter the mentorship system lacks "honesty and transparency" (Respondent A, October 2011).

The ability of a high-performance organisation to develop human resources is one of the organisational core competencies (Hiltrop, 1999). It emerged from the responses that people development is dominated by training in "core business skills" Respondent E (October 2011). Formal Coaching Policy, monitored by the Group Human Resources Talent Manager indicates that one of the mentoring principles is to empower and develop individuals to ensure sustainable development and leadership, and not interfere with supervisor or subordinate relationship.

According to Woodlands Group (1980) the most effective mentoring relationships occur outside boss-subordinate patterns because bosses administer punishment and rewards. However, contrary to the mentorship policy not to interfere in 'supervisor-subordinate relationships', respondents alluded that most mentorship relationships occur between the supervisor and the subordinate. Emphasis of mentoring programmes linked to core business skills training would encourage implementation of an ineffective informal mentorship in the form of supervisor-subordinate relationships as supported by Woodlands (1980), however, this setting would interfere with the normal operational supervisor-subordinate relationship.

An analysis of occupational levels in section 1.8 reveals that senior and professionally qualified Black managers at Tumela Mine constitute 40% and Whites 60%. Although respondents indicated an improvement in the achievement of employment equity targets in the HRD unit, the same picture is not captured in the company. The company's Employment Equity plan should reflect a demographically representative workforce across all occupational levels in alignment with the Charter. The target for Black senior management is 40% according to the Charter and Tumela Mine exceeded it by a mere 0.6%. This action is not indicative of a strong commitment to a sustainable employee development programme, but a simplistic exercise to only comply with the minimum requirements. This dark picture is against the information in Table 2 that Black employees at Tumela Mine constitute 94% of the personnel. Allen and Finkelstein (2003) allude that employers should inform employees of the available developmental tools including their support for performance and career development. A decisive transformational management should encourage implementation of an employment development plan among all permanent employees. The scope of the plan should be beyond core business functions and supportive of career development.

Although the HRD department at Tumela Mine (a high-performance mining company) embraces human resource development as one of its organisational competencies; existence of informal mentorship in the form of supervisor-subordinate relationships could harm the successful establishment of a functional mentor-mentee relationship and development of organisational competency.

The HRD programmes are "successful in people development" (Respondent E, October 2011) and in the implementation of skills training learnerships and career development (Respondent C, October 2011). Fast growing organisations experience a fierce competition for talented employees (Capelli, 2000). Hutchens and Tischey (1982) noted that American managers experienced a chronic shortage of trained employees, and recruiters scour the campuses and resort to "brain drain" from abroad. An effective talent pool management, functional developmental mentoring systems and implementation of workplace skills plans do not always guarantee that employees will stay with the organisation. In the interview held on 27 January 2011 with the Senior Human Resource Manager it emerged that the company experienced 'brain drain' to competitors and other sectors despite integration of skills training and talent pool initiatives in the mentorship programme. Although Tumela Mine continues to train and develop employees, fierce competition for its talented employees makes the company wobble under the pressure of persistent 'brain drain'.

To a certain extent it emerged from Respondent G (October 2011) that employees were reluctant to "sacrifice their own time" and expected management to provide some form of inducement or incentives to encourage their attendance of mentoring programmes. Respondent H (October 2011) contends that "management should consider the introduction of incentives and also support the inclusion of mentoring activities in managers' score cards". Naturally, employees would be motivated by some form of inducement to participate in mentoring programmes. This concurs with "a workplace environment that encourages employees to develop their own skills, promotes more commitment and improved performance" (Smith & Rupp, 2003:120). Respondent C (October 2011) felt that employees need to be encouraged to access "entry to Adult Basic Education and Training (ABET) and provided with a platform to higher education entrance".

Most employees "took any work that was offered to them just to get appointed with the hope to get experience and be promoted, and this might be the reason they want to study in a different direction" (Transformation Forum, June 2011:6). Respondent C (October 2011) cited the provision of a "platform to access entry to higher education" as a challenge to the implementation of mentoring programme. Respondents believe that access to higher education enhances personal growth opportunities. However, employees are not supported to diversify their roles, skills, and interests in other units as part of their career development. Collins and Mellahi (2009) corroborate or concur with the need to play extra-roles in the institution as it has direct positive effects on organisational effectiveness and enhances opportunities for mentoring of colleagues.

Promoting employees from within, teamwork and a common sense of purpose are some of the practices managers should encourage in a mentoring relationship (Prusak & Cohen, 2001). The 'brain drain' alluded to by the HR Manager and the loss of skilled employees to competitors will not be addressed accordingly, unless managers are incentivised through performance evaluation scorecards (Sandler, 2006), employees discouraged from sacrificing their own time and candidates for promotion are identified within the talent pool. A transparent employee development plan should be made available to new recruits and employees in the talent pool. This practice could enhance opportunities for mentoring and avoid situations whereby employees took any work that was offered to them and later decide to study in a field different to their job discipline for the sake of being promoted. The ensuing section delves into style of management issues.

4.3.2. Style of management

It emerged from the interview with Respondent A (October 2011) that "management does not advocate or 'live' company values, which results in a poor teamwork and transparency" in decision making. This practice impacts negatively on organisational culture of the company.

Most of the available mentors are "less knowledgeable of their roles" (Respondent E, October 2011) and are of "low quality" (Respondents B, October 2011). Their comments concur with Clitterbuck (1998, 104) that quality and quantity of learning in a successful mentoring relationship takes place if "the two people are not instinctive soulmates". Mentorship is voluntary at Tumela Mine and this practice tends to encourage informal peer mentoring that advances between friends in pursuance of a personal agenda and a common social background. Voluntary mentoring encourages peer mentoring and questionable quality of learning, which tends to take place among friends at workplace. It could be drawn from the comments and Clitterbuck (1998) that potential mentors are scarce due to lack of training of participants in mentorship programmes.

Respondents strongly indicated the need to address transparency and honesty. When asked to elaborate on failure to 'walk the talk' and 'lack of transparency' Respondent A (October 2011) indicated that as a White person he felt that other White colleagues are not willing to be mentored by Black colleagues. It emerged from the interview with Respondent A (October 2011) that there are race issues including personal preferences that tend to be above company policies, limited acceptance of racial diversity and the mentorship programmes are too rigid as they focus more on achieving core business objectives.

"Lack of co-operation from management" (Respondent F, October 2011) and "people are not released by supervisors in the shafts to attend skills training programmes" (Transformation Forum, June 2011) reflected on inadequacy of the mine management style to facilitate mentoring programmes activities. Training and education are facilitators of empowerment in a mentoring relationship and career development (Davenport *et al*., 1995). An environment that encourages employees to develop their own skills promotes commitment and improved performance (Smith & Rupp, 2003) and enhances professional development of mentees (Hezlett and Gibson, 2005). Consistent with these studies, certainly style of management that is discriminatory or non-cooperative is unlikely to facilitate an environment conducive for empowerment, and improve company performance. Findings of this study underpin that a transformational and participatory style of management that promotes the

commitment to the release of employees, transparency and an environment conducive to the implementation of mentoring activities enhances personal development.

It emerged from the responses that "individuals cannot be forced' to attend mentorship programmes (Respondent B, October 2011) and "management should consider inclusion of incentives" (Respondent H, October 2011). "Mentorship systems were too rigid and without an element of humanity" and "there is a need to have more mentors" (Respondent A, October 2011). In this study it emerged that the mentor must have good skills to support the mentee in the particular area of development and make the mentee feel a sense of belonging. The findings corroborate with Respondent A and Chambers *et al.* (1998), that mentees feel valued from their engagement in mentoring programmes.

Sandler (2006) advocates for the use of score cards for effective implementation of employee development programmes. The use of score cards, company time and incentives not only add value to the mentoring system but also encourage potential mentees and mentors to be committed to the company and create flexible mentoring systems.

A comment by the Senior HR Manager that Tumela Mine finds it difficult to retain beneficiaries of the mentorship programmes concurs with the study by Hall and Smith (2009); Hegstad and Wentling (2004) that protégés who feel stressed and undervalued at the workplace are unlikely to be retained as they have an enhanced belief about their ability to secure valued alternative employment opportunities. Hall and Smith (2009) argue that career development and psychological empowerment increase opportunities for the mentee to establish contacts with new clients, partners, managers and increasing a mentee's opportunities for information exchange outside the company. Psychosocial empowerment and appreciation of the values of the protégées in a company provide a positive competitive environment for sharing of knowledge beyond their company or workplace environment.

An efficient style of management prioritises communication of mentoring programmes as a central tool to the successful implementation of an effective mentoring programme. Communication plays an important role when it comes to safety training, conducting workshops and acquiring skills, especially through mentoring activities in the mine. Seshoka (2011) identifies the use of *fanagalore* as a restraint to training and development of mineworkers. Setswana is the common language used in local villages around Tumela Mine. The use of *fanagalore* could limit entry of new recruits into the mining sector since it is not taught at schools and is alien to the host community.

It emerged from the respondents (A, B, D, F and G, October 2011) that there is poor awareness or communication and promotion of the mentorship programmes among employees. Perception of "unclear roles of mentors" (Respondent E, October 2011) could also be due to poor communication. A member of the Transformation Forum Mr. 'M' indicated in the minutes of the Transformation Forum (June 2011:5) that there is a need for "hosting a road show" to market and explain career development measures to Tumela Mine employees. Mentorship workshops enhance the mentorship relationship, facilitate peer networking, promote career guidance, enhance focus on active learning, provide guidelines for mentoring, develop a mentoring checklist, provide a contract for mentors and mentees, formulate an individual development plan for mentees and identify measures to communicate strategies important for educational interventions to facilitate mentorship process (Sharon, *et al.*, 2008).

Anglo-American Platinum provides numerous workshops to stimulate mentorship relationships and career advancement opportunities, especially for managers and supervisors as indicated in the company annual report. The annual Sustainable Development Report of Anglo Platinum Limited (2010) indicates that 18 managers were selected for mentoring in the junior management programme, 40 senior managers graduated from the programme for management excellence and 194 managers attended mentoring workshops.

Although attendance of managerial and supervisory programmes is perceived as mentoring at Anglo American Platinum, the system does not facilitate formal mentoring relationships in this regard. Selective mentoring could prejudice the majority of mineworkers at lower occupational levels, promote an unfair competitive environment and limit management to barely achieve minimum compliance with the relevant legislation.

Unlike the voluntary development opportunities offered to mineworkers at ABET Level these management workshops and programmes are formal and binding to the selected candidates. Findings suggest that selective mentoring should be discouraged as it could only serve as an instrument to discriminate and disadvantage mineworkers.

It is essential to invite local champions or stakeholders identified as mentorship facilitators in the development of mentorship workshops (Sharon *et al.*, 2008). Workshops at Tumela Mine should enhance the mentorship relationships; facilitate networking, career guidance for protégées and active learning in alignment with the Charter and the Social and Labour Plan (SLP). Active communication and understanding of the mentoring programmes by all employees could be supported through the

use of local languages. The use of *fanagalore* could be an impediment to employee development as identified by Seshoka (2011). Section 6(2) of the Constitution of South Africa (1996) advocates for the recognition and elevation of the indigenous languages.

A study by Gordon (2000) indicated that there are both positive and negative outcomes in a mentorship programme. Unwillingness to participate in the Tumela Mine mentorship programmes could be attributed to negative results, namely, rejection of the mentee or misuse of power through manipulation (Sharon *et al.,* 2008) and reluctance to release employees (Transformation Forum, June: 3). There are unclear roles of mentors (Respondent E, October 2011), "mentors not understanding their roles" and "lack of co-operation from managers" (Respondent F, October 2011) are attributable to poor style of management and have an unfavourable impact on delivery of HRD mentorship programmes. It is common to have negative outcomes in the mentorship relation as alluded to by Gordon (2000); however, with relevant training of mentors and monitoring of mentoring systems an innovative style of management would be able to curtail the undesired outcomes. Discussion of issues in relation to style of management leads to the examination of the influence and related nuances of motivation in the following section.

4.3.3 Motivation

Lack of motivation to participate in mentoring programmes was cited by numerous respondents. Respondent D (October 2011) cited the challenge of lack of "willingness of mentors to participate" in mentoring programmes. Respondent E (October 2011) raised the concerns on "mentors not willing to come forward" and participate in the mentoring programmes. "There is lack of passion or complacency" (Respondent G, October 2011). The quality of mentors was raised by Respondent B (October 2011) in the comment that there was a "shortage of quality mentors". "Employees lack the passion to learn and are also reluctant to use own time to participate in the mentorship programmes" (Respondent G, October 2011).

Organised labour in the Transformation Forum (June 2011:5) and analysis of occupational levels at Tumela Mine draw one's attention to the low level of women in management at Tumela Mine. Almer, Higgs and Hooks (2005) advocate for inclusion of promotional opportunities and flexibility in the workplace. Research studies indicate that mentoring and family-work balance influence employee retention (Keen *et al*., 2010). The study concurs with the creation of a flexible workplace environment that supports women to achieve a family-work balance would make it easy for them to access promotional opportunities. Chambers *et al*. (1998) contend that mentees feel valued when offered

the opportunity to attend mentoring programmes. However, lack of psychosocial support in the form of family-work balance could be a deterrent or disabler to attraction and retention of participants in the mentoring relationships.

Lack of motivation emanates from a non-supportive and non-cooperative style of management. Scarcity of knowledgeable mentors significantly has causal effects on lack of passion and willingness to participate in mentoring relationships. However, findings contrary to Respondent D suggests that the employer should avail normal working time for mentoring activities. This concurs with Allen and Finkelstein (2003) that employers should inform employees of the available developmental tools including their active support for individual performance and career development. After discussion of issues in relation to style of management and workplace motivational aspects the study hones in on strategic positioning of mentorship programmes.

4.3.4 Strategic positioning of mentorship programmes

Considerately, strategic repositioning of mentoring programmes was the main theme derived from comments by respondents on challenges to the implementation of the mentoring policy. Tumela Mine performs HRD mentoring activities in alignment with company policies, prescription of the relevant legislation and the Social and Labour Plans which is a prerequisite to obtain the mining license. Group Human Resources Talent Manager monitors the Anglo Platinum Group Mentorship and Formal Coaching Policy. The policy indicates that one of the mentoring principles is to empower and develop individuals to ensure sustainable development and leadership. The Tumela Mine Mentorship Policy also reflects that it supports HDSAs in mentoring programmes, which concurs with Grobler, Warnich, Elbert and Hatfield (2002) on support and retention of the HDSAs to promote a diverse organisational culture.

The purpose of the Mentorship Policy (Anglo Platinum, 2007:3) is to "effectively implement and facilitate human resource planning, employee retention, people development and transformation". The policy is strategically integrated and aligned to employment equity and other relevant legislation. This findings in Hezlett and Gibson (2005) and Michaels *et al.* (2001) reveal that mentoring must be integrated into other organisational initiatives including the business strategy to ensure strategic alignment of programmes and practices. Although the mentorship policy is supposed to facilitate transformation and human resource planning, some responses expressed challenges in terms of placement of quality mentors, lack of transparency and replacement of employees earmarked for development or mentor-mentee succession planning.

Mentorship systems were perceived to fall short of "providing platform to higher education entry" (Respondent C, October 2011). Potential participants are neither coached nor trained to participate in the mentorship programmes partially due to a lack of mentorship readiness (Respondent C, October 2011; Respondent G, October 2011). In addition, there is a need to "provide training to accommodate employees to enter learning platform easily", respondents suggested. Respondent B (October 2011) alluded that management has to "assist with assignment of mentors and monitor mentorship relationships". Organised labour concurred that "each unit must have plans to replace workers earmarked for development" (Transformation Forum, June 2011). "There is no transparency, inclusivity of management and employees in the review of mentorship policies" (Respondent A, October 2011).

Key to the human capital development is the establishment of a talent pool of employees with "high potential and high performance" (Collins & Mellahi, 2009: 27) for growth and retention of company-specific talent or human capital. Senior management of the company is accountable to measure and evaluate employee performance and formulate a strategy to assert specific company talents for the company to stay competitive.

Mentoring activities present an opportunity for talent development in alignment with the business strategy (Friday & Friday, 2002). Senior management must take ownership of talent development and resolve challenges to the human resource development programmes. Notwithstanding the grand purpose to align strategic plans to operational strategies, middle managers and supervisors could spoil the desired outcomes due to lack of co-operation and poor style of management. To achieve the desired favourable outcomes in the implementation of HRD programmes, regular review of the mentorship policy could promote the process of repositioning of mentorship programmes at Tumela Mine. This study advocates for the acquisition, development, implementation and monitoring of company-specific talents under the overarching corporate strategic plan. It is envisioned that this shift is crucial in the development of the human capital and elimination of poor performance of mentoring programmes at operational levels. Implementation of the strategic repositioning of mentoring programmes is the responsibility of senior management at corporate level as it entails organisational transformation, strengthening of mentoring systems and budgetary commitments.

According to Hay (1995) the implementation of change at the workplace experiences the following challenges: A growing shortage of senior managers, potential mentors who do not have the 'right' experience, growing uncertainty due to the high rate of change at workplace, the old models are perceived to be discriminatory and outdated, affirming current White male managers is perceived to

be discriminatory, existing managers tend to make it difficult to promote new organisational culture, employees avoid an organisation that could render them redundant and they are inclined to seek attractive job opportunities and workplace conditions elsewhere. At a managerial level, Tumela Mine has a minority of professional Black senior managers, despite the achievement of the Employment Equity targets stipulated by the Department of Mineral Resources.

According to the figures in Table 9, career advancement as a function of mentoring is required more at the lower occupational levels at Tumela Mine.

Table 9: Lower occupational level at Tumela Mine
Source Tumela Mine (2011)

Gender	**Male**				**Female**				
Employees	African	Coloured	Indian	White	African	Coloured	Indian	White	Total
Semi-skilled	8983	1	0	18	485	1	0	21	9509
Unskilled	889	0	0	8	410	0	0	0	1307
Total	9872	1	0	26	895	1	0	21	10816
	91.27%	0.01%	0.00%	0.24%	8.27%	0.01%	0.00%	0.19%	

Table 9 indicates that the majority of Black (African, Indian and Coloureds) permanent mineworkers N (10 769) constitute 99.6% of the unskilled and semi-skilled employees at Tumela Mine in 2011. The challenge of a high number of unskilled workers at lower levels presents an opportunity for Tumela Mine to identify the causes and explore measures to expand the talent pool, in the main Africans. Furthermore, it presents room to be innovative in the implementation of mentoring programmes in the company. There is a need to bring about strategic organisational change and sustainable institutional capacity building for the benefit of all mineworkers. As explained earlier technicians, trades workers, machine operators and drivers are some of the skills shortages in the mining sector at the lower level. These challenges serve as enablers and widen up space to create more career development opportunities and learning interventions for the historically marginalised Africans through mentoring.

The legislation indicates that there is political willingness and support to redress the historic inequalities at the workplace. The Employment Equity Act 55 of 1998 ensures equitable representation in the participation and implementation of HRD programmes in all occupational categories and levels at the workplace (Department of Labour, 1998a). The Skills Development Act 97 of 1998 seeks to promote skills development of the workforce, employee mobility; improved

productivity in the workplace, provide employees with the opportunities to acquire new skills and use the workplace as an active learning environment.

Organised labour, business and Department of Higher Education and Training, as a collective structure participate in the common goal of human resource development in the mining and mineral sector. The legislated tripartite formation of the Mining Qualifications Authority SETA mandates the institution to drive the agenda to transform the mining and mineral sector through the implementation of relevant policies, legislations, and support of learning initiatives, under auspices of the ministry of Department of Higher Education and Training. The tripartite formation of the SETA serves as an administrator and accounts to the department on transformation and development of the human resources in the mining and mineral sector in South Africa. The MQA also benefits from the political support of the ministry of Higher Education and Training.

The Mineral and Petroleum Resource Development Act (MPRDA) 28 of 2002 advocates for increased representation of skilled employees through the human resource development and mentorship programmes in the mining sector. Minister of Higher Education and Training, Dr. Nzimande raised some concerns that the there was a need to improve roles of SETAs (Nzimande, 2010). SETAs supposedly, play a pivotal, effective, and influential role in the improvement and implementation of mentoring programmes. However, this is contrary to the responses as findings suggest.

It is against the context of the historic background of the South African mining sector that senior and executive management must invest in the advancement of cross-cultural relationships and personal development of employees. Mentoring could be advanced through developmental alliance and cross-cultural relationships that encompass awareness, initiated action, specific alternatives and self-development of equal participants (Hay, 1995; Wroten & Waite; 2009). It was alluded that “improved communication” (Respondent A, October 2011) and “expanded communication and awareness” (Respondent B, October 2011) could encourage most of the mineworkers to participate voluntarily in the mentoring programmes. Equal participation in the mentoring programmes across all occupational levels is only possible if senior management shift beyond the one-way type of communication to a collaborative and empowering form of communication.

The HRD unit is mandated to implement the mentorship policy for advancement and internal promotion of the candidates in the talent pool. An establishment of the talent pool provides an environment to advance personal development within the organisation (Chambers *et al*., 1998). The

purpose of the Tumela Mine Mentorship and Formal Coaching Policy (2007:3) is to "effectively implement and facilitate Human Resource Planning, employee retention, people development and transformation". Successful strategic human resource planning, effective people development, integration of learning interventions with emphasis on mentoring programmes could enhance people development alluded to in the company mentoring policy and Chambers *et al.* (1998). Strategic repositioning of the mentorship programmes could be a cost effective, transformative and sustainable exercise with the consideration of internal promotion opportunities and flexibility in the workplace (Almer, Higgs & Hooks, 2005).

To achieve implementation of effective mentorship programmes, attraction and retention of women in mining, an environment conducive to family-work balance should be established and monitored by the HRD management. Traditionally women are in the minority in the mining sector, and Tumela Mine is not an exception. Concerns about the "development and empowerment of women at management level must be addressed" (Transformation Forum, June 2011) and an environment that supports family-work balance and mentoring for women facilitates employee retention (De Graft-Johnson *et al*., 2007). However, it is of concern that the percentage of White and Black professional females at Tumela Mine is 62% and 38% respectively (Tumela Mine, 2011). There is a challenge to address the vast discrepancy in the appointment of professional women, especially African women.

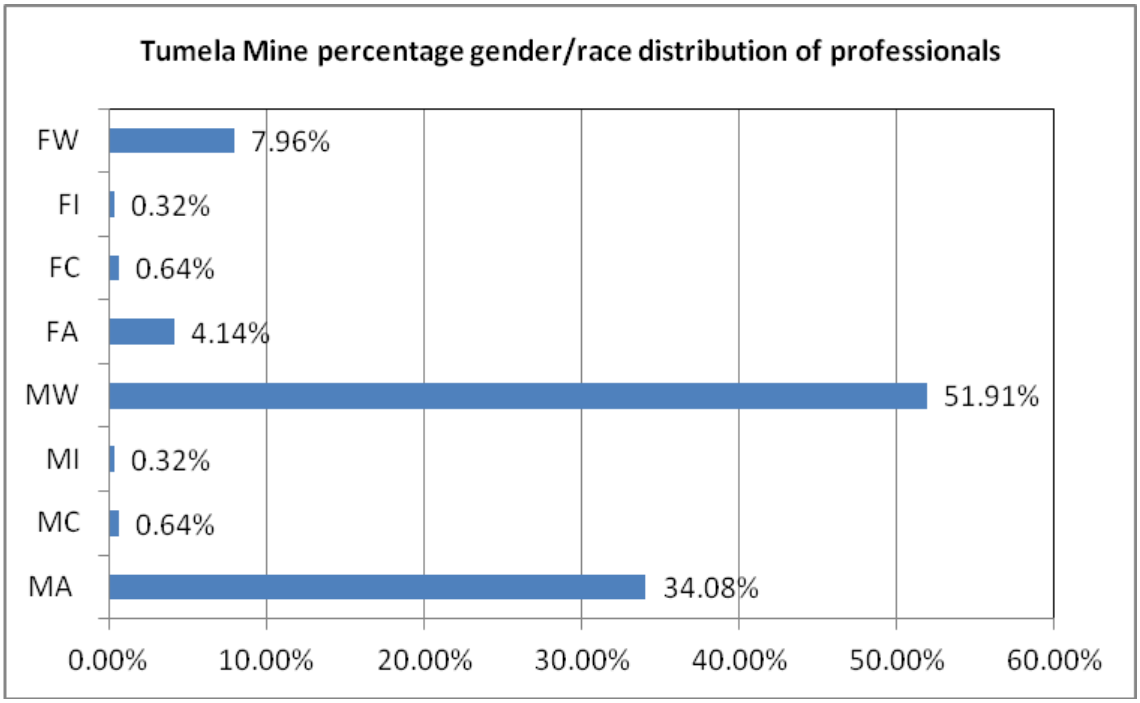


Figure 6: Professionals at Tumela Mine
Source Tumela Mine (2011)

Figure 6 shows that the mentoring system at Tumela Mine has succeeded in empowering the White males (MW) 51.91%, whereas African females (FA) lag behind at 4.14%. Although Tumela Mine meets the legislative requirements of the 40% Black managers, the statistics on recruitment and placement of professionally qualified employees at Tumela Mine reflects a skewed and dismal picture characteristic of a systematic failure with regards to learning interventions that feed into the recruitment, placement and promotion strategy of the company. This is against the background of the ratio of the White:Black employees at 1:16. Notably, Whites constitute only 6% of employees at Tumela Mine. Technicians, trades workers, machine operators and drivers as well as professionals are among the top areas identified in the list of skills shortage in the mining and mineral sector (Mining Qualifications Authority, 2011). Tumela Mine has an opportunity to redress this skills scarcity through effective mentoring programmes and collaborative partnerships with organised labour.

It was evident from respondents that the mentorship plan of the Tumela Mine needs to be reviewed regularly and monitored in collaboration with all stakeholders, especially organised labour. Voluntary participation in the programmes will continue to exacerbate the lack of skills in the mining sector. Although the mentorship policy supports skills retention the company does not have an employee retention strategy.

Wroten and Waite (2009) argue in their studies that matching mentors with people from similar backgrounds can provide cultural and emotional support, mentors must have good skills to support the mentee in the particular area of development and the mentee must feel a sense of belonging. However, in the context of the mining industry in South Africa it would be difficult to readily find mentors and mentees with similar background due to the historic apartheid system of social exclusion, a form of racial divide and rule.

Mentoring extends to the concept of social networking and gives rise to social capital. An analysis of the Mentorship and Formal Coaching Policy of Anglo-American Platinum (Anglo Platinum, 2007) indicates that the Company supports Black Economic Empowerment (BEE) partners requesting mentorship. There was no evidence from the data that the mine supports BEE partners as a form of external mentoring. Multiple individuals and network groups in pursuance of a common developmental agenda thrive on a sustainable social capital.

Social capital involves individuals investing in social relations and benefit from the resources of the other group. (Lin 2001). Social networks depend on social links, trust, and personal commitment to

the common defined objectives (Lengnick-Hall & Lengnick-Hall, 2003). Mentoring facilitates the building of social capital in a network of social groups (Hezlett &Gibson, 2007). An expansion of mentoring activities in the social network groups of the host communities enhances public private partnership (PPP) opportunities much better than the one-to-one mentoring relationships.

Findings in this study are consistent arguments in Butler, Ferris and Napier (1991) that the recruitment strategy be aligned to the strategic business plan since recruitment processes and procedures at Tumela Mine feed into the HRD mentoring policy. Michaels *et al.* (2001) advocate for a paradigm shift. The envisioned shift is in relation to the advancement of a developmental mentoring system with emphasis of a movement from 'unit owned talent' to 'company owned talent' and access to mentoring without preferential discrimination in favour of the 'few lucky people'. This concurs with Respondent C (October 2011) that people development should not be limited to core business objectives, rather "provide platform to higher education" and support "people who prove themselves but do not get the opportunity to be developed because it is not relevant in the current work description" (Transformation Forum, June 2011:7). The views of organised labour on transformation are shared by Michaels *et al.* (2001) in that the old development practices should be transformed, encourage learning and development across the company's departments through mentoring and feedback.

In summary there is a need to instill a spirit of teamwork and motivation to enhance strategic organisational culture practices and values. Senior and executive managers are accountable to provide resources, review the corporate business plan focused on strategic repositioning of mentoring programmes and inspire visionary leadership to implement transformational style of management.

4.4 Conclusion

The foregoing discussions present data presentation and in-depth analysis of the research findings at Tumela Mine.

An analysis of the perceptions of respondents on the three questions generated different themes. The four themes associated with challenges to the implementation of mentoring programmes at Tumela Mine are: Employee development, style of management, motivation and strategic repositioning of mentoring programmes in an effective and efficient manner. There is an emphasis of mentoring programmes linked to core business skills training and development (supervisor-subordinate relationships) at Tumela Mine. This practice encourages implementation of an ineffective informal

mentorship. An innovative style of management would be able to curtail the undesired outcomes resulting from negative mentorship relations.

Lack of motivation emanates from a non-supportive style of management and poorly knowledgeable mentors. Employers should avail normal working hours for people development. There is a need for a paradigm shift to decentralise talent from special units within the company and exercise non preferential treatment that promotes equitable access to learning intervention biased towards the HDSAs. Department of Mineral Resources (2009) highlights that only 11.4% of mining companies achieved targets in terms of implementation of the mentorship programmes. A transformative participatory style of management, committed and initiative-taking leadership in the mining and mineral sector could provide a catalyst in the release of employees to attend learning intervention initiatives and increase the number of mining companies that achieve the targets for mentoring programmes.

The following chapter discusses recommendations to the successful implementation of the mentoring programmes.

CHAPTER FIVE

RECOMMENDATIONS

At the outset, the study sought to explore problems experienced at Tumela Mine in the implementation of the mentoring programmes, present the findings, interpret, analyse, and recommend strategies within the human resource development. In this chapter the author makes recommendations to improve on challenges identified in the implementation of mentoring programmes at Tumela Mine. The recommendations are based on the three themes derived from the findings, namely, style of management (Section 5.1), motivation (Section 5.2) and strategic repositioning of the mentoring programme (Section 5.3). Tumela Mine, Anglo American Platinum corporate office, organised labour (unions and associations) and government were identified as major role players.

5.1 Style of management

Culture change, company values, personal agendas cause a blight on management integrity, unclear roles of mentors and lack of co-operation from management were captured as responses to the challenges of in the implementation of HRD mentoring programmes. These responses resulted in the generation of style of management as the theme in the study.

Tumela Mine

Supervisors must release employees to attend mentoring activities. Implement psychosocial support and communication of mentoring programmes.

Corporate office

Provide workshops to managers and supervisors on diversity. Incentivise senior managers with the inclusion of the implementation of mentoring activities in their business score cards. Introduce formal mentoring of all employees. Communicate policy implementation and review to the relevant stakeholders including organised labour.

Organised labour

Promote all mentoring programmes and activities planned by management. Communicate all the necessary information in union meetings. Instil a sense of co-operation with management among members to use time available for training fruitfully.

Government

Clarify relevant policies and provide empowerment of HRD managers. Encourage partnership of relevant SETAs with the private sector. Continuous monitoring and evaluation of the workplace skills plans (WSPs) with emphasis on mentoring programmes.

5.2. Employee Motivation

An analysis of the comments on challenges to the implementation of human resource development programmes reflects unwillingness to participate in mentoring programmes, reluctance of employees to use own time to attend mentoring programmes and lack of incentives to mentors.

Tumela Mine

Introduce incentives for implementation of mentoring programmes. Link promotional opportunities to attendance of mentoring programmes. Introduce mentoring readiness in the induction of new recruits. Encourage a collaborative partnership of the HRD and communication units to impart knowledge and understanding across all employees.

Effective implementation of mentorship outcomes would serve as an enabler to facilitate economic transformation, especially of women at Tumela Mine. Creation of favourable, flexible working conditions and child after-school centres for women employees would serve as incentives towards the achievement of a family-work balance. Similarly, the location of women residences on the mine could also assist to address the challenge of the insignificant advancement of African women in the management level.

Corporate office

Consult with senior mine managers to identify challenges related to staffing of the HRD unit. Provide budget for recruitment of more mentors. Conduct workshops for senior managers on the importance of aligning mentoring activities to the corporate strategic plan.

Organised labour

Motivate employees to identify and structure their personal career development. Encourage employees to take ownership of mentoring programmes and activities.

Government

Provide visionary leadership in the mining SETA. Promote equitable access of employees to skills training opportunities through company incentives, for instance, tax rebates and skills training levy. Promote visibility of the SETAs in the mining sector and instil stakeholder-driven engagement and ownership of human resource development initiatives. Develop partnerships with mining communities to promote mentorship programmes.

5.3 Strategic repositioning

The study derived strategic repositioning of HRD mentoring programmes from the responses which included shortage of quality mentors, lack of growth in non-core business areas, rigid mentoring structures, non-compulsory mentoring programmes and lack of mentorship readiness programmes.

Tumela Mine

Elevate the HRD manager to a level of HRM manager to effect organisational transformation and strategic repositioning of the mentoring programmes and other related elements of the Charter. Train HRD co-ordinators and officers on the implementation of formal mentoring activities to support the programme. HRD management supervise, monitor, and evaluate introduction of mentoring at the induction phase of recruitment. Promote participatory style of management, collaborative communication, empower and inspire both the stakeholders and the HRD team to work as a collective

It is recommended that Tumela Mine support external mentees as Hay (1995) alludes that mentors could be found outside an organisation or an organisational context. It is recommended that more participants from different socio-cultural background be introduced in the mentoring equation at Tumela Mine and afforded the opportunity to transform from experiences of another culture and face the challenge of movement outside of their comfort zone (Johnson-Bailey & Cervero, 2002).

Community multi-purpose centres, non-governmental organisations, local radio stations, traditional authorities and other community structures would rightly benefit the company in the promotion of social capital and functional communication. It is recommended that Tumela Mine create and develop a new knowledge base favourable for sustainable competitiveness through cross-cultural mentoring. Creation of new knowledge should be informed by the mentorship and recruitment policies of the mine with the intention to enhance sustainable social development and economic investment in the host communities.

It is commended that the company mentorship policy (Anglo Platinum, 2007) advocates external mentoring of external partners. Tumela Mine has a good relationship with the traditional leaders/*magoshi* of the communities. The Company has the advantage to expand mentorship programmes into the community space. *Magosh*i and other community leaders could serve as external mentors to managers and migrant labourers from different language background and socio-economic class. Formation of the Mining Community Upliftment Programmes (M*i*CUPS) would facilitate investment in human capital and sustainable development through effective results-based community capacity building mentorship programmes. Young graduates could mentor and inspire the youth in the host community. This cross-cultural two-way knowledge generation model of mentorship encourages social dialogue, inculcates trust in the host community, facilitates the two-way flow of knowledge use, promotes sustainable development and return on investment based on *motho ke motho ka batho* principle – I am what I am because of others.

Corporate office

Review the corporate strategic business plan, realign the group human resource policy with the group human resource development policy and elevate the HRD unit as custodians of the HRD mentoring policy.

Corporate strategic planning and regular review of the HRD and HR policies by relevant stakeholders would maximise utilisation of the human capital potential, enhance transparency and collaborative communication.

The company may successfully implement programmes or policies, but the question is has the company produced the actual, intended *results*? Has the company truly delivered on promises made to stakeholders? It is not enough to simply implement mentorship programmes and assume that successful implementation is equivalent to achievement of predefined targets. Senior management must examine the outcomes and impacts of policy interventions. Mining companies must move from mere outcomes-based to effective and efficient results-based policy implementation for measurable life changing transformation to take place in the mining sector. The use of score cards by mentors, company time to facilitate mentoring activities and incentives not only add value to the system but also encourage potential mentees, and mentors to be committed to the company and create flexible systems.

Organised labour

Identify and train regional leadership on the legislation associated with human resource development and mentoring. To sustain empowerment of the leaders, provide the HRD team with facilities to access national and international sources of knowledge, learn about challenges and enablers of mentoring programmes. Participate actively and effectively in the SETAs, human resource development and transformation committees.

Government

The position of the Charter is not yielding the desired developmental outcomes. Currently the Charter is deeply embedded in the Mineral and Petroleum Resources Development Act. The Department of Higher Education and Training as the custodian of the human resource development as stipulated in the Charter, must introduce a human resource development regulations consistent with the legislation that could clearly map out punitive actions against delinquent companies. Similarly, assist and monitor strategic plans of mining companies to structure plans and systems to implement and enforce human capital development at the workplace. The importance of the human resource development should be elevated to that of mine health and safety with capacity of the mining and mineral sector SETA enhanced. Introduction of a new department or directorate to drive the HRD mandate in the mining sector could alleviate the challenges and complexities identified in the implementation of learning interventions and inadequate implementation of mentoring programmes in the sector. These is against the indistinct line of reporting and unclear demarcation of directorates of Department of Minerals and Energy and Department of Higher Education and Training in relation to implementation corporate business plans of mining companies., notably extraction and processing of minerals versus fulfilment of the SLP mandate.

Table 10: Summary of strategic recommendations

Theme	Tumela Mine	Corporate office	Organised Labour	Government
Motivation	Introduce incentives for mentors and female employees.	Encourage communication and consultation of the senior mine managers, organised labour and external stakeholders to promote partnership and inspire active participation in human resource development initiatives.	Develop leadership to encourage employees to take ownership of opportunities available for their personal career development.	Provide knowledgeable visionary leadership at the SETA that engages in nationwide road shows to promote human resource development programmes. Develop partnerships with mining communities to promote mentorship programmes associated with human resource development initiatives in the mining sector.
Style of management	Recommend and support employees for participation in the talent pool and mentoring programmes. Collaborate with organised labour on the implementation of mentoring activities. Provide psychosocial support to female employees.	Provide workshops to managers and supervisors on diversity. Incentivise senior managers with the inclusion of the implementation of mentoring activities in their business score cards. Introduce formal mentoring of all employees. Communicate policy implementation and review to the relevant stakeholders including organised labour.	Promote mentoring programmes and activities in union meetings. Instil a sense of co-operation with management.	Clarify relevant policies and provide empowerment of HRD managers. Encourage partnership of relevant SETAs with the private sector. Continuous monitoring and evaluation of the workplace skills plans (WSPs) with emphasis on mentoring programmes.

Theme	Tumela Mine	Corporate office	Organised Labour	Government
Strategic repositioning	Promote participatory style of management, collaborative communication, empower and inspire stakeholders and the HRD team. Creation of the new knowledge-based change informed by the mentorship and recruitment polices.	Implement a corporate business strategic shift from mere outcomes-based to effective and efficient results-based policy implementation for measurable life changing transformation to take place in the company.	Identify and train national and regional leadership on the legislation associated with human resource development and mentoring. To sustain empowerment of the leaders provide the HRD team with facilities to access national and international sources of knowledge. Inculcate a sense of ownership and provide visible leadership in all structures of the HRD. Participate actively and effectively in the HRD mentorship committees of the SETAs.	The Department of Higher Education as the custodian of the HRD element of the Charter must introduce a human resource development legislation that could clearly map out the plan to structure systems to implement, monitor and enforce human capital development at the workplace. Enhance institutional capacity of the mining and mineral sector SETA. Establish a new department drive the implementation of the HRD legislation in the sector. Decentralise support for implementation of HRD mentoring programmes to the provinces and regions to monitor the system closely and regularly.

In summary, the recommendations summarised in Table 10 indicate that there is a need for the identified role players to develop accountable and visible leadership, advance a participatory style of management, and establish supportive collaborative structures. It is the responsibility of government departments to enforce implementation of mentoring programmes and removal of barriers into the workplace. It is recommended that the mining and mineral sector SETA, Mining Qualifications Authority in partnership with the Department of Higher Education and Training decentralise their support to the provinces and regions in order to monitor the system regularly, understand challenges associated with mentoring programmes and advise mine management accordingly.

In conclusion, South Africa as the only country to legislate implementation of mentoring programmes in the mining sector through the Social and Labour Plan (SLP), has demonstrated a strong political will to support and form partnerships with the mine owners over the years. However, there is a need for visibility and capacity development of the political leadership to drive a *win-win* agenda with the intention to achieve the desired outcomes, consequence management not precluded

CHAPTER SIX

CONCLUSIONS

6.1 INTRODUCTION

In this chapter the author concludes the study by looking at the purpose and objectives of the study in relation to the research findings. The purpose of this research has been to explore perceptions of perceptions, collect and analyse data regarding the implementation of the Tumela Mine mentoring programme and suggest strategic recommendations.

The study explored the aspects of the human resource development programme achieved at Tumela Mine. Through participants the study was able to establish challenges or impediments to the implementation of the mentorship programme. The study was also able to establish how management resolves the challenges in the implementation of HRD mentorship programmes.

The research study does not purport to be comprehensive in the human resource studies or all businesses in the mining sector. However, the study attempts to provide a little perspective of a highly complex environment.

6.2 CONTENT

Historically the mining sector has had little to do with human resource development and concentrated only on resource intensive economy. It is a national imperative to promote skilled human resources critical for enhancement of social capital, economic investment, political transformation, and advancement of results-based knowledge economy.

From the literature review, it is apparent that there are challenges to be considered in designing HRD mentorship programmes and a workplace environment conducive for learning. This report engaged in and explored a broad range of issues that influence mentorship programmes. The author used the comments, literature, legislation, company annual reports and human resource development policies which provided a broader view of the main theme to strategically reposition mentoring programmes. The findings indicate that two key issues to improve implementation of mentoring programmes at the Tumela Mine are a transformational style of management and strategic repositioning. Successful strategic repositioning of mentorship programmes is entrenched in continuous institutional capacity building of managers driven by an inspiring and visionary leadership.

It is acknowledged that there are challenges to the implementation of the HRD measures to develop human capital in the host communities. Legislation encourages recruitment of employees from the local or host communities. Notwithstanding the different cultures and dissimilar state of development of the local mining villages and towns; Tumela Mine as a multi-national company, finds it difficult to implement mentorship programmes that have a positive impact on employees. This is partly due to unpredictable global economic factors. In response to volatility of the global markets and recession, limited company resources tend to shift towards priorities for maximal production and shrink away from human resource development mentorship programmes and activities.

In summary there is a need to regularly review the corporate business strategy focused on strategic repositioning of mentoring programmes and inspire visionary leadership to implement a transformational style of management.

Based on my research findings I argue that although corporate strategic policy formulation and planning seek to promote equal participation of all employees in mentoring relationships, programme interventions at operational level make it difficult to promote new organisational transformational cultures and values. I argue that the problem associated with the implementation of mentoring programmes is due to the system that surrounds the environment of policy implementation which impacts on how participants experience the success or hindrance of the programme.

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9 APPENDICES

9.1 APPENDIX A MEMORANDUM ADDRESSED TO RESPONDENTS

Union Section
Union Section, Blackwell Highway,Swartklip, 0370, South Africa
T +27 (0) 14 786 1015
F 086 672 0745
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TO: Manager Mining Company
FROM: Matuku Mphahlele
DATE: 15 November 2010
SUBJECT: HRD AT TUMELA MINE

Dear Respondent

I am a registered student at the Wits Graduate School of Public Management and currently conducting research towards completion of my Master of Management degree.

The purpose of this research is to explore problems experienced in the implementation of the Tumela Mine Mentoring Programme

I have selected a sample of employees and would greatly appreciate it if you would allow me to interview you. The interview is anticipated to last 30 to 45 minutes. There are only three questions and there is no right or wrong answer. You may decide to withdraw from the study if you feel uncomfortable at any stage.

Participation in the study is entirely voluntary and your responses will be anonymous, handled confidentially, and will not be shared with any other person.

Your participation in this study is much appreciated and I thank you for your co-operation and your time.

Regards,

M. Mphahlele
Researcher

9.2 APPENDIX B INTERVIEW SCHEDULE

RESEARCH QUESTIONS

Name of respondent: _____

Company: _____

Position in the company: _____

Respondent number: _____

Main question

What are perceptions of participants in the mentoring programme at Tumela?

_____

_____

Sub-questions

1. What aspects were achieved in the implementation of the mentoring programme?

_____

_____

_____

_____

2. What challenges are there to the implementation of the mentoring programme?

_____

_____

_____

_____

3. How did management respond?

_____

_____

_____

_____

9.3 APPENDIX C ANGLO AMERICAN PLATINUM MENTORSHIP POLICY

GROUP POLICY

HUMAN RESOURCES DEVELOPMENT

MENTORSHIP AND FORMAL COACHING

VERSION: 2.0

LAST REVISION DATE: 2007-06-11

IMPLEMENTATION DATE: 2007-05-10

REFERENCE NUMBER: GHRD-POL-002

	NAME	POSITION	SIGNATURE	DATE
AUTHOR:	Tanya Roode	HRD Manager Talent Management		
REVIEWED BY:	Rynier Brandt	Group Risk Manager		
REVIEWED BY:	Ina Cross	Legal Services		
REVIEWED BY:	Leo de Lange	Group Audit Services	Not applicable	
RECOMMENDED BY:	Mzi Gaga	Group HRD Manager People Development		
APPROVED BY:	Abe Thebyane	Executive Director Human Resources		

1 Aim

The purpose of the Mentorship and formal coaching policy is to:

- Provide guidance in respect of Anglo Platinum's approach to its people development process.
- Facilitate the development or accelerated development (including persons in key positions) of Anglo Platinum's young professionals and HDSA Talent pool employees.
- Describe and guide the implementation of Mentoring and formal coaching as an HRD system with the aim of effectively implementing and facilitating: people development; transformation; Employment Equity, HR Planning; and Performance Management in Anglo Platinum; and
- Ensure **processes** are followed that will, formally or informally:
- Support employees in career growth;
- Create a learning culture in which the employee takes personal responsibility for his or her own career growth;
- Support the retention of key and high-performing employees in Anglo Platinum;
- Transfer leadership competencies; and
- Ensure sustainable development.

2. Scope

This policy is applicable to all Anglo Platinum Operations including Corporate Office) and provides a standardised approach and application guideline for Mentoring and formal coaching, in respect of:

Internal Mentorship and Formal Coaching:

- Women in mining,
- Fast tracking employees,
- Internal and External Learnerships,
- Management levels - D2 and E bands (Formal Coaching also applicable at lower levels)
- Young professionals (diplomats and graduates);
- HDSA and Talent Pool employees as identified.

External Mentorship and Formal Coaching:

- BEE partners, requesting mentorship or formal coaching support from Anglo Platinum.

It also serves as a guideline for informal mentorship relationships.

3. Definitions

A distinction should be drawn between **mentorship, formal coaching and executive coaching**. Mentorship, in broad terms refers to a relationship enabling individuals to develop and acquire knowledge, work and life experiences informally or via a formal development programme. A competent mentor will successfully guide the mentee in a multi-faceted manner.

Formal coaching is more applicable but not limited to lower levels (C4 and below) where the transfer of competencies and skills application is conducted for individuals or groups. Effective leaders who act as coaches should actively provide required instruction, guidance, advice, and encouragement to assist subordinates to improve their performance in current jobs. Formal coaching is aimed at translating operational theory into practice.

Please refer to the diagram on Figure 1 (Appendix) that demonstrates the integration of the mentoring and formal coaching process.

Term	**Definition**
Executive Coaching	Is a development method that is particularly suitable for executives who learn best through discussion and interaction, and who prefer individual attention rather than a group or 'classroom' experience. It is a learning process which is integrated into the executive working day on a regular basis whereby the coach helps to facilitate the translation of strategy into business practice in order to optimise performance.
Mentoring	An enabling system for selected and interested individuals to develop and gain work and life experiences through a formal/informal development programme under the guidance of another individual(s).
Mentorship	For the purposes of this policy, Mentorship refers to a relationship between a mentor and mentee, during which the maximum potential of the mentee is unlocked through an influencing process, which is mutually beneficial to the mentee, company, and mentor.
Mentor	A mentor is an individual, who facilitates the transfer of knowledge, work and life experience based on shared values in confidence through networking, advising, and directing/counselling and who will guide the mentee in reaching his or her full potential.
Mentee	Mentee refers to the selected employees or group of individuals, who participate in formal or informal mentorship.
Formal Coaching	Formal coaching refers to the process of systematically planned and direct guidance of an individual/ group by a coach to teach and develop specific competencies and skills that are applied and implemented in the work place, and therefore translates directly to clearly defined performance outcomes that are achieved over a short period of time. In the process of coaching, supervisors and employees jointly strive to identify, develop, and reach performance goals.

Term	Definition
Peer Coaching	Peer coaching occurs when team members engage in the process of teaching each other in a positive, non judgemental manner to encourage continuous learning and improvement in the workplace.
Registered Mentors and Mentees	Registered refers to Mentors and Mentees enrolled in the formal Anglo Platinum mentorship programme, and recorded as such (on SAP).
Formal mentorship programme	The Anglo Platinum mentorship programme in which registered mentors and formally identified mentees participate.
Formal Coaching programme	Those individuals involved in a formal coaching interaction will be trained on appropriate formal coaching principles.

4. Abbreviations

Abbreviation	Explanation
Anglo Platinum	Anglo American Platinum Corporation Limited
CDP	Career Development Panel
IDC	Individual Development Charter
IPA	Individual Performance Agreement.
AP	Anglo Platinum
BPC	Best Practice Community
EEA	Employment Equity Act
SDA	Skills Development Act
BEE	Black Economic Empowerment
HDSA	Historically Disadvantaged South Africans

5. Responsible for Review

The Group Human Resources Talent Manager will ensure that this policy is reviewed annually or at earlier intervals as may be deemed appropriate or required.

6. Responsible for Implementation

Senior Line Management, Master Mentors and Central Talent Management is responsible for the implementation and maintenance of this policy with support from the Group Human Resources Development Consultant and Operations HRD staff.

7. General

Distribution

#	Distributed to	Master Reference	Electronic Reference
1	Operations Managers	Group Risk Manager	Anglo Platinum Intranet> Governance > Business Principles
2	Human Resources Managers		
3	Group Risk Manager	Central Policies & Procedures Library, 55 Marshall, 530A	Domino.doc Management Documents Library

Additional Information

It is a business imperative for Anglo Platinum to create and maintain an effective mentorship and formal coaching system in order to support its people development strategy at appropriate levels and hence achieve the company's vision of enhancing its position as the World's Number One Platinum Producer.

Mentorship and formal coaching is a key process and tool in support of People Development, Equity, HR Planning, and Performance Management in Anglo Platinum. This policy is meant to support the Group in its endeavours to develop its employees **in compliance with various legislative requirements i.e.: Social and Labour plan.**

Furthermore, Mentorship and formal coaching supports Anglo Platinum's career and succession management system, providing for a transfer of knowledge, work and life experiences under the formal/informal guidance of selected/suitable company/individuals and competent role models, who act as mentors and coaches.

Anglo Platinum's values underpin the mentoring and formal coaching system. The system must assist in creating and maintaining a culture of learning and development.

Action steps and procedures are contained in supporting systems documentation.

Policy

THE MENTORING SYSTEM

a. Mentoring Principles

1. Mentoring is an enabling system that forms part of an integrated Operations, HR, and HRD plan and supports the achievement of HR strategies and Operation's performance objectives

2. The Mentoring System will support the empowerment and development of individuals in order to ensure sustainable business development and leadership. It will not interfere with the normal supervisor/subordinate relationship, but rather improve and build on it.

3. Needs identified as a consequence of the mentorship relationship must be reported to the direct supervisor via the mentee and included in the IDC.

4. Mentoring will comply with legislative requirements and will apply to all young professionals (graduates, diplomats), HDSA talent pools and identified individuals who are assigned to the formal mentoring programme.

5. Individuals acting as Mentors/Mentees in the formal mentorship programme shall participate on an entirely voluntary basis. In addition, it is the prerogative of mentors to decide upon the number of simultaneous mentoring relationships that he/she will be involved in. Relationships beyond this number will not be imposed. As a general guideline a Mentee ratio of not more than 3:1 is recommended.

6. Registered Mentees and Mentors participating in the mentorship programme will be required to participate in mentorship training.

7. Mentors and Mentees on a formal programme will participate in an intervention facilitated by HRD where required in order to ensure proper matching and expectation clarification. Where possible, Anglo Platinum will make use of tools such as questionnaires and assessments to facilitate matching.

8. The nature of the mentorship relationship will be a professional working relationship bound by confidentiality. Developmental information may be shared with others by mutual agreement.

9. An agreement in the case of formal mentorship should be entered into and will specify each party's expectations and commitments, inclusive of recourse measures in instances where the relationship becomes or is identified as being dysfunctional. The agreement is a guideline for the mentoring relationship.

10. The mentorship system will be reviewed on a regular (annual) basis to ensure the effectiveness and efficiency of the mentoring system.

11. Mentors will be selected carefully and will receive development that will ensure effective continuation of mentorship relations.

12. Records should be kept for auditing purposes.

13. HRD will facilitate dysfunctional relationships and ensure appropriate third-party consultation where necessary.

b. Mentorship Guideline

The following guidelines form the framework for the Anglo Platinum mentorship programme:

1. Criteria to become a mentor;
2. Roles and responsibilities of mentors;
3. Identification/nomination of Mentees to the mentoring system;
4. Identifying development needs;
5. Training for Mentors and Mentees.
6. Choosing/assigning Mentors;
7. Mentoring relationships;
8. Actioning training and development needs identified during mentoring.
9. Updating of information systems to keep records.
10. Continuous monitoring.

c. Approach to implementation

In implementing a suitable mentoring system, Anglo Platinum will ensure that:

1. All stakeholders understand and correctly interpret the principles described herein.
2. All participants are duly briefed/trained and or developed in order to:
    a. Have an understanding of mentorship and the Anglo Platinum system; and
    b. Understand and are skilled in their role(s) in the formal programme.
3. Management information in respect of mentorship is directly linked to existing Anglo Platinum Human Resource Development management information systems and is integrated with relevant systems, e.g. Performance Management, Human Resource Planning, etc.
4. The necessary supporting systems are in place and maintained.
   Adequate procedures and processes (as depicted in a diagrammatic flowchart) are available as guidelines to give effect to the policy.