CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Becoming a principal for the first time will naturally expose you to many new situations for which you may have no answers. No matter how well a person might have been prepared through pre-service formal or informal training, taking on a new post or position will always involve doubt and uncertainty (Daresh, 2001:81). It is necessary therefore that newly appointed principals be exposed to a variety and adequate induction and mentoring opportunities in order for them to be effective and improve their skills.

1.2 BACKGROUND OF THE STUDY

According to Steyn (2002:232), an organisation may recruit, select and appoint staff, but one cannot expect them to produce their best work and achieve the objectives of the organisation until they have completely adjusted to the work they must do, the environment in which they are to work, and the colleagues whom they have to work with. New employees, as Stewart and Brown (2009:385) assert, need to be assisted through a transition from being only loosely connected with the institution to being knowledgeable and comfortable in their role within the institution. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008:97) maintain that schools, like any other organisation, should therefore have an induction process which includes providing information about the job, being introduced to staff and learners and learning about the systems and culture of the school.

Mentoring, according to Coleman (1997:155), is often used in association with induction, but the impact of mentoring may go beyond an induction process to become embedded in wider professional development. In this way mentoring can extend the use of effective feedback, dialogue and target setting skills through a system of continuous professional development and support.

Daresh and Arrowsmith (2003:110) point out that the single most important thing that a new principal (and even experienced principals) can do to enhance personal survival and effectiveness, is to find at least one other experienced educational leader as a mentor, who can be available to share expertise related to executing the job more effectively and, perhaps even more importantly, help them understand themselves and their personal transition into the principalship more completely. As Daresh (2001:2) indicates, individual school districts, intermediate educational agencies, provincial departments of education, or universities can serve these leaders in the field by planning, implementing and evaluating formal mentoring programmes that will enable school principals to find helpful colleagues on an ongoing basis.

1.3 STATEMENT OF THE PROBLEM

Newly appointed principals are facing huge responsibilities as managers of schools today. They are required to adapt to the various changes in education and are expected to execute their duties effectively in order for schools to be productive and functional. When they are appointed, many commence their work with uncertainty and frustration due to lack of proper guidance, assistance and support from those who have hired them. Without the necessary knowledge and skills, they will struggle to cope which eventually will affect their performance.

In education, according to Latchem and Hanna (2001:62), leadership development is rarely conceived in terms of career development. Many people are placed in leadership positions based upon previous academic achievement and prestige. When training is available, such training usually comprises short courses for specific purposes and is more concerned with raising awareness of issues and developments than transforming learning back into the workplace. The study therefore investigates the lack of induction and mentoring programmes for newly appointed principals in the Lejweleputswa education district, Motheo education district and Fezile Dabi education district in the Free State province.

1.3.1 Research questions

The research seeks to answer the following questions:

- What are the needs of newly appointed principals with regard to induction and mentoring?

- What induction and mentoring opportunities are presently offered to newly appointed principals?

- How is the induction and mentoring process managed?

- Can an induction and mentoring programme be designed in order to support newly appointed principals?

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to develop an induction and mentoring programme to assist newly appointed principals of schools.

In order to accomplish this aim, the following objectives should be realised:

- to establish the needs of newly appointed principals with regard to induction and mentoring;

- to determine which induction and mentoring opportunities are currently offered to newly appointed principals;

- to investigate how the process of induction and mentoring is managed; and

- to recommend and design an induction and mentoring programme that can be used in order to offer support to newly appointed principals of schools.

1.5 SCOPE OF THE STUDY

This study is conducted in the scientific field of Human Resources Management in Education, a sub-division of education. The study is limited to only newly appointed principals of previously disadvantaged primary and secondary schools in the black townships in the Lejweleputswa education district, Motheo education district and Fezile Dabi education district.

1.6 SIGNIFICANCE OF THE STUDY

The study explores how induction and mentoring could be used in order to assist and offer support to newly appointed principals in their new roles as managers of schools. Loock (2003:67) mentions that management development is concerned with developing the experience, attitudes and skills necessary to become or remain an effective manager.

This study will help schools and officials of the Department of Basic Education in the various education districts in the Free State in designing formal and adequate induction and mentoring programmes for newly appointed principals. Further, the study will assist in how these development programmes can be properly managed in order to enhance the potential and the performance of these principals.

1.7 PRELIMINARY LITERATURE REVIEW

The world of the principal, although exciting, challenging and often personally rewarding, is also a world filled with considerable anxiety, frustration, self doubt and loneliness (Daresh, 2001:2). It is therefore essential that induction and mentoring programmes are offered to newly appointed principals of schools in order to assist and guide them in their new positions.

1.7.1 Induction

According to Thomson (2002:67-68), the first few weeks, or even days, of a worker's experience of a job can have a lasting impact on their longer-term view of it. People are at their most vulnerable at this point before they really appreciate the requirements of the job or get to know their colleagues, and it is therefore vital that they are given appropriate support through a proper induction programme.

Steyn (2002:232) maintains that staff induction is defined as the organisation's efforts to enable and assist various categories of new staff members to adjust effectively to their new work environment with the minimum disruption and as quickly as possible. Induction is therefore the familiarisation process of all staff who are taking up a post in a new school or a new responsibility at the same school. The induction process, according to Loock (2002:64), means the introduction of new employees (such as principals) to the field of the organisation, their work units and their jobs.

The main purposes of induction, as Bush and Middlewood (2005:142) point out, may be seen as: socialisation – enabling the new employee to become part of the organisation; achieving competent performance – enabling the new person to contribute to the organisation through the way he or she carries out the job; and understanding the organisational culture – enabling the new colleague to appreciate the core values and beliefs of the institution.

New staff members, such as newly appointed principals, should receive help in the form of a planned induction programme (Steyn, 2002:235). Developmental induction consists of a set of developmental growth opportunities that attempt to address the needs of beginners. Experience and research, according to Bush and Middlewood (2005:146), support the notion that effective induction should be systematic, planned and part of a school-wide approach to supporting not only the principal, but all staff. An induction process should be followed by a mentoring programme in order to sustain human resource development.

1.7.2 Mentoring

According to Naidu *et al.*. (2008:97), mentoring is a dynamic and reciprocal relationship in a work environment whereby a more advanced and wise career incumbent (mentor) helps a less experienced person, usually not a direct subordinate. Bush and Middlewood (2005:158) indicate that it is an ongoing process where individuals in an organisation provide support and guidance to others so that it is possible for them to become effective contributors to the goals of the organisation.

Daresh (2001:75) states that mentoring involves the creation and maintenance of a mutually enhancing relationship in which both the mentor and protégé can attain goals that are related to both personal development and career enhancement. The mentoring process, as Peddy (2001:26) asserts, therefore consists of leading-shadowing the way by role modelling, experience, or example, following-advising and counselling, getting out of the way, it is the art of withdrawing from a supportive relationship, while leaving the door open for more collegial one.

Naidu *et al.* (2008:97) go further by stating that current pre-service training has a limited preparation component for actual in-service practice. As the demands of the education profession become more complex, mentorship becomes more necessary in order to provide development support to new principals in schools. Mentorship can be a very powerful way of ensuring continuous professional development, capitalising on the expertise and experience of professionals already in the system. A structured mentoring programme can be an important way to ensure that new principals are not simply left to wander through their first years without any ongoing direction (Daresh, 2001:81).

1.8 RESEARCH METHODOLOGY

A synopsis of the methodology employed in this study is provided here. A more comprehensive discussion is found in Chapter 4.

1.8.1 A literature study of relevant primary and secondary source

A literature study regarding the induction and mentoring of newly appointed principals will be conducted.

1.8.2 Research design

A qualitative method of research will be used for this study. According to Creswell (2008:46), qualitative research is a type of research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting of words (or text) form participants; describes and analyses these words for themes; and conducts the inquiry in a subjective, biased manner. Further, Gray (2004:320) maintains that it is highly contextual, being collected in a natural 'real life' setting, often over long periods of time. Hence, it goes beyond giving a mere snapshot of events and can show how things happen, also incorporating people's own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict.

Snape and Spencer (2003:2) mention that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self.

1.8.3 Data collection

Semi-structured interviews will be used in order to gather data for this study. Semi-structured interviews, as Gray (2004:217) indicates, allows for probing of views and opinions where it is desirable for participants to expand on their answers. Such probing may also allow for the diversion of the interview into new pathways which, while not originally considered as part of the interview, may help towards meeting the research objectives.

1.8.4 Population and sample

According to Gray (2004:82), a population can be defined as the total number of possible units or elements that are included in the study. Walliman (2005:276) maintains that it is a collective term used to describe the total quantity of cases of the type which are the subject of your study. So, population can consist of objects, people or even events. Population is the entire group in which we are interested and which we wish to describe or draw conclusions about. According to Mertens and McLaughlin (2004:144), the target population are all the members of a group of people who share the same type of characteristics and who should be able to provide insight into the phenomenon under study. Since the population is the group from whom a sample will be drawn, as Gorard (2001:10-11) asserts, it should always be defined in advance as the target of your research. The population for this study therefore includes newly appointed principals from the following education districts: Lejweleputswa, Motheo and Fezile Dabi.

Welman and Kruger (2001:47) argue that the population that interest researchers are usually so large that it is simply impossible to conduct research on all of them. Consequently, such researchers have to obtain data from only a sample of these populations.

The type of sampling technique used in this study is purposive sampling. Purposive sampling, as Ritchie, Lewis and Elam (2002:79) state, is precisely what the name suggests. Members of a sample are chosen with the purpose to represent the larger population. As mentioned before, the members of the sample will share similar characteristics that are essential for a specific study. Welman and Kruger (2001:63) explain that purposive sampling is an important type of non-probability sampling and is often used in qualitative research. Researchers, relying on their experience, ingenuity and/or previous research findings deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population.

The sample of the study consists of five newly appointed principals of both primary schools and secondary schools who have been appointed in the post of principal for less than two years. Ten newly appointed principals from each of the three education districts are sampled, which adds up to thirty participants. A more comprehensive discussion is provided in Chapter 4.

1.9 DEFINITION OF TERMS

Some important terms used in this research are explained as follows:

1.9.1 Induction

Induction is a process which enables a newcomer to become a fully effective member of an organisation as quickly and as easily as possible. In order for this to occur the new recruit will need basic information about the school, the people in it and routines and procedures followed at the school. They will need to not only develop their skills and competencies regarding the new job, but also grow in their understanding of the ethos and culture of the institution (Coleman, 1997:156).

1.9.2 Mentoring

Mentoring is an ongoing process wherein individuals in an organisation provide support and guidance to others in order for the latter to become effective contributors to the goals of the organisation (Bush & Middlewood, 2005:158). It is a formalised process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person's career and development (Miller, 2002:29).

1.9.3 Mentor

A mentor is someone (usually a work colleague) at the same or higher level than the individual, for whom he or she is responsible and to whom the individual can go to discuss work-related issues. Mentors can pass on practical insight derived from experience and can pick up on new ideas and attitudes (Thomson, 2002:148). The word means a friend and a role model, an able advisor, a person who lends support in many different ways to one pursuing specific goals (Peddy, 2001:24).

1.9.4 Protégé/Mentee

Protégé means those who are mentored (Daresh, 2001:3). Mentee in this context has the same meaning as protégé.

1.9.5 Socialisation

Socialisation enables the new employee to become part of the organisation (Bush & Middlewodd, 2005:142). The newcomer begins to understand his/her colleagues as individuals and personalities rather than just names and begins to understand the informal norms, values and processes of the unit and the organisation (Thomson, 2002:69).

1.9.6 Organisational culture

Organisational culture means the core values and beliefs of the institution (Bush & Mddlewood, 2005:142). The concept of organisational culture is especially important in educational institutions because of their people-centredness and high dependence on the nature and effectiveness of interpersonal relationships (Law & Glover, 2000:116).

1.9.7 Performance

Performance refers to the degree of accomplishment of the tasks that make up an employee’s line of work. It reflects how well an employee is fulfilling the requirements of a position. Performance is measured in terms of results (Loock, 2002:70).

1.10 CONCLUSION

When new principals are appointed, they face a lot of challenges as managers of their schools. They are always under tremendous pressure to perform to the best of their ability. Without proper training as managers, it becomes difficult for them to be effective in their new positions. It is therefore essential that induction and mentoring programmes are introduced and presented to these principals in order to equip them with the necessary skills which will in turn improve their performance. Chapter 2 is devoted to a literature study on induction.

CHAPTER 2

LITERATURE REVIEW: INDUCTION

2.1 INTRODUCTION

The occupation of newly appointed principals today has become more challenging and complex (Steyn, 2002:232). The continuous transformation of the education landscape in South Africa requires that new management approaches be followed in schools. Newly appointed principals should therefore be thoroughly inducted when they first arrive at schools. This chapter will focus on the theory regarding induction and what its purpose and value is to newly appointed people, such as principals.

2.2 DEFINITION OF INDUCTION

Before the essences of induction are discussed, it is essential that it is well defined so that those who intend to embark on it clearly understand it. There are therefore various definitions that can assist providers in understanding the concept.

According to Le Roux (2002:95), induction is defined as a systematic organisational effort to assist personnel (staff) to adjust readily and effectively to new assignments in order for them to contribute maximally to their work while realising personal and work related satisfaction. Induction, as Avagyan (2008:29) indicates, is the name given to a comprehensive, coherent, and sustained professional development process that is organised by a school district to train, support and retrain new educators, which then guides them to a lifelong learning programme. According to Prinsloo (2003:209), induction is a continuous process that begins when a person accepts appointment to a post. Lussier (2003:246) states that it is the process of introducing new employees to the organisation and their jobs. It is learning the ropes and the rules of the game. Either formally or informally, according to Hellriegel

(2001:250), induction introduces the new employees to their job responsibilities, their co-workers, and the organisation's policies.

Bush and Middlewood (1997:156) indicate that induction is a process which enables a newcomer to become a fully effective member of an organisation as quickly as possible. In order for this to occur the new recruit will need basic information about the school, the people in it and routines and procedures followed at the school. They will need to develop their skills and competencies in the job and they should grow in their understanding of the ethos and culture of the school. According to Foot and Hook (1999:202), induction is a process of helping a new employee to settle quickly into their job so that they soon become an efficient and productive employee. Alsbury and Hackman (2006) assert that as new principals enter the profession, the development of effective induction programmes provides an invaluable opportunity to socialise novices into the changing landscape of the education landscape. A good programme, according to Myers (2008:3), can keep new principals focused on the big picture, while still helping them to deal with more immediate needs.

Some of the benefits of effective induction include reduced time to get the employee to perform to standard levels, reduced anxiety about the new position and getting along with peers, as well as accurate perceptions of what is expected of the employee. Employees tend to stay on the job longer (reduced turnover) and have improved attitudes and performance when they go through an induction process (Lussier 2003:246). It is evident from the above definitions that induction can be useful as a tool to acquaint new principals with their new position and equip them with the necessary knowledge and skills as managers of schools. For induction to be effective, it has to be properly designed and planned.

2.3 INDUCTION PROGRAMME DESIGN

In order to introduce a new member of staff to an organisation, an appropriate induction programme should be adequately planned and carefully designed and selected. This will ensure that the aims and objectives of the programme are met.

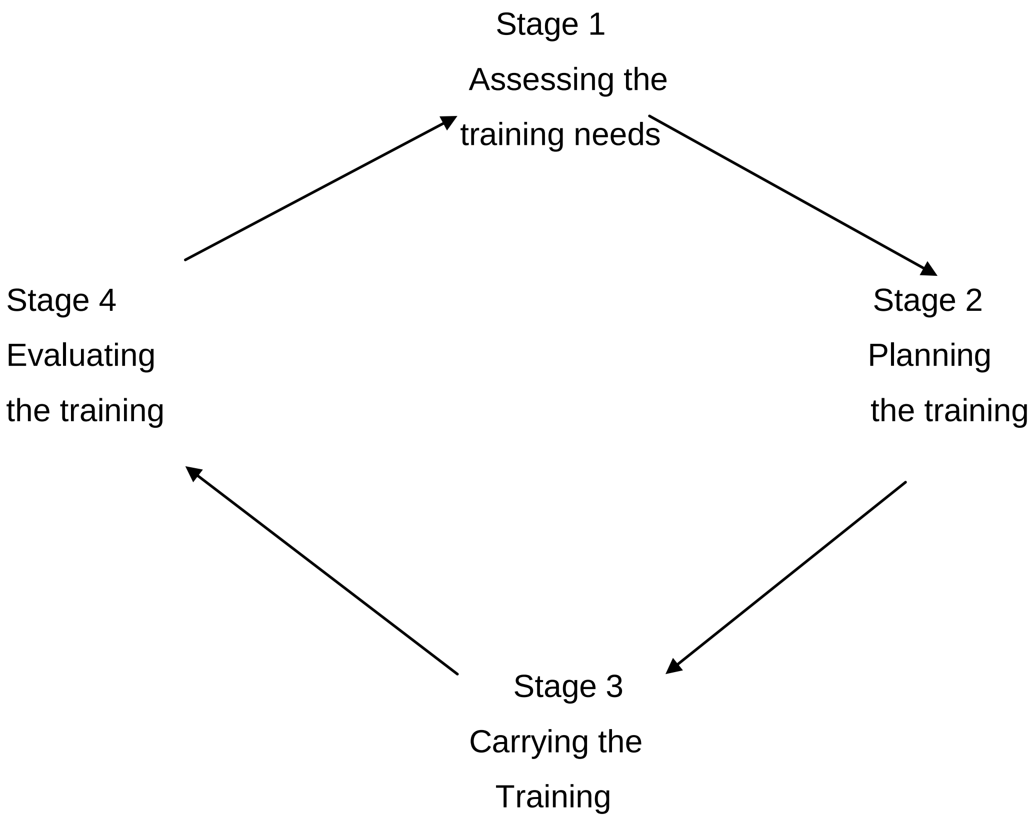
Tickle (2000:130) states that in no profession will new entrants, irrespective of their initial training be able to immediately make a full contribution. Any school committed to the effective management of human resources needs to manage quality induction for all employees taking up new posts (Middlewood & Lumby, 1998:73). According to Bubb (2003:593), schools need to provide high quality induction to its new staff in order for them to benefit not only in the first year, but to lay a foundation for future professional development. New staff members, according to Steyn (2002:235), should receive help in the form of a planned induction programme. Steyn and Schulze (2005:24) maintain that induction should therefore be a natural continuation process and form part of a long-term continuous professional development programme.

A well planned induction programme can ensure that newcomers settle quickly into their new positions and reach an efficient standard of performance as quickly as possible (Jewell 2000:508). The ideal for new appointments is to receive a fully fledged structured school-based induction programme in order for them to be full acquainted with their new positions (Tickle, 2000:131). Coleman (1997:160) therefore maintains that induction should:

- meet educators' needs (training, development, social and psychological);
- be part of a school-wide approach to supporting all staff;
- be systematic and planned, including links to specific individuals, observation and feedback;
- include reflection on practice (with a mentor);
- enable staff to become active and valued members who can contribute to the school; and
- lay the foundation for a life-long professional career.

Foot and Hook (1999:184) state that all the people who are involved in training and development at work need to be aware of the key stages in the training process. This is often referred to as the training cycle. Figure 2.1 shows the different stages of the cycle.

Figure 2.1: The induction training cycle



Source: Foot and Hook (1999:184)

The training cycle above consists of the following four stages:

- Assessing the training needs;
- Planning the training;
- Carrying the training;
- Evaluating the training.

This training cycle is explained thoroughly throughout this chapter. Before engaging in an induction programme, the needs of the inductee should first be identified.

2.3.1 Identification and assessment of the need of new staff

A training need is any shortcoming, gap or problem that prevents the new individual achieving his/her objectives and can be overcome or reduced by an induction programme (Jewell 2000:512). According to DeSimone and Harris (1998:18), a need can either be a current deficiency, such as poor employee performance, or a new challenge that demands a change in the way the organisation operates.

Foot and Hook (1999:185) indicate that once a training need has been identified, there are a number of choices to be made about how the training should be carried out. Jewell (2000:512) further points out that with training needs identified, the next stages are to: define training objectives; prepare programmes - this will involve making decisions about the method of delivering training; implement plans; and evaluate the training programme. Before translating specific identified needs into programmes, Steyn (2002:258) states that the following questions have to be asked: How important is the need in terms of institutional objectives, priorities and resources? Will satisfaction of the need be cost- effective?

According to Coleman (1997:159), the induction needs of experienced and senior staff will be different from those of the new recruit. Indeed, the background and experience of all those new to the school are likely to affect their particular needs as inductees. The implication is that programmes of induction should be individualised to take into account the needs of new educators. Steyn (2002:237) states that it is crucial therefore to include the new appointee when designing professional development programmes. The same will apply to newly appointed principals whose needs are to be identified.

At all levels needs are most likely to be acted upon if they are recognised by the individuals or groups concerned. Diagnostic documents, adaptations of the organisational or departmental audit, questionnaires and personal interviews are all methods used successfully to recognise needs (Middlewood

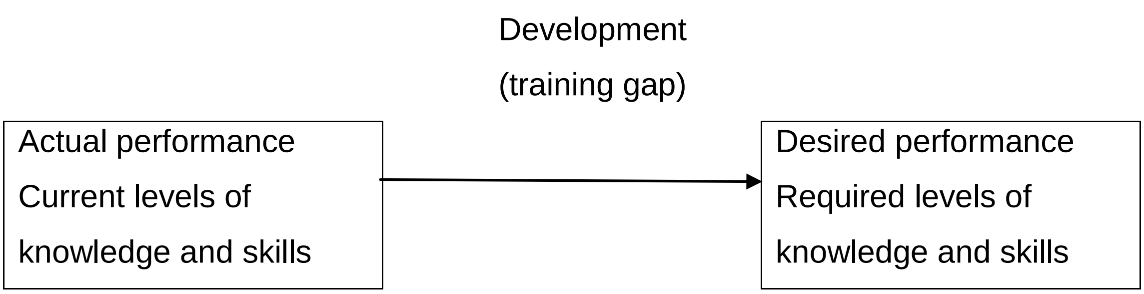
& Lumby 1998:84). After identifying the needs of staff, these needs should be carefully assessed and prioritised.

Needs assessment, according to Loock, Campher, Du Preez, Groble and Shaba (2003:66), is a systematic analysis of the specific training activities that can best assist in achieving specific outcomes. Before sending an employee to a development programme, a needs analysis is to be made to identify that person's particular strengths and developmental needs (Hellriegel 2001:76).

According to Gupta (1999:4), needs assessment can therefore be described as a process for identifying the knowledge and skills necessary for achieving organisational goals. It has also been described as a method of finding out the nature and extent of performance problems and how they can be solved. According to Steyn and Schulze (2005:238), a needs analysis will also help to identify topics for development.

Jewell (2000:512) maintains that a planned approach to training starts with the assessment of training needs. This seeks to identify the gap between the knowledge and skills possessed and the knowledge and skills required; actual performance and target/standard performance. The development gap is illustrated as follows:

Figure 2.2: The development (training gap)



Source: Steyn (2002:257)

Gupta (1999:16) mentions needs assessment methods such as focus groups, surveys and questionnaires. Loock *et al.* (2003:66) add more methods for needs assessment, such as interviewing, observing employees and document analysis. After training needs are established, it becomes necessary to meet those needs. In order to meet these, a thorough and systematic planning for an induction programme should be embarked upon. This will ensure that the aim and objectives of the training are realised.

2.3.2 Planning an induction programme

Planning, according to Norton (2005:102), is the process that serves to determine what decisions, programmes, activities, and resources are necessary to achieve the desired results. Le Roux (2002:55) defines planning as an effort to anticipate and shape the future. Planning involves identifying a desired future state, assessing conditions and trends that may influence the organisation’s ability to achieve that state and developing strategies to reach the goal. According to Hellriegel (2001:76), planning is therefore a formal process of choosing the organisation’s vision, mission, and overall goals for both the short term and long term; devising divisional, departmental, and even individual goals based on organisational goals, choosing strategies and tactics to achieve those goals; and allocating resources (people, money, equipment, and facilities) to achieve the various goals, strategies and tactics.

Steyn (2002:259) asserts that this phase includes determining details of the programme: its objectives, decisions on who will be participating and who will be conducting the programme, what activities will be conducted, where and when they will be held, what resources (including finance) will be needed, how progress will be measured. According to Roesch (2008:31), induction plans must include the following: a description of the individuals who developed the plan and how they were selected; a list of goals and competencies for the induction programme; a description of how the needs of inductees will be assessed; a description of how the mentors were selected; a timeline of activities/topics, including the code of conduct to be addressed; a description of the procedures for monitoring and evaluating the programme; a description of how the records of participation and programme completion will be kept. The following, according to Foot and Hook (1999:206), should be considered in planning the induction training:

- **Set objectives**

- State what the trainee must be able to do.
- State the standard they must achieve.
- State any time limits in which this must be achieved.

- **Break the instructions down into key stages**

- Do the job or rehearse the subject yourself.
- Divide the job into stages.
- Select the main or key points for each stage of the instruction.

- **Get everything ready and material and equipment organised before you start to instruct**

- Pay attention to layout.
- Have the correct materials.
- Have all the correct equipment working properly.
- Decide on training aids you will use: charts, diagrams, overhead transparencies, videos.
- Decide where the training will take place.

- **Create a training plan**

- How will the trainee's absence from the job be covered?
- What standards of performance are required?
- Do any targets have to be reached?
- Select who is to be trained.
- Arrange a date for completion of training.
- Use the trainee's abilities to the best effect.
- Keep the plan up to date.

According to Steyn, (2002:59) some of these components overlap with those of Castetter's (1996:248) programme format which he suggests should be used during the planning phase. Castetter (1996:248-251) distinguishes the following components:

- Programme content: Two types of learning have to be considered during the planning phase: the theories, concepts and principles of the content and the application of these theories, concepts and principles.
- Programme methods. How will learning take place? Will it be self-instruction, tutorials, group instruction or a combination of these methods?
- Locus of programme: Will training take place on the job, off the job or as a combination of the two? The most widely encountered form of professional development is on-the-job development, such as staff induction and mentoring. Off-the-job settings may include conferences and training courses conducted by various trainers away from the work environment.
- Participation: Approaches to professional development are classified as voluntary or compulsory.
- Resources: Resources for professional development include trainers, facilities, funds, time, materials and organisation. All these resources have a major influence on successful programmes.

The programme format, according to Steyn (2002:260), can be depicted as follows:

Table 2.1: Framework for designing professional development programme formats

1 What is to be learned (content)	2 How it is to be learned (method).	3 Focus of the programme (setting)
Theories, concepts principles. Application of Theories, concepts principles. Combination of above.	Self- instruction. Group instruction. Combination of above.	On the job. Off the job. Combination of above.

4 Participation (approach)	5 Programme resources (means)	
Voluntary. Compulsory.	Human. Non-human. Combination of above	

Source: Steyn (2002:260).

Rowling (2003:75) states that a plan is the outcome of considered thought by a team, formed in response to needs that are sensed and facts that have been faced. It is based on a vision, clearly and attractively communicated, and incorporates ideas that will help to lead to transformation, regardless of where the ideas came from. An induction policy should therefore be drawn as part of the plan for the induction programme.

2.3.2.1 Induction policy

The induction team, as pointed out by Ruding (2000:43), should have policy and procedures for the induction of new staff which must complement and supplement the induction policy and procedures of the whole school. Early and Bubb (2004:133) maintain that if schools have an induction policy, everyone will know about procedures, rights and responsibilities. School policies should be based on an understanding of good practice, to ensure that procedures can be followed quickly, consistently and effectively by reference to agreed practices and principles. A school induction policy should serve to ensure that a structured induction programme is followed; individuals involved in induction are aware of their role and responsibilities; individuals are aware of each other's roles and responsibilities, and inductees are treated fairly and consistently.

Norton (2005:104) asserts that an induction policy should include the following considerations: the results to be accomplished by the induction programme;

the persons responsible for planning, implementing, and evaluating the induction programme; and the specific and general information that the school wants included in the induction programme. The following, according to Early and Bubb (2004:135), is an example of an induction policy for the first term. This example serves as a guideline regarding the aspects that can be included when drawing an induction policy:

Induction policy for term one

The policy can be structured two-fold. Firstly what the school will do and secondly what you need to do.

The school will by the end of the first month:

- negotiate an agreed individual action plan with you, identifying objectives for professional development for the first term;
- ensure that the induction tutor (cf.2.3.2.6) observes you;
- provide an appropriate weekly support programme for you.

The school will during the term:

- ensure that the induction tutor maintains a written record of all support, monitoring and assessment evidence carried out in relation to your progress;
- ensure that half-termly review sessions take place between your induction tutor and you.

The school will by the end of the term:

- ensure that the induction tutor carries out a formal assessment of your progress according to previously set guidelines and criteria;
- ensure that the induction tutor conducts the first formal assessment meeting with you, providing well-founded feedback on your progress;
- return the appropriate Record of Assessment to the induction team.

You will by the end of the month:

- negotiate an agreed individual action plan with the tutor;
- attend the weekly meeting (i.e. Tuesday, 15:30 – 16:30).

You will during the remainder of the term:

- develop your professional practice to meet the objectives agreed to in your individual action plan;
- respond to feedback from observations;
- keep a written record of all support, monitoring and assessment carried out by the school;
- meet each half term with your induction tutor to review progress;
- attend the first conference for new educators.

Source: Early and Bubb (2004:135)

Aims and objectives of the induction training programme must be formulated and be specific in order to guide the implementation of the induction activities. These aims and objectives should be formulated as part of the planning process.

2.3.2.2 Aims and objectives of induction

According to Schermerhon (1999:136), objectives are specific results that one wishes to achieve. Early and Bubb (2004:56) state that the benefit of objective setting as a way to manage steady improvement by adults is well recognised. Objectives provide a framework for educators doing a complex job. They encourage people to prioritise tasks and make best use of time and other resources, feel a sense of achievement when objectives are met. These goals, as Guskey (2000:17) asserts, form the criteria by which content and materials are selected, processes and procedures developed, and assessments and evaluations prepared. Without clear purposes and goals, however it is difficult to judge whether progress is being made or even what the valid indicators of progress would be.

Early and Bubb (2004:56) state that a frequent problem with objectives is that they are not made specific enough, which can lead to failure. Objectives should be Specific, Measurable, Achievable, Realistic, Relevant and Time-bound (SMART). It is better to be more specific about what needs most attention. An effective induction programme, according to Hellriegel (2001:250), can therefore accomplish the following goals:

- promote realistic job expectations. Even experienced employees must gain a fundamental understanding of their new organisation and how things really work because every organisation has unique norms, networks of co-workers, and ways of getting things done;

- promote functional work behaviour. Properly inducted employees can become effective quickly because they know which behaviours are valued and which are not;

- reduce employee turnover. Properly inducted new employees are eased into their jobs and therefore feeling reassured, are more apt to stay than employees trust hurriedly into their new jobs with little induction.

Seyfarth (2008:114-115) points out that there are recommended objectives for an induction programme for first-year principals. These are: learn to create and sustain a school culture that focuses on high achievement and helps educators to work together; expand and refine knowledge related to supervision and evaluation of staff; learn how to provide instructional leadership for educators by serving as a knowledgeable resource; develop the ability to collaborate with educators, parents, and community groups on matters of importance to the school; become familiar with procedures for collecting student performance data and engaging staff in analysing and using data to inform decisions about instruction; acquire proficiency in developing and implementing a school performance improvement plan; learn skills of working in a group to plan strategies for improving student learning; become familiar with budget planning and management; understand and use conflict resolution and problem-solving strategies.

Although the objectives of an induction programme will vary among individual school districts, as Rebore (2001:150-151) points out, the following are some universal objectives that are common to all programmes: to make the employee feel welcome and secure; to help the employee become a member of the team; to inspire the employee towards excellence in performance; to help the employee adjust to the work environment; to provide information about community, school systems, school building, educators and learners; to acquaint the individual with other employees with whom he or she will be associated, and to facilitate the opening of school each year.

Early and Bubb (2004: 57) maintain that setting objectives which will be useful and that contain the right amount of challenge is not easy. Particularly, when someone has a problem, it needs to be diagnosed accurately in order to draw up the most useful objectives and plan of action. These objectives, according to Rebore (2001:151), should support the ultimate purpose of an induction programme to promote quality education

2.3.2.3 Purposes of induction

Le Roux (2000:96) identifies the more specific purposes of induction in an educational context. He points out that induction programmes aim to: familiarise new educators to the job/school; reduce costs; reduce staff turnover; save time; develop realistic career expectations; develop sound attitudes towards the school; prevent unnecessary mistakes; ensure higher productivity; ensure better employee relationships; integrate theory and practice; provide information about the community, school systems, school buildings, the department and learners. According to Middlewood and Lumby (1998:73), it is therefore possible to identify three major purposes of induction, namely:

Socialisation

- Accepting the reality of the organisation (i.e. the constraints governing the individual behaviour).
- Dealing with resistance to change (i.e. the problems involved in getting personal views and ideas accepted by others).
- Learning how to work realistically in the new job, in terms of coping with too much or too little organisation and too much or little job definition (i.e. the amount of autonomy and feedback available).
- Dealing with the boss and understanding the reward system (i.e. the amount of independence given and what the organisation defines as high performance).
- Locating one's place in the organisation and developing an identity (i.e. understanding how an individual fits into the organisation.

Achieving competence

- Getting used to the place, i.e. overcoming the initial shock and immobilisation of the new organisation and job demands.
- Re-learning, i.e. recognising that new skills have to be learned or how learned skills have to be applied.
- Becoming effective, i.e. consolidating one's position in the organisation by applying new behaviours and skills or integrating newly formed attitudes with ones held from the past.

Exposure to institutional culture

- The most important facet of induction is the transfer of loyalties to the new organisation. The issue of loyalties is associated with the school's culture and values.

Once the purposes of induction have been determined, the content of the induction programme should be selected carefully in order to realise those purposes.

2.3.2.4 Induction programme content

Jewell (2000:508) indicates that a well planned induction programme can help decrease labour turn-over by ensuring that newcomers settle quickly into their jobs and reach an efficient standard of performance. Such an induction programme should cover the following: conditions of employment; procedures for absence and holidays; timing of meal breaks; discipline and grievance procedures; welfare issues; the organisation; its history and culture; the geography of the workplace; key personnel - who's who in the organisation; safety; training arrangements; the pay system; trade unions and staff associations. Loock (2003:65-66) maintains that the following template may assist managers or departmental heads who are in charge of induction:

- Departmental functions:

- Mission statement, goals and current priorities;
- Organisation structure (internal or external);
- Relationship of functions to other directorates (interaction zones);
- Relationship of jobs within the directorate (interaction zones);
- Disciplinary measures.

- Job duties and responsibilities:

- written explanation of duties and expected results (incorporating negotiated agreements);
- discussion of common problems and how to avoid or overcome them;
- performance standards and basis of performance evaluation;
- number of daily hours;
- overtime needs and requirements;
- extra duty assignments - not in job description (e.g. cover for absent colleague).
- required records and reports;
- checkout on equipment to be used;
- when and how to ask for assistance.

- **Policies, procedures and regulations:**

- rules unique to the job or directorate (security or confidentiality);
- handling emergencies;
- security, theft, mistakes and costs;
- eating, smoking;
- break;
- lunch: duration and time;
- personal telephone calls (procedures);
- requisitioning of supplies and equipment.

- **Tour of facility:**

- kitchen and toilets;
- store room;
- first aid;
- fire escape;
- offices;
- introduction to other employees.

According to Thomson (2002:68-69), the following list of tasks are expected to have been completed during an employee's first week: introduction to the team; outline of area and team functions and activities; office layout; explanation of working hours; leave arrangement and entitlement; standard of dress; fire drill procedures; absence procedures; smoking rules; accidents at work and first aid; use of telephone regarding telephone calls; security; business confidentiality and integrity; discrimination; outline of grievance procedures; outline of disciplinary procedures; and an explanation of the training programme. Various methods of presentation should therefore be used in order to ensure that the content of the induction programme is adequately delivered.

2.3.2.5 Methods of induction

Once the decision has been made where the training is to take place, Foot and Hook (1999:186) point out that it is important to decide on the most appropriate training techniques to use. The training method used must be chosen to be appropriate for the particular training need that has been identified. Some of these methods are much more participative than others, and it is a good idea to use a variety of techniques to avoid the trainee becoming bored and also to give opportunities to practice skills if a skill is being taught.

Middlewood and Lumby (1998:84) further indicate that the recognition of different learning styles for adults may be critical in planning the overall programme, which therefore should include a full range of activities such as: staff-led workshops; paired observations; seminars; projects; visits; courses (external and institution based). Smith and Ingersol (2004) state that induction programmes can vary from a single orientation meeting at the beginning of a school year to a highly structured programme involving multiple activities and frequent meetings over a period of several years.

There are many other forms of training and staff development, as Thomson (2002:149) maintain, such as demonstrations, discussion groups, presentations, simulations assessment centres, computer-aided training, action learning groups, in-tray exercises - but they all need to be seen in an overall training and development context. Middlewood (1997:190) further distinguishes between five principal training methods (or components), namely:

- Presentation/description, e.g. by means of lecture/discussion;
- Modelling the new skills, e.g. by demonstration or video;
- Practising the new skills in simulated and controlled conditions, e.g. with peers or with small groups of students;
- Feedback on performance in simulated and/or real settings; and
- Coaching/assistance on-the-job. These methods can be classified as

follows:

Table 2.2: Training methods

ON-THE-JOB	OFF-THE-JOB
Demonstration Coaching Do-it-yourself Job rotation and planned experience Technology-based training	Lectures Case studies Role-playing Discussion groups Development centres Group dynamics Action learning Projects Outdoor training

Source: Jewell (2000:512)

The presentation of the content and proper use of the methods of induction is the responsibility of the induction tutors. It is important that these induction tutors are carefully selected so that the programme can be successfully implemented.

2.3.2.6 Induction tutors

Tickle (2000:143) states that some of the conditions of induction are likely to be made available only if funding is allocated for a designated person, who is able to coordinate and directly offer professional support to each new employee. Trustworthy and trusted monitoring of progress and professional development, and providing well-founded feedback on practical performance, is a required major part of that role throughout the first year. New principals, according to Seyfarth (2008:113), should therefore be assigned individual tutors who can answer their questions and who are accessible on a regular basis. Induction tutors, according to Early and Bubb (2005:130), have a crucial role to play. These are considered to be their roles and responsibilities:

- provide, or co-ordinate, guidance and effective support for the new principal's professional development;
- have the necessary skills, expertise and knowledge to work effectively in this role. In particular, you should be able to make rigorous and fair judgements about the new principal's progress in relation to the requirements for satisfactory completion of the induction programme;
- play a key role in providing assessment throughout the new principal's induction programme. The support and assessment functions may be split between two or more tutors where this suits the structures and systems of the school. In such circumstances, responsibilities should be clearly specified at the beginning of induction and arrangements should be put in place to ensure that monitoring and assessment are based on, and informed by, the new principal's professional development;
- undertake most of the observations of the new principal's performance. Professional reviews of progress, based on discussions between the new principal and the induction tutor, should take place at intervals throughout the induction support programme;
- keep a dated copy of all reports on observations, review meetings and objectives until the induction committee has decided whether the new principal has completed the induction support programme satisfactorily. The new principal should receive copies of all such written records and the induction committee should have access to them.

Tickle (2000:145) adds that the induction tutor should also be expected to carry the following broad responsibilities: undertake preparation for the role; be fully aware of the requirements of the induction period; ensure that the new principal is fully informed about the induction programme; organise, implement and coordinate day-to-day support and assessment in consultation with the new principal's performance; ensure rigorous and fair judgements about the new principal's performance; keep records of support and formal assessment activities undertaken, and their outcomes; make any necessary arrangements for additional support and experience.

Foot and Hook (1999:206) indicate that managers, supervisors and experienced members of the workforce, as well as human resource professionals and training specialists, are all likely to be involved in training at some time. Even if they are not specialists in this area, many people are asked to give introductory instruction to others in a new skill, so a basic understanding is likely to be useful to everyone. After the induction programme has been carefully planned, it should be executed in order to meet the needs of the individual.

2.4 EXECUTING THE INDUCTION TRAINING

This phase covers all the development activities to achieve specific objectives that have been set. It involves determining exactly how each activity will be carried out in the school, selecting purposeful activities and determining the time span for the programme, the staff to be involved, how the money will be spent, the physical facilities required, evaluation procedures and structures needed to put the programme into effect (Steyn 2002:261).

Loock (2003:65) indicates that an effective programme of induction can therefore have an immediate and lasting impact on the new employee and can make the difference between his/her success and failure. This will depend on the specific job analysis, job description and the topics relevant to the employee’s specific tasks. Steyn (2002:261) includes the following criteria when implementing an individual programme:

- management support should be evident;
- the rationale and objectives of the programme should be clear;
- quality materials should be used;
- the programme should be relevant to the professionals who are taking part;
- a reasonable plan for achieving objectives is essential;

- communication and feedback should be part of the process and programme.

Foot and Hook (1999:191) indicate that in executing the training you need to ensure that everyone is aware of the training course well in advance. Letters should have gone to the course participants, people involved in running the course, and the supervisors and managers of those who will be on the course so that there is time to arrange cover for their absence from work if necessary. Those who are to carry out the training should themselves have some training in running training programmes. At the very least an appreciation of what is involved in giving job instruction on a one-to-one basis is useful. According to Lussier (2003:247), the job instructional training has four steps. These are:

Step 1: Preparation of the trainee

Put the trainee at ease as you create interest in the job and encourage questions. Explain the quantity and quality requirements and their importance. Nel (2001:491) points out that the trainer puts the workers at ease, explains what the job is, and finds out what they already know about it. He or she gets workers interested in learning about the position.

Step 2: Presentation of the task

The training will consist of several issues and tasks. The trainer/tutor can perform a task first, explaining each step several times. Once the trainee seems to have the steps memorised, have him or her explain each step as you perform the job at a slow pace. For tasks with multiple steps, write them out and give a copy to the trainee. According to Nel (2001:491), the trainer now describes, demonstrates, and illustrates the new operation. He or she questions the learners to be sure that they have grasped the facts. Only one step should be given at a time, and key points should be stressed. The operation should be summarized in a second practical demonstration.

Step 3: Performance of the task by the trainee

Have the trainee perform the task at slow pace, explaining each step. Correct any errors and be willing to help the trainee perform any difficult steps. Continue until the employee can proficiently perform the task. Here Nel (2001:491) states that the trainee(s) are asked to perform the task while the tutor asks them the why, how, when, and where of the position. Instruction continues until the tutor can see that the trainee(s) have mastered the job.

Step 4: Follow-up

Tell the trainee(s) who to go to afterwards for help with any questions or problems. Gradually leave the trainee alone. Begin by checking quality and quantity frequently, then decrease the amount of checking based on the trainee’s skill level. Watch the trainee perform the task and be sure to correct errors of faulty work procedures before they become a habit. Be sure to be patient and encouraging. Trainees, as Nel (2001:491) points out, now work on their own but their work is checked to ensure that they execute their tasks.

According to Middlewood and Lumby (1998:74), all appointments are made on a probationary or trial basis, pending satisfactory performance. Schools need to decide whether the induction period should coincide with this or, alternatively, end naturally when the need for support is deemed to be no longer there. The induction programme should be thoroughly evaluated in order to ascertain whether its objectives have been achieved.

2.5 EVALUATING THE INDUCTION TRAINING

Evaluation, according to Guskey (2000:41), is the systematic investigation of merit or worth. Foot and Hook (1999:191) maintain that this is an extremely important stage in the training cycle, and one that is often neglected by organisations. If no evaluation of training is carried out the organisation does not know whether the training has been successful and may waste money and resources on training that is not effective. It is necessary to evaluate the training in order to ascertain whether the objectives of the training have been reached.

DeSimone and Harris (1998:20) indicate that careful evaluation provides information on participants' reaction to the programme, how much they learned, whether they use what they learned when they are in their actual posts, and whether the programme improved the organisation's effectiveness. This allows managers (also district managers in the context of this study) to make better decisions about various aspects of the staff development effort, such as continuing to use a particular technique or vendor in future programmes, offering a particular programme in the future, budgeting and resource allocation, using some other human resources or managerial approach to solve the problem. According to Guskey (2000:56), it is designed to provide those involved in programme development and implementation a precise understanding of what is to be accomplished, what procedures will be used, and how success will be determined.

Evaluation may draw on information gathered through monitoring or assembled at the point of evaluation (Hardie, 1998:164). Although it does not have to, evaluation normally takes place at the end of a development cycle in order to see whether the organisation achieved what it set out to achieve. Evaluation forms part of a 'feedback loop' to compare strategy formulation and implementation with the results. Where intention and results do not match, corrective action can take place.

Steyn (2002:263) points out that evaluation of an induction programme therefore serves certain purposes: it gives rise to judgements about success of the programme and how it affects competence; it assists decision makers in identifying future development activities; it identifies organisational changes the development programme makes necessary. As training is a costly investment in people, as stated by Jewell (2000:513), it should be subject to evaluation in which the following questions are asked:

- What are the objectives of the training programme?

- At what level are the objectives set?
- Against what criteria is training to be evaluated?
- When should evaluation take place?
- Who should do the evaluation?
- To what extent are changes in the organisation the effect of training?
- Is it possible to compare the costs of training with financial gains in performance (cost-benefit analysis).

Guskey (2000:64) points out the following practical guidelines for development programmes: (1) Clarify the intended goals: the first step in any evaluation is to make sure that your development goals are clear, especially in terms of the results you hope to attain; (2) Assess the value of the goals: Take steps to ensure that the goals are sufficiently challenging and worthwhile, and that they are considered important by all involved in the programme; (3) Analyse the context: Identify the critical elements of the context where change is to be implemented, and assess how these might influence implementation; (4) Estimate the programme's potential to meet goals: Explore the research base of the programme or activity, its strengths and shortcomings, and the validity of the evidence supporting its implementation in contexts similar to yours. In other words, determine if it is sufficiently powerful to bring about the desired change; (5) Determine how the goals can be assessed: Decide up front what evidence you would trust in determining if the goals are attained. Ensure that evidence is appropriate and meets at least minimal requirements for reliability and validity; (6) Outline strategies for gathering evidence: Determine how that evidence will be gathered, who will gather it and when should it be collected.

Over the years, according to Early and Bubb (2004:78-79), a number of models to evaluate the impact of training and development have been devised. One of the first and the best known is the framework for evaluating training developed by Kirkpatrick. Kirkpatrick's four-step framework remains the model or framework for evaluating most training programmes in business and commerce. This benefit of this model is that it can also be used in evaluating induction programmes in education. This is merely because of the simplicity of the model, how it relates to the trainee and the workplace and the way in which it can easily be applied to almost every type of work situation and learning process. The model explores the relationship between training and the workplace at four levels:

Level 1: Reactions

By evaluating reactions, you find out if participants enjoyed the training, if the training environment was suitable and comfortable and if the trainees were capable and credible. In short, you are trying to learn what participants think and feel about the training. According to Prinsloo (2003:221), you determine the intensity with which participants experience the programme and how functional or effective they regard it. Kirkpatrick (1998:20) points out that it is important not only to get a reaction but to get a positive reaction. If participants do not react favourably, they probably will not be motivated to learn.

Level 2: Learning

By evaluating learning, you determine the extent to which trainees have done the following three things as a result of their training: changed their attitudes, improved their knowledge or increased their skills. Kirkpatrick (1998:20) states that programmes dealing with topics like diversity in the workplace aim at changing the face of the workplace. Technical programmes aim at improving skills. Programmes on topics like leadership, motivation, and communication can aim at all three objectives. In order to evaluate learning, the specific objectives must be determined.

Level 3: Behaviour

By evaluating behaviour, you determine if the trainees are using or transferring their newly learned knowledge, skills and behaviours back on the job. Prinsloo (2003:221) asserts that it is the measure of change that has manifested in work and organizational behaviour. According to Kirkpatrick

(1998:22) it becomes obvious that there is little or no change in behaviour if the climate is preventing or discouraging. Rewards can be intrinsic (from within), extrinsic (from without), or both. Intrinsic rewards include the feelings of satisfaction, pride, and achievement that occur when change in behaviour has positive results. Extrinsic rewards include praise from the boss, recognition by others, and monetary rewards, such as merit pay increases and bonuses.

Level 4: Results

By evaluating results, you determine if the training has affected school results or contributed to the achievement of an objective. According to Prinsloo (2003:221), you determine the extent to which productivity has increased and job performance improved. Kirkpatrick (1998:24) affirms that the final results have to be measured in terms of improved morale or other nonfinancial terms. It is hoped that such things as higher morale or improved quality of life will result in the tangible results just described.

Ruding (2000:16) states that evaluation may be done at intervals (usually referred to as monitoring or formative evaluation) but must be done at the end of the development issue (summative evaluation). It is at this stage that the success of the initiative can be measured or assessed. At the end of the training course, according to Foot and Hook (1999:191), the course participants should be allowed to provide feedback on the effectiveness of the training they received. This could be done by means of a simple questionnaire to the course participants, which will at least provide clear views as to whether the people concerned enjoyed the course, what they felt would be useful, and what they felt was less useful. Consequently it would yield a great deal of valuable material, which the manager responsible for the design of the course should be able to incorporate usefully in the next course. Steyn (2002:264) points out that there are a number of ways of evaluating the results of the programme:

- pre- and post -programme questionnaires: These questionnaires test the increases in knowledge of a particular topic;

- observation of participants while on training and on return from it: A positive behaviour is recognisable after the development programme;
- interviewing participants: Participants can be interviewed to determine their perceptions of the development programme;
- measured changes in performance;
- evaluation forms: Participants may be requested to complete an evaluation form consisting of a number of items at the end of the programme.

An induction programme for newly appointed principals should be properly evaluated in order to measure the effectiveness and impact of the programme on participants. Evaluation also assist with providing feedback to participants and giving information to providers regarding the strengths and weaknesses of the programme.

2.6 CONCLUSION

It is evident from this chapter that being a newly appointed principal is not easy. Newly appointed principals are facing difficult challenges today due to the introduction of new policies, regulations and procedures in their schools. These changes constantly determine how schools should be managed today. Because of this, many new principals start their jobs with uncertainties and not knowing exactly what to do and what is expected of them. This often leads to frustration and lack of performance. The induction of newly appointed principals is necessary in order to improve their knowledge, skills and performance. Schools therefore need to have a comprehensive policy for induction and design adequate and appropriate induction programmes for all of their staff including newly appointed principals.

The induction process should start with identifying and assessing the needs of new principals. It should then be followed by the selection of relevant activities or induction opportunities based on the needs of the new principals and well defined objectives of the programme. The content of the induction should also be selected carefully in order to meet the objectives of the training. It should also be noted that those who are chosen to offer the induction training should possess the necessary skills to do so. The induction programme should therefore be properly implemented and evaluated in the end in order to ensure their success. It is also important to note that the success of induction programmes depend on good mentoring strategies.

The next chapter deals with mentoring as part of the induction process.

CHAPTER 3

LITERATURE REVIEW: MENTORING

3.1 INTRODUCTION

Mentoring is an essential process for individuals in every organisation to provide them with the necessary support and guidance in their new positions. According to Alsbury and Hackman (2006:171), carefully conceived mentoring programmes can lead to new principals displaying more confidence in their professional competence, more effectively translating educational theory into practice, developing improved communication skills, feeling more comfortable in their new positions, and becoming more aware of the ‘tricks of the trade’.

3.2 MENTORING: AN OVERVIEW

Mentoring, as Daresh (2001:3) asserts, is an ongoing process in which individuals in an organisation provide support and guidance to others who can become effective contributors to the goals of the organisation. Cunningham (2007:5) points out that most definitions of the mentoring process focus on the development and advancement of a protégé by someone in a position of authority within the professional context. An individual with good to outstanding experience and knowledge provides time to mentor someone who is advancing in his or her profession. According to Miller (2002:29), it is a formalised process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person’s career and personal development.

Goosen (2004:44) states that mentoring is thought to facilitate professional development by promoting the capacity to cope with difficulties and develop new competencies at personal, interpersonal, and institutional level. The mentoring process, as Walton (1999:194) asserts, typically starts with the protégé and his/her mentor holding a personal development discussion that covers the protégé's strengths, development needs, and specific skills to work on to develop for the future and a development plan.

Mentoring is therefore the pairing of an experienced educator/principal with a beginning educator/principal in order to provide support and encouragement (Rebore, 2001:155-156). The experienced educator/principal can act as a role model for the beginning educator/principal and through coaching help the new incumbent develop his or her competencies, self-esteem, and sense of professionalism. The National Association of Elementary School Principals (NAESP) (2003:11) states that effective mentoring must therefore be understood as a process that is much more sophisticated than simply sharing craft knowledge when called upon by a newcomer. It must be seen as a proactive instructional process in which a learning contract is established between the mentor and protégé. According to Weinstein (2008), mentoring entails a relationship bound by trust between two individuals in which one trusts highly in the other's competency to achieve an objective. Miller (2002:26) maintains that it is a one to one, non-judgemental relationship in which an individual mentor voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time.

According to Alsbury and Hackman (2006:172), well designed mentoring programmes help protégés to develop networks for potential job openings, gain friendships with other administrators, provide visibility among administrators, and provide an extended cadre of potential mentors in specialized arenas. Mentoring as Rhodes, Stokes and Hampton (2004:26) point out, represents a peer-networking interaction (working relationship) which draws upon collaboration and mutual trust. It is usually a longer term relationship which can be used to support individuals or groups to embed change, improve performance, raise impact and assist in personal and professional development. The induction programme also has a several benefits that the newly appointed principal can derive.

3.2.1 Benefits of the mentoring programme

Cunningham (2007:6) states that there are a number of benefits that beginning administrators, such as principals derive from involvement in mentoring programmes namely:

- mentoring programmes bring about discussions not limited to concerns of beginners alone. Instead, discussions take place concerning a wide array of issues of concern to mentors and protégés. Collegiality begins to develop;

- mentoring provides beginning principals with opportunities to learn some of the tricks of the trade from colleagues. Often this benefit is described as the only benefit of mentoring programmes; young principals learn how to lead from senior principals;

- finally, mentoring makes people feel as if they belong in their new settings. The fact that another, more experienced principal engages in behaviour that signals care about another's personal and professional well-being is a powerful statement that suggests that a newcomer will be taken care of in the school or school district.

A mentoring programme should have certain features so that it can be implemented properly. These features are essential for the programme to be effective.

3.2.2 Features of the mentoring programme

According to NAESP (2003:16), not all mentoring programmes are alike, but the best ones share certain features. Some of the common features of effective mentoring are:

- Organisational support: mentors are likely to schedule time with their protégés if they know the organization values their practice. According to

Meyer and Fourie (2006:172), senior management support is necessary, not only because funding comes from this level, but also so that you can demonstrate that the organization stands behind the programme and takes an interest in the career development of its people. Obtain visible support and involvement from top management.

- Clearly defined outcomes: the programme must clearly specify outcomes and include details of knowledge and skills to be attained.

- Screening, selection, and pairing: the selection and screening process for both mentors and protégés is critical. Mentors must be highly skilled in communicating, listening, analyzing, providing feedback and negotiating. According to Meyer and Fourie (2006:173), mentors should be screened for suitability. They should be screened regarding their level of interests and commitment to investing the time and energy required for a successful mentoring relationship.

- Training mentors and protégés. Training for mentors should build communication, needs analysis, and feedback skills. Training for protégés should include strategies for needs analysis, self-development using an individual growth plan, and reflection. Meyer and Fourie (2006:174-175) therefore suggest that all role-players must be trained to understand the dynamics of the mentoring relationship and the roles and responsibilities of all parties concerned. All people responsible for mentoring such as management, mentors themselves and mentees, must be trained to make the mentoring process work effectively.

- A learner centered focus: feedback should focus on reflection, address that which the protégé can control and change, be confidential, and be timely. According to Stone (2002: 94), feedback should suggest the means by which performance could be improved.

Rhodes *et al.* (2004:38) maintain that a formal programme requires a framework within which mentoring may take place. The following are elements of a typical formal mentoring programme:

- the aims of the programme (reflecting the vision of the organization);
- the objectives of the programme (clear outcomes for the programme that are measurable within specified time frames);
- the roles and responsibilities of mentors;
- the selection process for mentors;
- the elements of the mentoring process;
- the management and monitoring of the programme;
- the review and evaluation of the programme.

Daresh (2001:5) states that if your education district adopts a mentoring programme, a strong commitment by the education district, the school and participants will be needed to support the effort. This effort does not necessarily imply a lot of money, as over time an education district that has a mentoring programme can actually save money by assigning a mentor who will provide assistance and support to the mentee whenever he/she needs it instead of having an education district official to come to the school to address all the problems that the mentee may have. On the other hand, time must be devoted to mentor training, development, and opportunities in order for mentoring to take place. Pinkston (2008:26) maintains that the mentoring programme should have clearly defined goals, purposes, roles, and responsibilities for participants, supportive leadership; and be adequately staffed.

Pearch, Graig and Willits (2005) maintain that mentoring programmes are clearly a useful way of helping newly appointed leaders adjust to new assignments. Whether it is administrative leadership that is new, assistance from a well-respected mentor can be invaluable in providing supportive guidance and constructive criticism. Administrative mentoring programmes, according to Alsbury and Hackman (2006:183), should address novices' professional development needs to become integrated into the profession (including novice principals). It is therefore vital that programmes maintain a focus on high quality activities that are perceived and identified as promoting proteges' professional growth. The mentoring programme must be well planned in order to ensure its success. It is through planning that the mentoring activities can be implemented adequately. It is therefore essential that a mentoring programme should have a particular design which will assist in executing the programme.

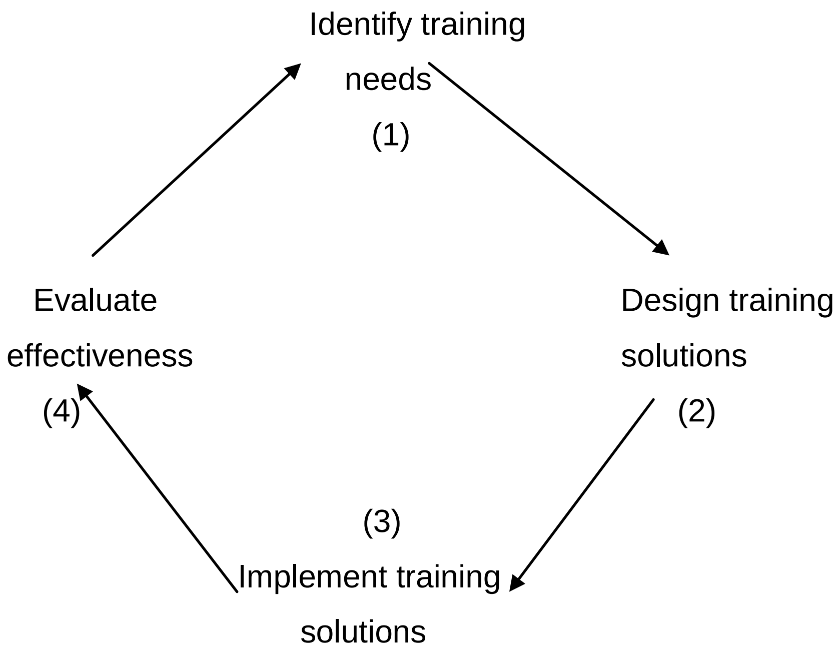
3.3 MENTORING PROGRAMME DESIGN

3.3.1 Planning the mentoring programme

According to Smit and Cronje (2002), planning is concerned with what is to be done as well as how it is to be done. Rowling (2003:75) maintains that a plan is the outcome of considered thought by a team formed in response to the needs. It is based on a vision, clearly communicated objectives, and incorporates ideas that will help to lead to transformation. Before you set up a mentoring programme for the first time, as Daresh (2001:11) points out, outline the main components of the plan (its definition, purpose, and goals). The primary purpose of planning, according to Certo (2003:125), is to facilitate the accomplishment of objectives. Ruding (2002:12) states that the planning process involves inculcating the view that the process of planning is more important than the plan itself (a good plan may well change, but a good planning process should not). Hellriegel, Jackson and Slocum (2005:179) state that if planning is done properly it will foster organisation wide learning, including the discovery of key problems, opportunities and new strategies.

According to Stewart (1999:135), the systems approach is commonly referred to as formal or planned employee development. One of the key features of this model is the fact that it suggests a cyclical process. This is reflected also in the name given to the model, 'the training cycle'. The model in Figure 3.1, containing four steps, provides a typical representation of the training process.

Figure 3.1: The systematic training cycle



Source: Stewart (1999:135)

The stages in the above-mentioned cycle are now briefly discussed.

- The first stage, Identify training needs (ITN), is concerned with establishing the learning and development needs of individuals and groups, including those of new principals in the organisation so that organisational objectives can be realised. Needs assessment, as Aswathappa (2002:181) points out, diagnoses present problems and future challenges through development and training.

- The design stage focuses on formulating employee development plans and programmes which will enable the identified needs to be met. This stage requires a sound understanding of a range of possible development methods and interventions which in turn relies on understanding of and application of learning theories. Further, designing and planning development interventions also has to take account of organisational context and conditions and requires attention on issues concerning resource management. According to Aswathappa (2002:183), this stage must address vital issues such as, Who are the participants? Who are the mentors? What methods and techniques are to be used? What should be the level of the training? What learning principles are needed? and Where is the programme conducted?

- During the implementation stage, resources allocated to employee development activities need to be controlled and accounted for during this stage. Depending on the nature of the activities, application of principles derived from learning theory can be critical.

- The final stage, evaluation, is primarily concerned with assessing the extent to which identified needs have been met and, relatedly, the contribution of employee development to achieving organisation objectives.

Daresh (2001:11) states that a planning team must be brought together at the onset. The mentoring planning team may consist of the district officials such as the School Management and Governance Developer (SMGD), principals and other administrators who will serve as mentors or who will be mentored. The preparation phase, as Ruding (2000:12) asserts, provides an excellent opportunity for the involvement of the mentors, mentees and district officials who will have to implement and follow the policies and procedures for mentoring which are established. It requires a strategy for sharing, and therefore some ownership of the writing or re-writing of the documentation. This should ensure that everyone has a role to play and a clear remit, including time-constrained targets to be met, through the process of empowerment. During planning, the needs of mentees (principals) should be established in order to address them appropriately.

3.3.1.1 Identification of training needs

DeSimone and Harris (1998:98-99) state that the concept of a need refers to a discrepancy between what an organisation expects to happen and what actually occurs. Identified needs focus on correcting standard performance.

Rhodes *et al.* (2004:24) maintain that engaging in mentoring activities to support professional learning and principal performance, leadership and management teams will need to carefully identify specific needs in order to raise standards and attainment within their organisations.

According to Stewart (1999:151), training needs are associated with performance levels of organisations and individuals. If performance requirements are not being achieved, there can be a temptation to perceive this as indicating the existence of a training need. Current performance is defined as a problem, then associated with a training need and therefore the problem becomes identified as a training problem. An accurate diagnosis of the causes of poor performance, as Rhodes *et al.* (2004:24) assert, would enable better targeting of support and thus provide a more effective and efficient remediation to take place. Cascio (2003:297) points out that it is also important to analyse training needs against the backdrop of organisational objectives and strategies. Unless you do this, you may waste time and money on training programmes that do not advance the cause of the institution.

Conway (1998:46) states that when introducing mentoring into an organisation, you are faced with people at different levels of experience, perceptions of mentoring and receptivity to the concept. Accordingly, they will have different needs to be met by the development process. The Teaching and Learning Series (1999:21) mentions that all trainees have general needs which they share with others who have had similar experiences, but each individual trainee will also have their own personal and unique strengths, their own values and aspirations. They will also have personal fears and anxieties. Organisational analysis methods, according to DeSimone and Harris (1998:98-99), therefore depend on a particular organisation. A list of the data sources available for determining training needs include manpower inventory, skills inventory, organisational climate and efficacy indexes. Sources such as organisational climate may require the administration of an employee survey. These surveys can be designed by the organisation or purchased commercially. For needs to be addressed properly, they should be based on the objectives of the mentoring programme.

3.3.1.2 Aims and objectives of mentoring

De Simone and Harris (1998:132) assert that programme objectives describe the intent and the desired result of the programme. Objectives in whatever form, according to Stewart (1999:169), translate training needs into learning intentions for development activities. Hall (2008) maintains that these goals, which mentors and protégés should create and refine together in an action plan, help to meet the needs that have been identified, facilitate short term progress, respond to situational changes, and address system wide objectives.

Objectives are essential to a successful training programme (De Simone & Harris, 1998:132). In addition to forming the basis for selecting the programme content and methods, objectives are used by the organisation to evaluate the programme success, and they also help participants to focus their attention and efforts during the programme. In short, objectives tell you where the programme is going and how to know when you have gotten there. According to Stewart (1999:167), it is argued that clear objectives both motivate the new principal and encourage personal ownership of the process. Both these factors improve the efficiency and effectiveness of individual learning. Clear objectives also enable and facilitate regular or continuous assessment, by the new principal as well as by practitioners, which together with associated feedback, allow progress to be monitored, reinforced and encouraged.

Daresh (2001:24) maintains that it is critical to understand that there are multiple purposes toward which any effective mentoring programme can be directed. It is important therefore to identify the specific purposes for which your programme will be developed. Basically, most school districts want a mentoring programme for two reasons: career advancement - this advancement involves mentoring that stresses the grasping of technical survival skills that individuals need that they can get and keep a job; psychological development - this approach to mentoring stresses a holistic approach and encourages individuals to grow professionally as well as personally.

According to Cunningham (2007:11), it is important that school administrators such as newly appointed principals have a clear understanding of their mentorship programme. A few possible goals of the mentorship programme may include: to allow the mentee the opportunity to observe, over time, a variety of leadership styles practiced by experienced administrators in various situations at multiple levels of the organization; to help the mentee gain self-confidence in administrative decision making through progressive opportunities to test knowledge and skills in diverse clinical settings; to provide the mentee with opportunity to interface with diverse publics in carrying out the day-to-day responsibilities inherent in school administration; to provide mentees with the opportunity to practice their craft in a controlled situation with the safety net to help and protect them; to provide mentees an opportunity to validate their knowledge, skills, philosophies, and values; to provide mentees with the opportunity to explore authentic work and receive feedback in order to position them for the next stage of their profession.

Based on the needs of mentees and the objectives of the programme the content and activities for the programme should be designed. The content should therefore be relevant to the needs and objectives.

3.3.1.3 Programme content/activities

The term content, as Van Dyk *et al.* (2001:237) explain, refers to the subject matter and/or learning activities that will enable the new principal to perform various tasks and duties associated with the learning outcomes, or the learning objectives a training system are aimed at. It includes items of knowledge (facts, concepts, principles, ideas), attitudes, and skills. Cunningham (2007:92) agrees that it is important to systematically address the types of experiences that the mentee receives. Such efforts by all those involved will contribute to a stronger pipeline of school administrators. It is suggested that such experiences should familiarise aspiring principals with various administrative responsibilities and provide leadership experiences with corresponding opportunities for structured reflection. Such experiences might include: chairing standing committees or special task forces; coordinating school level initiatives; leading whole-school planning; monitoring, analysing, and reporting learners' learning outcomes; participating in school-parent-community groups and related outreach efforts; supervising educators and others; addressing school effectiveness and equity of access and outcomes; and participating in school leadership teams. To ensure the successful delivery of the programme content, suitable mentors should be selected. The role of the mentor and mentee should be clearly outlined.

3.3.1.4 Programme mentors and mentees/protégés

- The role of the mentor

The word 'mentor', according to Walton (1999:193), has been imported into organisational practice to refer to experienced and often senior employees who support and advice less experienced and often younger colleagues through their personal and career development. Goosen (2004:44) asserts that a mentor is a person with expertise in a variety of areas of interest, who is willing to share his or her wisdom. Mentors are leaders who engage in deliberate actions aimed at promoting the protégés' learning. According to Early and Weindling (2004:175), the most common form of mentoring for school leaders is for an experienced principal to work one-to-one with the new head for at least a year.

Cunningham (2007:72) further explains that the mentor is a person who serves as a guide and an assistant as the mentee takes on new roles and new job identities. The mentor helps facilitate the application of knowledge, skills, and behaviour the mentee needs to achieve in order to be successful in the activities for which the mentee is responsible. He/she is, according to The Teaching and Learning Series (1999:9), a person who has significant, beneficial effect on the skills of another person, generally as a result of personal, one-to-one contact. Further, he/she offers knowledge, perspective, insight and wisdom that are especially useful to the other person. According to Lashway (2003:3-4), good mentors render three forms of assistance to new principals namely:

- they provide instructional support by keeping newly appointed principals' attention focused on learning issues and offering models of successful practice;
- they provide administrative and managerial support not just by giving practical tips but by helping new principals set priorities;
- they provide emotional support by listening carefully and being present at particularly stressful moments.

Stone (1999:166) asserts that since you plan to use mentoring to boost employee performance as a mentor, you will need to take the initiative. The next time the employee you want to mentor comes with a question, problem, or need, you should offer to be available to help the individual on a regular basis. Affirmative response would signify the beginning of a mentor relationship. According to Cunningham (2007:78), there should be some level of compatibility between the mentor and mentee. This can be in areas such as personality, values, beliefs, philosophy, areas of expertise, and so on. The relationship will be difficult if the two cannot establish some rapport.

Selecting mentors, as Conway (1998:21) maintains, is an important element in any organisational scheme. It is therefore important to choose a cadre of mentors. This enables the organisation to 'weed out' managers without the necessary skills or attitudes. Mentors should be matched with mature and robust mentees who will not be adversely affected by the developing mentor. Whoever is chosen to be a mentor will to some extent be driven by the needs of the organisation. The appropriateness of the gap in level and experience between the mentor and mentee is important here. Steinmann (2006:30) points out that formalized mentorship programmes encourage a matching process whereby a mentor is assigned according to a choice made by the mentee. Competent mentors are often preferred and sought out for their services. Typically, according to the NAESP (2003:12), leadership programmes draw mentors from the ranks of practicing principals who often work in schools separate from those in which their protégés teach. Retired principals may also be a important source to serve as mentors.

The approach to selecting mentors, as Pinkston (2008:26) points out, should be consistent with the purpose of the mentoring programme. Daresh (2001:37-38) lists a number of desirable characteristics to assist in selecting mentors for new school administrators (such as principals):

- mentors should have experience as practicing school administrators, and their peers and others should generally regard them as being effective;

- mentors must demonstrate generally accepted positive leadership qualities such as, but not limited to, the following:

  - Intelligence, which in many cases relates to mere logical thinking.

  - Good oral and written communication skills. The most important role of the mentor, according to Meyer and Fourie (2006:48), is to be a good communicator. Every interaction between the mentor and the mentee is by means of communication. Most mentors are therefore good communicators because they have achieved success in life as of their communication skills.

  - A capacity to understand the messages of the past as a guide. Steinman (2006:31) asserts that previous experiences can exert a powerful influence on a new relationship. Both parties may bring incredibly varied experiences, emotions and ideas to the relationship. Both of them should share their past occurrences. This will create an ideal opportunity to agree on mutually acceptable ideas and expectations about the new relationship.

  - Clarity of vision and the ability to share vision with others in the organisation.

- mentors ask the right questions of beginning administrators and not just providing the right answers all the time;

- mentors must accept an alternate way of doing things and should avoid the tendency to tell beginners that the way to do something is ‘the way that I used to do it’. The mentor’s goal of mentoring, according to Pelletier (2006:11), should not be to create a clone of himself or herself, but rather to assist the new principal in uncovering his or her own strengths;

- mentors should express the desire to see people go beyond their present levels of performance, even if it might mean that the protégés are able to do some things better than the mentors can. Meyer and Fourie (2006:44) state that mentors should inspire mentees to take action by saying, doing, or demonstrating something that can ignite the mentee’s initiative. They should motivate mentees to discuss impressions, ideas, visions and creative concepts that are inside or outside of their work context;

- mentors need to model the principles of continuous learning and reflection. According to Pelletier (2006:14), a journal is one effective way to keep track of your mentoring experience, including your mentoring thoughts, challenges, and ideas. Another way to reflect is a dialogue journal. This allows the new principal and the mentor to communicate and reflect while writing back and forth. The email provides an easy alternative to the dialogue journal;

- mentors must exhibit the awareness of the political and social realities of life in at least one school system; they must know the ‘real ways’ in which things get done.

According to Miller (2002:190-191), a review of literature suggests a wide range of other characteristics that ideal mentors might possess, such as the capacity to: see the mentee as a special individual and be comfortable with cultural or socio-economic distance; set high standards and be able to instill confidence to aim high; respect the mentee's ability and right to make his or her own decisions; empathize with and understand the mentee's struggle; see solutions not just problems; be flexible and open; be able to accept and link to other values, cultures and viewpoints; share resources, experience and knowledge; show interest, mutual respect and affection; show enthusiasm for particular subjects, interest areas and moral issues. In addition to these characteristics other skills and abilities are often used to describe ideal mentors (Daresh, 2001:38). Typically, these individuals demonstrate the following:

- knowledge, skills and expertise in a particular field of practice;
- enthusiasm that is sincere and convincing and most importantly, the ability to convey this feeling to those whom they are mentoring. Mentors must demonstrate enthusiasm, encouragement, patience, kindness and attention to the new principal;
- the ability to communicate to others a clear picture of personal attitudes, values and ethical standards;
- the ability to communicate in a sensitive way the type of feedback that is needed regarding another person's progress toward desirable goals, standards, competence, and professional behaviour. Pelletier (2006:8) asserts that mentors must therefore provide honest and ongoing feedback to new principals;
- the ability to listen to colleagues' ideas, doubts, concerns, and questions. Mentors should listen to the new principal's ideas, problems, needs, and responding to them in helpful ways. It is therefore vital for mentors to practice listening skills, as Steinmann (2006:50) points out, so that mentees can see their interest in investing in the relationship;
- a caring attitude and a belief in their colleagues' potential flexibility and sense of humour. Pelletier (2006:8) maintains that mentors should therefore develop a trusting relationship that allows the new principal to share their ideas and expertise with the mentor.

Mentors need institutional support in order to be effective. All mentors as Rhodes *et al.* (2004:40) assert, should therefore receive training before the mentoring scheme begins in order to understand the scheme. They should have the opportunity to confirm their wish to become mentors, recognise their skills, develop those skills and have the chance to develop a network with other mentors who share common values. Gagen and Bowie (2005) state that mentor training is therefore an effective way to relieve the anxiety that is evident in people who are willing to mentor. According to Syfarth (2008:110), the training should be effective as it is the key to the successful programme. Meyer and Fourie (2008) point out that the training must therefore address the following minimum issues:

- establishing the mentor relationship;
- clarifying expectations;
- setting clear parameters, and goals;
- phases of mentoring relationship;
- giving feedback.

Ethical issues such as:

- establishing timelines and meetings;
- evaluating requirements.

It is evident from above that the mentoring relationship cannot succeed without the knowledge, skills and the support of the mentor. It should also be noted that both the mentor and the mentee each have a role to play in this relationship. The role of the mentee follows.

- The role of the mentee

Keeping the above-mentioned in mind, Jones and Pauley (2005) comment that the mentee on the other hand, must also possess certain attributes for the relationship to be worthwhile, such as having a desire to work toward learning new information and an openness to different points of view. It is also beneficial if the mentee uses good listening and communication skills, has a positive attitude and the ability to handle setbacks. Mentees must be mature in how they approach the relationship, for example, use discretion, be diplomatic and show appreciation when working with mentors.

Mentoring, as Searby (2008:2) asserts, is characterized as a mutual learning partnership. The protégé is encouraged to intentionally pursue a mentor. This learning partnership therefore suggests a move away from the concept of ‘mentor as superior’ and ‘protégé as passive subordinate’. The mentor takes the role of a facilitator. Future principals need to have the ability to assess both the strengths and weaknesses of their leadership skills, reflect on these, and then make arrangements as needed. As they enter into the mentoring relationship that will assist them in this process, they should demonstrate the self-direction. At the heart of self directed learning (and mentoring) is individual responsibility for learning. Self responsibility means the protégé accepts ownership and accountability for setting personal learning objectives, developing strategies, finding resources, and evaluating learning. The relationship between the mentor and protégé is of the utmost importance.

- The mentor and protégé relationship

A relationship, according to Rowland (2008:36), is an encounter between individuals that is mutual, non responsive, and non-manipulative; and one in which each person is authentic, trusting, and self-revealing. Erdem and Aytemur (2008) maintain that a critical factor for building a mentoring relationship is that both mentor and protégé establish a sense of trust and commitment. Trusting the other party is linked with considering that person to be competent, consistent, benevolent, interested, and open to communication. Principals, according to the NAESP (2003:12), typically identify other school leaders as their primary source of help in becoming effective school leaders themselves and they confirm that these mentoring relationships serve them throughout their careers, not just initially.

The mentoring relationship between an experienced principal and an aspiring principal, as Cunningham (2007:72) points out, is therefore build upon trust, respect and caring, allowing the mentee to learn how to be a professional administrator in a non-threatening, real-life setting. Hall (2008) maintain that when an experienced individual possess the expertise, commitment, training, and readiness to serve as a mentor, and when a novice administrator is open to the learning opportunities provided by this relationship, it is time to move forward.

Walton (1999:194) maintains that successful mentoring relationships do not just happen. Even if an organisation has a workable mentoring system, the relationship will not be a productive one unless the mentor and mentee both understand their role. A healthy developmental relationship, as Rowland (2008:38) suggests, is characterised by being based on explicit, consciously chosen contractual agreements between parties which spell out their mutual responsibilities. The following mentor guidelines are therefore offered: Meet on a regular basis, at least once a month. A good mentoring relationship cannot be developed if the parties do not get to know each other; be a good listener; do not betray confidences; discuss strengths and development needs with protégés and provide guidance in developing thesis areas.

The Teaching and Learning Series (1999:12-13) states that mentoring can be a one-off intervention or a lifelong relationship. It can be carried out informally, as part of a friendship, or formally, as part of a highly structured training programme. Table 3.1 on the next page illustrates the four main types of mentor/mentee relationships:

Table 3.1: Types of mentor/mentee relationships

HIGHLY STRUCTURED, SHORT-TERM MENTORING	**HIGHLY STRUCTURED, LONG-TERM MENTORING**
The relationship is formally established for an introductory or short period, often to meet specific organisational objectives. For example, a new educator may be paired with a more experienced mentor.	This sort of relationship is often used for successor planning, which involve grooming someone to take over a job. It is also used instead of training; the trainee has a longer time to learn skills in the absence of formal training.
INFORMAL, SHORT-TERM MENTORING	**INFORMAL, LONG-TERM MENTORING**
This type of ‘off-the-cut’ mentoring ranges from once-off spontaneous help to occasional assistance or counseling. There may not be an ongoing relationship.	This form of mentoring, sometimes called ‘friendship mentoring’, consists of being available as a mentor on a casual or ‘as-needed’ basis over a long period of time.

Source: The Teaching and Learning Series (1999:13)

Another way of describing differences between mentoring programmes, according to Miller (2002:220-221), is to examine the nature of the relationship between the mentor and mentee. According to Goosen (2004:51), a mentoring relationship progress through four main stages. In the first stage, namely the exploration stage, the mentor and protégé establish whether there is a possible compatibility between them.

Secondly, the negotiation stage gives the mentor and protégé the opportunity to set ground rules, establish goals for mentoring as well as clarifying expectations. The third stage is called the affirmation stage. This stage entails the duration of the mentoring relationship. The last stage, known as the termination stage, is of crucial importance to the mentor as well as the protégé. Proper preparation needs to be done in this regard, to minimise disappointment, especially for the protégé. Table 3.2 below further illustrates this point:

Table 3.2: Stages of mentoring relationships

Stage	Action
Exploration	Assessment. Finding out about each other. Is there a match? Comfort level, personal/ professional interest, personality.
Negotiation	What do you and I want from this? What is important to you? Me? Establishing expectations, what are the 'givens' and negotiable.... roles? Good feeling and comfort with relationship begins.
Affirmation	Investment in the relationship begins. Risk taking; willing to be taught as well as teach. Continue to define and redefine relationship. Having a reciprocal relationship. Upholding responsibilities of the relationship.
Termination (Option)	Done, hopefully by mutual consent. One's commitment to programme is over. Some participants continue the relationship. Protege may now feel able to assume a mentor role with another individual.

Source: Goosen (2004:52)

When good mentors have been selected, the mentoring programme can now be implemented. This is the stage where the programme actually occurs and things happen.

3.4 MENTORING PROGRAMME IMPLEMENTATION

Once a development activity has been designed, arrangements need to be made to put the activity into practice (Stewart, 1999:172). These arrangements are the concern of the implementation stage of the training cycle. To ensure the implementation of a systematic effective programme, as Pinkston (2008:26) asserts, it is important that the planning component of a mentoring programme include a clear vision; commitment to mentoring; a planning and decision making process; and guidelines, policies and procedures. According to Conway (1998:34-36), the following is a checklist for implementing mentoring successfully:

Before mentoring

- Why do you need a mentoring programme or some other paired relationship? Meyer and Fourie (2006:172) maintain that the need for the programme should be clearly identified. For example, there may be a need to develop the leaders of the organization.
- What are your aims for the programme? Check if mentoring is happening already. According to Meyer and Fourie (2008), the first step in implementing a mentoring process is to specify the objectives of the intervention. According to Stone you should also build a programme that supports the informal mentoring relationships that are already going on.
- Is mentoring consonant with organisational values? Stone (2002:46) points out that management will support the mentoring programme if it, in turn, supports the organisation's values and goals.
- Who will be involved? Who will run the programme?
- What problems do you anticipate?

Mentor Profile

- Look for experienced, well-rounded senior individuals to be mentors. According to the NAESP (2003:9), mentors are current or former principals who work closely with protégés, often in confidence, and are available to answer just about any kind of question, be it personal or professional.

- Find potential mentors who are people oriented and interested in the development of others. According to Stone (2002:48) you should pair protégés with mentors who can and want to help them reach their learning goals.
- Mentoring is not age specific-experience, it is more important than age in being a mentor. Encourage qualified, younger managers to become mentors to prove it.
- Provide appropriate training for participants.

Mentee Profile

- Decide who will be mentees and why. What is your aim for individual or group? Choose acceptable and valuable mentees for the programme. This may involve preparing a profile of your ideal mentee.

How to achieve successful mentoring

- Use volunteer participants in a pilot scheme.
- State the involvement and support of top management. Stone (2002:62) states that it must be clear to all that management believes in the benefits of mentoring for the mentoring pair to occur.
- Link the mentoring programme to other development effort. Mentoring, according to Meyer and Fourie (2008), could be part of a larger initiative to support skills development in an organization.
- Keep the programme stage short and build in flexibility.
- Organise a Mentoring Contract for your organisation. Stone (2002:16) asserts that mentoring relationships include a written contract or agreement that specifies the role of each party and the mentee's learning or performance objectives.
- Make all participants aware of the potential risks, problems and benefits.
- Provide orientation to mentors and mentees before the programme begins. According to Meyer and Fourie (2006:196) mentors and mentees should be oriented as per their role and responsibilities in the mentoring

relationship. Joint induction training for mentors and mentees provides valuable opportunities for them to become acquainted and reach agreement about expectations.

- Have a developmental diagnosis for each mentee.
- Provide support for mentors and mentees.
- Screen each mentor and mentee. According to Meyer and Fourie (2006:195), ask other members in the organization to suggest names of potential mentors. This includes asking potential mentees themselves about whom they suggest. Then have a discussion with the nominated members and establish whether they are willing to participate.
- Monitor discreetly.
- Implement an effective evaluation system linked to the objectives of the mentoring scheme.
- Ensure confidentiality in the systems of the programme.
- Ensure that mentors have sufficient time for and proximity to mentees. If your protégé needs to speak according to Stone (2002:92), you need to find time for him/her, which may mean more than sitting across the desk from the individual. Phone and e-mail communication will make you more accessible to your mentee.
- Have a time limit for the duration of the mentoring programme.

After mentoring

- At the conclusion of the programme, encourage top management to evaluate its success in meeting its objectives. Meyer and Fourie (2008) state that the success of the programme must be evaluated to determine whether the objectives have been met. All role-players such as mentors, mentees, top management and other staff who have imputs on the programme, must form part of the evaluation process.
- Evaluate the programme during its progress and ensure that top management stays in touch with the process and is seen to do so, by becoming mentors themselves.
- Debrief and obtain feedback, using an external source, to obtain an overall picture of the initiative. Meyer and Fourie (2008) maintain that feedback

should be descriptive, specific, in the mentee's interest, useful, given at the right time, clearly formulated and correct. Feedback should relate to the learning and how performance may be improved.

- Ensure that the learning associated with the programme is widely shared in the organisation to allow continuous improvement to occur.

After implementation, the programme should be evaluated to determine its success. The evaluation process also helps to check whether the objectives of the programme have been met.

3.5 MENTORING PROGRAMME EVALUATION

The practice of evaluation, according to Miller (2002:242), involves the systematic collection of information about the activities, characteristics and outcomes of programmes, personnel and products for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programmes, personnel, or products are doing and affecting. Any activity consuming resources of an organisation, as Agochiya (2002:308) points out, is evaluated to assess the returns on the investment. Evaluation of a programme can thus be viewed as a process of gathering data and information by those responsible for organising the programme to establish its value. Glickman, Gordon and Ross-Gordon (2009:206) assert that evaluations should determine whether programme goals and objectives are consistent with the needs the programme was created to meet (if the goals and objectives were met) and whether programme activities are consistent with programme goals and objectives (if the activities were effectively carried out).

Bartman and Gibson (1999:10-11) argue that if training is perceived as having value, the positive effects on evaluation are likely to be: a willingness to find out how effective the training has been and the changes it has made; the creation of an environment of continuous improvement where people are encouraged to build on their learning, information, about results and impact becomes an integrated part of this process; and a commitment to giving time and effort for people to learn and so a desire to know that this has a positive effect on everyday routines and organisational success. Evaluation, according to Glover and Law (2000:185-186), is therefore a complex and multifaceted process that needs to incorporate several interrelated decisions over:

- Goals: What is evaluation for? What purpose does it serve?
- Focus: What aspects of courses and administration are to be evaluated?
- Methods: How is information to be collected? On what basis are future decisions to be made?
- Criteria: Where do criteria arise from? What are they?
- Organisation: Who does evaluation? What resources are available? How is evaluation to be organised?
- Dissemination: How open/confidential will findings be? Who will see findings?

According to Van Dyk *et al.* (2001:330), the important step in designing training evaluation is to be clear about the objectives of the training programme. One of the primary reasons for the evaluation of training is to establish whether the goals of the programme have been achieved. Unless these goals are clearly spelled out from the beginning, meaningful evaluation after the completion of the programme will be impossible.

The data gathered through the evaluation exercise, as Agochiya (2002:310) indicates, may satisfy a number of purposes, depending on the objectives for which the programme was organised, Evaluation purposes cannot be considered apart from the programme objectives. It is important to establish the purposes of the exercise before embarking on it. This will also assist in preparing appropriate tools and instruments for the exercise. Bartman and Gibson (1999:15) point out that knowing the purpose for evaluating training is a positive step, as this will assist to work out the type of information to collect, how to do this and whom to involve. According to Miller (2002:242), there are at least three types of purpose of evaluation:

- Accountability: to satisfy funders and stakeholders; to meet contractual agreements; to gauge if performance objectives are being met; and to identify successes and failures;

- Development: to improve processes and outcomes; and to improve the quality of the programme;
- Knowledge: to understand how mentoring processes impact upon outcomes; and to understand better what forms of mentoring achieve which outcomes.

Agochiya (2002:310-311) asserts that the primary purpose of evaluation is to improve training by discovering which training processes are successful in achieving their objectives, to sort out the good training from the bad. For the trainers, evaluation is itself a learning process. It is a tool for growth. The evaluation may suggest new approaches in designing the programme and it may highlight adequacy or otherwise of pre-training preparations. The exercise can also generate data that help the trainers in identifying their strengths and weaknesses. They can then work towards improving their performance. Since evaluation affects learning, it can be put to use as a training aid. Knowledge that results from an activity or action which will be appraised can itself become a motivating factor for learning. It facilitates more effective learning. In evaluating training programmes, as Cascio (2003:308) points out, it is therefore possible to measure change in terms of four levels of rigour, namely:

- Reaction: How do the participants feel about the training programme?
- Learning: To what extent have the trainees learned what was taught?
- Behaviour: What on-the-job changes in behaviour have occurred because of attendance of the training programme?
- Results: To what extent has training produced cost-related behavioural outcomes? (eg. productivity or quality improvements).

According to Ruding (2000:16), evaluation may be done at intervals (usually referred to as monitoring or formative evaluation), but must be done at the end of the development issue (summative evaluation). It is at this stage that the success, or otherwise, of the initiative can be measured or assessed.

Gorton, Alston and Snowden (2007:196) state that the methods one uses to conduct summative evaluation should depend on three factors: what is to be evaluated, what information is needed, and what method is most appropriate and most accessible to provide the desired information. There is no perfect method.

The best possible alternative from the evaluation methods that are available and appropriate for assessing the innovation should be selected. According to Van Dyk *et al.* (2001:334), the following arguments are given: an evaluation instrument has to be developed which is directly concerned with the specific aspect to be measured, for instance, knowledge acquired, or improvement of job performance. The use and interpretation of this measuring instrument by different people must be uniform and standardised. The development of such a measuring instrument, that is, one which eliminates subjectivity and misinterpretation and permits uniform application, requires the formulation and use of succinct and intelligible behaviour definitions for every category of evaluation. The evaluation instrument must meet the requirements of reliability and validity.

3.6 CONCLUSION

According to the literature, it is necessary that mentoring programmes are planned, implemented and evaluated. The importance of mentoring (also for new principals) is essential. Without mentoring it would be difficult for these principals to merely be successful in their new leadership environment. It is through mentoring that they can get support, guidance and do their work without fear of failure. Schools should therefore adopt formal mentoring programmes in order to ensure that appropriate mentoring opportunities are offered to new principals.

Mentoring programmes should be well planned and well managed in order to be successful. Mentoring programmes can help new principals to observe and learn new skills either from appointed mentors in the school or experienced principals of other schools who have been assigned to be mentors by the education district. Mentors should therefore be carefully selected and well trained to ensure that the needs of newly appointed principals are met and the objectives of the programme are realised.

It is important that during the planning stage of the programme, a needs analysis be conducted in order to determine the needs of these principals. The aims and objectives of the programme based on the needs should also be clearly outlined. It is through objectives that relevant content and activities for the programme can be designed. The mentoring programme should also be monitored from time to time in order to check whether it is correctly implemented. In the end the programme should be evaluated to determine its success and its impact on the mentee and the school. The next chapter deals with the research methodology.

CHAPTER 4

METHODS OF RESEARCH

4.1 INTRODUCTION

Chapter 2 and 3 dealt with literature regarding the processes of induction and mentoring. This chapter addresses the research strategy and techniques, the data collection instruments and data analysis methods used in this research.

4.2 RESEARCH DESIGN AND METHODOLOGY

This research is qualitative in design. According to Partington (2000:109), a qualitative design is one where the data are collected in the form of words and observations, as opposed to numbers. Analysis is based on the interpretation of these data as opposed to statistical manipulation. Qualitative research, as Gay, Mills and Airasian (2006:399) point out, is therefore the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest.

Gray (2004:320) further asserts that qualitative research is highly contextual, being collected in a natural ‘real life’ setting. It goes beyond giving a mere snapshot of events and can show how and why things happen, also incorporating peoples own motivation, emotions, prejudices and incidents of interpersonal cooperation and conflict. Snape and Spencer (2003:3) further explain that qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense or to interpret, phenomena in terms of the meanings people bring to them.

Meanings or feelings, according to Sullivan (2001:20), are better understood through narrative descriptions of people going about their daily routines or through lengthy and broad-ranging interviews with them. Descriptions and interviews are better able to capture the very critical subjective meanings that are an essential element of understanding human behaviour. Gray (2004:319) maintains that qualitative data can therefore provide rich descriptions and explanations that demonstrate the chronological flow of events. More emphasis is placed on the participant's perspective and description of events, beliefs and behaviours (Struwig & Stead, 2001:17). The researcher and participant are both involved in the process of qualitative research with the researcher trying to understand and interpret the participant's perspective.

Unlike quantitative research, qualitative methods take the researcher's communication with the field and its members as an explicit part of knowledge production instead of excluding it as far as possible as an intervening variable (Flick, 2002:6). The subjectivities of the researcher and of those being studied are part of the research process. Researchers' reflections on their actions and observations in the field, their impressions, irritations, feelings and so on, become data in their own right, forming part of the interpretation. Qualitative research, as Babbie and Mouton (2001:270) assert, distinguish itself from quantitative research in terms of the following features:

- Research is conducted in the natural setting of participants.
- A focus on process rather than outcome
- The participant's perspective is emphasised.
- The primary ain is in-depth descriptions and understanding of actions and events.
- The main concern is to understand social action in terms of its specific context rather than attempting to generalise to some theoretical population.
- The research process is often inductive in its approach, resulting in the generation of new hypotheses and theories.
- The qualitative researcher is seen as the "main instrument" in the research process.

Creswell (2009:176) points out that beyond these general characteristics are more specific strategies of inquiry. These strategies focus on data collection, analysis and writing. According to Henning (2004:101), the true test of a competent qualitative researcher comes in the analysis of the data, a process that requires analytical craftsmanship and the ability to capture understanding of the data in writing. Cresswell (2008:244) maintains that qualitative researchers first collect data and then prepare it for data analysis. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon.

The qualitative approach is employed in this study as it allows the researcher to collect information rich data from the participants. By using semi-structured interviews for qualitative data collection, the researcher is able to ask questions and allow the participants to provide in-depth, detailed descriptions of their experiences in their own words. The researcher is free to probe for more clarity should the original responses not provide the in-depth data that is needed. It is essential therefore that the researcher should collect data using appropriate methods when conducting a research.

4.3 DATA COLLECTION

According to Zikmund (2000:19), data are simply facts, or recorded measures of certain phenomena. Lankshear and Knobel (2004:172) point out that data can be defined as bits and pieces of information found in the environment that are collected in systematic ways to provide an evidential base from which to make interpretations and statements intended to advance knowledge and understanding concerning a research question or problem.

Struwig and Stead (2001:41) state that after the type of data to be collected has been established, where and how the data can be collected should be decided. The procedures to be used to collect data, who should gather the required data, what techniques are to be used to process and analyse the data, and whether the collected data will assist in the resolution of the problem being investigated, should also be determined. Kitchin and Tate (2000:39) maintain that in conjunction with an exploration of the practicalities of conducting research, the researcher has to decide how to generate his/her data. The first consideration is whether data will be generated by him/her (termed primary data) or whether the researcher is going to use data generated by somebody else (secondary data). Interviews are used in this study in order to collect primary data. Secondary data is obtained from a literature study.

Data, according to Struwig and Stead (2001:41), may be collected at a single point in time or over a period of time. This decision will depend on various other aspects of the research design decided upon. A study that collects data more than once over a period of time is referred to as a longitudinal study and typically yields very useful information about how variables or relationships among variables change over time.

Arthur and Nazroo (2003:110) assert that all qualitative data collection will have some intention as to structure, even if the intention is to follow entirely the direction taken by participants with the researcher not imposing any structure on the interview or group discussion. The extent to which the structure and coverage of data collection can usefully be envisaged or planned in advance will vary, depending on the specific purposes of the study. In particular it will relate to how far the researcher can specify in advance the issues to be explored, how much interest there is in issues which they have not anticipated, and how far they are concerned with the way in which issues are raised, approached and conceptualised by the people. Interviews are used for this study to collect data and to obtain information from the newly appointed principals regarding the induction and mentoring programmes offered to them in their schools.

4.3.1 Interviews

An interview, according to Gray (2004:313), is a conversation between people and where one person has the role of researcher. Zikmund (2000:191) further points out that it is a direct communication where interviewers ask questions to collect in-depth data from participants. This versatile and flexible method is a two way conversation between an interviewer and a participant. The interview is a social relationship designed to exchange information between participant and interviewer (Sullivan, 2001:267). The quantity of information exchanged depends on how astute and creative the interviewer is at understanding and managing that relationship.

Gray (2004:214) points out that the well conducted interview is a powerful tool for eliciting rich data on people’s views, attitude and meanings that underpin their lives and behaviours. According to May (2001:120-121), interviews yield insights into people’s biographies, experiences, opinions, values, aspirations, attitudes and feelings. In order to achieve this, however, researchers need to understand the dynamics of interviewing, sharpen their own use of the method and understand the different methods of conducting interviews and analysing the data, together with an awareness of their strengths and limitations.

The main reason for conducting qualitative interviews, according to Easterby-Smith, Thorpe and Lowe (2002:87), is to understand how individuals construct the reality of their own situation formed from the complex personal framework of believe and values, which they have developed over their lives in order to help explain and predict events in their lives. Bryman (2001:313) asserts that qualitative interviewing is therefore different from interviewing in quantitative research in the sense that, in qualitative research there is an emphasis on greater generality in the formulation of initial research ideas and on interviewees’ own perspectives. There is much greater interest in the interviewee’s point of view; it gives insight into what the interviewee sees as relevant and important; interviewers can depart significantly from any schedule or guide that is being used – they can ask new questions that follow up interviewee’s replies and can vary the order of questions; the researcher wants rich detailed answers; the interviewee may be interviewed on more than one and sometimes on several occasions.

Semi-structured interviews are employed for this study. May (2001:123) indicates that in semi-structured interviews, questions are normally specified, but the interviewer is free to probe beyond the answers in a manner which would appear prejudicial to the aims of standardisation and comparability. The interviewer, who can seek both clarification and elaboration on the answers given, can then record qualitative information about the topic. This enables the interviewer to have more latitude to probe beyond the answers and thus enter into a dialogue with the interviewee. According to Gray (2004:217), such probing may also allow for the diversion of the interview into new pathways which, while not originally considered part of the interview, help towards meeting the research objectives.

Sullivan (2001:264) asserts that this interview permits participants to create the structure and meaning of their responses rather than having them imposed by the researcher by closed-ended or highly structured, open-ended questions and response options. The interview, as Easterby-Smith *et al.* (2002:87) maintain, is therefore the opportunity for the researcher to probe deeply to uncover new clues, open up new dimensions of a problem and to secure vivid, accurate inclusive accounts that are based on personal experiences.

4.4 POPULATION AND SAMPLING

A population, according to Gray (2004:82), can be defined as the total number of possible units or elements that are included in the study. Zikmund (2000:339) maintains that it is any complete group of people, companies, hospitals, stores, learners or university students that share some set of characteristics. Whichever the case, as Ritchie, Lewis and Elam (2003:87) point out, defining the study population involves two stages: first specifying the characteristics of the ‘collective’ units required and then specifying those of the individual(s) within them.

Gill and Johnson (2002:101) assert that all research is concerned with identifying the research population which will provide all the information necessary for answering the original research question(s). Often it is impractical to involve all members of this population – thus selecting who participates in research is a crucial issue.

The population for this study consists of newly appointed principals of primary and secondary schools in the Lejweleputswa, Motheo and Fezile Dabi educational districts of the Free State province. Metler and Charles (2008:125) maintain that where research is concerned with representing a population that is so large it cannot be investigated in its totality, samples are necessary.

4.4.1 Sampling

If it is not possible to evaluate the entire population because of its large size (or a possible lack in resources), as Gray (2004:82-83) maintains, then a sample of the population forms part of the data collection process. A good sample is a miniature of the population, just like it, only smaller. A sample, according to Bryman (2001:85), is the segment of the population that is selected for investigation. Gray (2004:83) points out that a sample is chosen by a researcher on the basis that it is representative of the population as a whole, that the main characteristics of the sample are similar or identical to those of the population.

According to Sullivan (2001:186-187), samples make possible a glimpse at the behaviour and attitude of whole groups of people, and the validity and accuracy of research results depend heavily on how samples are drawn. An improperly drawn sample renders data collected virtually useless. Partington (2002:105) asserts that unless your sample is chosen carefully, there will always be considerable threats to the validity or trustworthiness of any results and conclusions of the study.

Purposeful (or purposive) sampling is used in order to select participants for this study. Purposeful sampling, according to Ritchie, Lewis and Elam (2003:79), is precisely what the name suggests. Members of a population are chosen with a purpose to ensure that all the key characteristics of relevance to the data needed are covered. Struwig and Stead (2001:122) maintain that purposeful sampling is not concerned so much with random sampling as it is with providing a sample of information rich participants. According to Patton

(2002:46), information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research.

Purposeful sampling is deemed the best approach for this study as only a certain number of newly appointed principals are selected purposefully from the three education districts in order to represent the whole population of newly appointed principals. This is done with the purpose of selecting information-rich principals who can provide in-depth information needed for the study. The sample of this study consists of five newly appointed principals of primary schools and five newly appointed principals of secondary schools who are purposefully sampled and have been appointed in the post of principal for less than two years from each of the Lejweleputswa, Motheo and Fezile Dabi educational districts. The total sample is therefore 30 – ten newly appointed principals per district.

4.5 DATA ANALYSIS

According to Babbie and Mouton (2001:49), qualitative data analysis is referred to as all forms of data that was gathered using qualitative techniques. Zikmund (2000:416) maintains that the process of analysis begins after the data have been collected. During the analysis stage several interrelated procedures are performed to summarise and rearrange the data. Ritchie, Spencer, William and O' Connor (2003:219) state that analysis is a continuous and interactive process, but two key stages characterise its course. The first requires managing the data and the second involves making sense of the evidence through descriptive or explanatory accounts.

The way in which data are analysed in qualitative research depends on the research question(s), the way the data were collected and ultimately, what is appropriate to achieve the objectives of the research (Partington, 2002:113). According to Ricthie *et al.* (2003:222), a thorough review of the range and depth of the data is an essential starting point to analysis. Such a review is likely to yield a long list of what appear to be important themes and concepts within the data. Data analysis, as Babbie and Mouton (2001:24) point out, is what unlocks the information hidden in the raw data and transforms it into something useful or meaningful. During data analysis you learn whether your ideas are confirmed or refuted by empirical reality. Qualitative analysis therefore, as Sullivan (2001:451) further explains, creates meaning, in part, by using the raw data to learn something more abstract and general.

Ritchie *et al.* (2003:219-220) assert that making sense of the data relies on the method or tool that is used to order and categorise data, but it is more dependent on the analyst and the rigour, clarity and creativity of his/her conceptual thinking. Therefore, any guidance about how to move through the analytic hierarchy must not only focus on the tools used, but also on the conceptual and intellectual processes engaged in by the analyst.

Partington (2002:113) points out that there are two basic families of data analysis in qualitative research. The first is content analysis. In this form of analysis, the contents of the data collected are explored to uncover either emergent patterns, evidence of expected patterns or pattern matching between multiple cases. The other is grounded analysis. In this approach, the researcher’s objective is usually highly exploratory, targeted at answering a particular research question by allowing findings and interpretations to emerge from data, whilst searching for unexplained/emergent patterns. Easterby-Smith *et al.* (2002:122) maintain that grounded analysis provide a more open approach because rather than forcing data within logico-deductively derived assumptions and categories, research should be used to generate grounded theory, which “fits” and “works” because it is derived from the concepts and categories used by individuals themselves to interpret and organise their worlds. Grounded analysis has been chosen for this data as interviews are used in this study to gather data. Data is therefore derived from participants who describe, explain and interpret concepts and the world according to their understanding and in their own words. After data is gathered, it must be analysed and coded. This is done by selecting and categorising information so that it fits together and is connected. To analyse data for this study the researcher will make use of coding in order to categorise data into themes.

4.5.1 Coding of data

Coding is the process of categorising sections of data which may mean a phrase, a sentence, or a paragraph. It is a way of seeing which parts of the data are connected to one another in terms of some issue, concept, theme, or hypothesis (Sullivan, 2001:454). Flick (2002:177) maintains that it is understood as representing the operations by which data are broken down, conceptualised, and put back together in new ways. According to Struwig and Stead (2001:169), the information is grouped into themes by using codes. Codes are labels that assign units of meaning to the information obtained. Codes should be interpreted within a certain context and in relationship with other codes.

Flick (2002:177) points out that coding is the central process by which theories are built from data. According to this understanding, coding includes the constant comparison of phenomena, cases, concepts and so on and the formulation of questions which are addressed to the text, and later more and more abstractly. The constant comparison, as Partington (2002:147) indicates, works in the following way. Each time a new instance of an existing category, or property, is found in the data, it is compared with previous instances of the same category and property and with their definitions. If the new instance does not fit the definition, then either the definition must be changed so that it fits the new instance and all previous instances, or a new category, property or dimension.

The researcher did an analysis of all the interviews for this study in order to identify common issues and analyse different perspectives on central issues. The responses obtained were analysed, categorised and then presented in summarised concepts.

4.6 RELIABILITY, VALIDITY AND AUTHENTICITY IN QUALITATIVE RESEARCH

Reliability, according to Burton and Bartlett (2005:26), describes the extent to which a research instrument or method is repeatable. It is an assessment of the consistency of any method. The reliability of a measure is the extent to which participants will consistently respond to it in the same way. Payne and Payne (2004:196) assert that it is about being confident that the way data were gathered and could be repeated without the methods themselves producing different results.

Most qualitative researchers, as Newman (2000:170-171) points out, resist the quantitative approach to reliability, which they see as a cold, fixed mechanical instrument that one repeatedly injects into or applies to some static, lifeless material. These researchers emphasise the value of a changing or developing interaction between the researcher and what he or she studies. Qualitative researchers consider a range of data sources and employ multiple measurement methods. They question the quantitative-positivist ideas of replication, equivalence, and subpopulation reliability. The diverse measures and interactions with different researchers are beneficial because they can illuminate different facets or dimensions of a subject matter. Qualitative researchers therefore use a variety of techniques such as interviews, participation, photographs and documentation to record their observations. For this study, literature and interviews were used.

The discussion about reliability in qualitative research comes down to the need for explication in two respects. First, the genesis of the data needs to be clarified in a way that makes it possible to check what the statement of the participant is, on the one hand, and where the researcher’s interpretation begins on the other hand. Second, procedures in the field or interview and with the text need to be made explicit in training and rechecking in order to improve the comparability of different interviewers’ or observers’ conduct. Finally, the reliability of the whole process will be increased by documenting it. Thus the criterion of reliability is reformulated in the direction of checking the dependability of data and procedures, which can be grounded in the specificity of the various qualitative methods. Other understandings of reliability, such as frequently repeated data collection leading to the same data and results, should be rejected (Flick, 2002:221). If this form of reliability is used it may be more convenient to mistrust rather than to trust the dependability of the data.

Wilson (2009:119) states that a study's reliability is often identified through reference to the following binary contrast: external and internal validity. Internal validity is defined as the extent to which the research design succeeds in allowing one to generalise beyond the subjects under investigation to a wider population. Given that qualitative research is essentially context-bound and ethnographic, external validity is generally viewed as inappropriate since it contradicts the epistemological and methodological perspectives in this approach. Internal validity on the other hand, is highly applicable to the qualitative context, and it is very important for the researcher to consider since in its most fundamental form, it refers to the extent to which a study actually investigates what it purports to investigate. In other words this quality refers to the 'authenticity' or 'credibility' of the findings. According to Janesick (2000:393), validity in qualitative research has to do with description and explanation and whether or not the explanation fits the description. In other words, is the explanation credible? In addition, qualitative researchers do not claim that there is only one way of interpreting an event. There is no one correct interpretation.

Qualitative researchers, as Newman (2000:171) asserts, are more interested in authenticity than validity. Authenticity means giving a fair, honest, and balanced account of social life form the view point of someone who lives it everyday. Qualitative researchers are less concerned with trying to match an abstract concept to empirical data and more concerned with giving a candid portrayal of social phenomena that is true to the experiences of people being studied. Most qualitative researchers concentrate on ways to capture an inside view and provide detailed account of how those being studied experience and understand events. Qualitative researchers adhere to the core principle of validity, to be truthful (i.e. avoid false or distorted accounts). They try to create a tight fit between their understanding, ideas, and statements about the social world and what is actually in it.

To ensure authenticity for this study, the researcher needs to show on what evidence the findings are based by providing proper explanations as to how data was gathered. The researcher also reduces researcher bias by providing samples of all data collected to the participants to verify the analysis and conclusions drawn by the researcher. This is called an audit trail (Burton & Burtlet, 2005:26).

4.7 CONCLUSION

This chapter highlighted the methodology for this study. The study is qualitative in design. In qualitative research, the researcher intends to gather data from participants using their own words. Participants therefore provide explanations and descriptions of their experiences. They also provide their own perspectives and interpretations of events. The method of data collection was also explained in this chapter. Semi-structured interviews are used to collect qualitative data from participants. The interviews are used in order to provide the researcher with information rich descriptions and explanations of events; and experiences from participants.

The chapter further explained the population and the sample for this study. Purposeful sampling is used for this study. This means that the sample for this study was selected with a purpose to represent the population. The chapter also described how data is to be analysed and coded. This is done by categorising information and putting it together so that it produces new information. The issue of reliability and validity of qualitative methods was also discussed in this chapter.

The next chapter deals with the presentation, analysis and interpretation of results of the research.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

5.1 INTRODUCTION

This chapter deals with the analysis, presentation and interpretation of results from an investigation to determine the current state of the induction and mentoring of newly appointed principals in selected education districts in the Free State province.

5.2 THE PURPOSE OF THE EMPIRICAL STUDY

The main objectives of the empirical study were:

- to obtain information about the current state of induction and mentoring of newly appointed principals in selected education districts in the Free State province;
- to give an exposition of the data collected by means of an interview;
- to interpret the data collected in view of the theoretical study.

5.3 ANALYSIS AND INTERPRETATION OF RESEARCH DATA ON THE INDUCTION AND MENTORING OF NEWLY APPPOINTED PRINCIPALS

5.3.1 Reporting on interviews

The responses of newly appointed principals are analysed and interpreted. The responses made by the newly appointed principals on induction and mentoring address the research questions (cf. 1.3.1). All the relevant responses will be reported under the research questions on induction and mentoring. The specific research question is highlighted first after which the interview responses on induction and mentoring related to that research question are discussed. The responses will therefore not be reported according to the sequence of the interview questions as in Annexure D, but as they relate to the research questions. It should also be noted that the Department of Education (DoE) has changed to the Department of Basic Education (DoBE). However, the DoE will be used in this chapter as this is how the participants referred to it during the interviews.

5.3.1.1 Interview responses of newly appointed principals on induction and mentoring

The following interview questions on induction and mentoring were posed to newly appointed principals and are reported on as they relate to the research questions.

Research question 1: What are the needs of newly appointed principals with regard to induction?

Question 3: "Were you inducted when you arrived at this school?"

All newly appointed principals said that were not officially and formally inducted when they arrived at their schools. They said that there was no planned, formal programme of induction. Most of these newly appointed principals on the other hand said that they were inducted informally by their School Management and Governance Developers (SMGDs) when they arrived at the school. A small number of these newly appointed principals said the deputy principals and the Head of Departments (HODs) took part in the informal orientation by showing them around the school premises.

Some newly appointed principals said that they were inducted by attending two formal induction workshops which were held and conducted at their district offices by the district officials of the DoE and the second workshop was held in Bloemfontein for all the newly appointed principals in the province. It was in these workshops where newly appointed principals were given information and manuals regarding the policies, regulations and procedures of the department. Some of these newly appointed principals said these induction courses took place four to five months after they were appointed as principals. They further said that although the workshops were helpful, there was no formal induction at the school.

A small number of newly appointed principals said that they were not inducted when they arrived at their schools because they have been working at the same schools before they were appointed as principals. They said that they progressed over the years to be HODs and Deputy principals at the same schools, so they knew the environment. Some of them said they even acted as principals before and therefore induction for them was not really necessary as they were familiar with management procedures of the school.

Responses were:

"No, I actually inducted myself in a way by networking with other principals around the town."

"Definitely, I was inducted by the School Management Developer and other district officials although it was not a formal process."

"Yes I was inducted although there was no programme in place. The SMGD of the school is the one who mentored me, but he didn't have a planned programme."

"No, I was not inducted here at the school but the department normally calls all those new principals to a particular venue and from there they induct all the newly appointed principals."

"No, it was no done formally here, but the formal one was the one I said happened outside the premises of the school. I should say the one that only took place here in the premises of the school was the one I can say perhaps was informal whereby the people showed me the buildings and so on."

“At this school no, not at all.”

“Yes, we went for this induction session in Bloemfontein, all newly appointed principals in the Free State attended that type of an induction.”

Question 4: “Were your needs identified and assessed before the induction programme was conducted? If so how?”

All newly appointed principals said that their needs were not identified and assessed because they were not even formally inducted at the school. Some of the new principals mentioned that they do not know whether or how it is supposed to be done, because the SMGD is responsible for the induction.

Some newly appointed principals who attended an induction course which was conducted by the DoE at their districts offices and in Bloemfontein also said that there was no identification and assessment of their needs prior to the actual induction.

Some of the responses were:

“According to my knowledge it was not done”

“I do not know, the SMGD was the one who inducted me, he is the one who can give you that information.”

“No, my needs were not identified.”

“No needs were assessed, there was not even an induction programme.”

“No, it did not happen”

When one reads through the literature it becomes clear that the prior needs of managers, such as principals, need to be ascertained prior to providing such induction programmes. Generic induction programmes may assist them, but not to the extent that more specific programmes will.

Question 5: “How were you involved in the identification and assessment of these needs?”

All of the newly appointed principals said that they were not involved in any identification and assessment of their needs. From the responses to this question, the researcher assumed that newly appointed principals were not even aware that they should be involved in the identification and assessment of their needs prior to the implementation of any such programme.

Responses were:

“I was obviously not involved because there is no programme.”

“No, I was not involved”

“No.”

Question 12: “Why do you think that an induction programme is necessary for newly appointed principals?”

Some of the principals stated that induction is necessary to develop the skills and to enhance their knowledge. Some others were of the opinion that it is necessary in order to assist and offer support to them in their new jobs.

Some of the principals said that induction is necessary because they are facing new responsibilities in a new environment when they are appointed, and that they need to be inducted to become familiar about the opportunities attached to the post.

Some of these principals said that induction is very important because as new principals there are a number of management issues that they are still unfamiliar with. They stated that they are appointed on the basis of the questions that they have answered during the interview. Some of the principals said that when they are appointed they must concentrate on the practical part of their work. Once they are inducted they will be able to know and understand their role as leaders of the institution. Some of them mentioned that the induction is necessary to improve their performance as newly appointed principals.

A small number of principals said it is necessary to assist them with the implementation of policies. This is necessary in order for them to work together with the DoE to achieve the common goal of education to the learners.

Some of the responses were:
“Somebody must teach you to become the principal because you are falling into the deep water, and now you must swim.”

“It is very important because it will give newly appointed principal information about what he is supposed to take care of.”

“Even if you were acting as a principal before there are aspects and issues that you must be able to understand so that you can then begin to implement them.”

“You might study management at college level or at university level for a degree or masters level, it doesn’t matter. But to start doing the actual thing as a newly appointed principal is not easy.”

Research question 1: What are the needs of newly appointed principals with regard to mentoring?

Question 3: "Were you offered any mentoring opportunities in your first year as a newly appointed principal?"

All of the newly appointed principals said that they were not offered planned and formal mentoring opportunities in their first year. They mentioned that they were not assigned mentors. They further commented that there was no formal mentoring programme in their schools. However, most of the principals said that they always relied on their SMGDs for support and that the SMGDs played the role of a mentor. The researcher assumed from some of the newly appointed principals' responses that they were not aware that they were supposed to have mentors besides the assistance they were getting from their SMGDs.

A small number of newly appointed principals said that they consulted experienced principals in the area and fellow colleagues who are principals at other schools for assistance and support (although it was not something formal). These newly appointed principals said that they initiated these informal relationships on their own.

A small number of principals said that they did not need mentoring because they were acting as principals before. A few others stated that they did not really need mentoring because they were working at the same schools as deputy principals.

Responses were:

"No , I did not even have a mentor."

"I did not have a mentor except my SMGD."

"I go to my SMGD, but I also consult my colleagues"

"I had to find myself a mentor amongst the older principals here, I had to go and consult him from time to time if my supervisor was not available."

"We have a principals forum that we attend once a month where we discuss all our problems"

Question 4: "How were your needs identified and assessed before the mentoring programme was implemented?"

All newly appointed principals said because there was no planned mentoring programme for them when they arrived at the schools, their needs were therefore not identified and assessed.

It is distressing to realise the lack of mentoring programmes for principals that currently exist in schools. Principals are left to fend for themselves.

Some responses were:

"No."

"No, it was not done."

"There was no assessment of the needs."

"No-one identified and assessed them."

"No, it was not."

Question 13: "Why do you think mentoring is necessary for the newly appointed principals?"

Some of the principals said that mentoring is necessary for them because it will assist them with handling the daily challenges of the post. Some of these principals commented that mentoring is therefore necessary in order to assist all newly appointed principals to improve their skills and performance, and to offer them support in managing their schools properly. One of these principals said it is necessary in order to improve the competence of all newly appointed principals. One of the principals said that newly appointed principals cannot rely on the SMGD alone as they may not be available all the time to assist, so a mentor besides the SMGD is necessary.

Some of the principals said that mentoring is necessary because schools are unique and have different challenges, therefore new principals are facing new responsibilities that they have to deal with. Some of these principals said that new principals can make a lot of mistakes and can therefore become frustrated. They mentioned that mentoring programmes can assist them to address challenges and to overcome the barriers in their posts. One of these principals said that it is not enough to just read the policies of the DoE, but that they need mentors to interpret and assist them to better understand and implement those policies.

Some of the principals commented that in a year certain things happen, such as drawing up the budget, conducting parents' and SGB meetings, SMT and staff meetings, so mentoring can assist the newly appointed principals to address these issues. A few principals said that they need assistance with the management of the IQMS during the year.

The responses were in the line of:

"I think it will help if it is done correctly. As a new principal you need someone who will is going to guide you in the process, even if he comes once a month to visit you or you go and visit him. This month you cover this aspect and the next month you cover this aspect."

"Yes its' necessary because to be a principal everyday you encounter different problems."

"It will assist a lot because really when you are a principal you are on your own, you are sitting on this desk and the people you manage are sitting over there. You then have to implement these things that come from the department of education and you face resistance. First of all, from the SMT you get resistance and then you go to the staff, you get more resistance."

"If a mentor is there it is easy to pick up the phone and talk to him at any time and you will be relieved.

"A mentor will help you to solve problems and you will have experience"

"It is important that it should be formalised and then you should be having somebody who is going to mentor you according to a formal programme."

"Very necessary because the needs of the newly appointed principal will always be there"

The following responses on induction and mentoring relate to research question 2.

Research question 2: What induction opportunities are presently offered to newly appointed principals?

Question 8: "Which aspects were covered by the induction?"

Some of the newly appointed principals said that the SMGD only introduced them to educators, the SMT, the School Governing Body (SGB), the non-teaching staff and the learners because there was no planned programme. Some of these newly appointed principals said that they were also shown around the school premises.

Some of the newly appointed principals stated that their induction covered aspects such as systems and procedures, the finances of the school and all matters related to the administration of the school, including the files and different types of registers. One of the principals said that she and the SMGD discussed the curriculum implementation because the school is a parallel-medium school.

One of the newly appointed principals mentioned that the SMGD discussed the registers and assisted him with Integrated Quality Management System (IQMS) and the control of examination of learners. One of the newly appointed principals added that on the first day he only attended the SMT meeting in the morning when he arrived and thereafter went to the staff meeting where he was just introduced to staff.

Some principals on the other hand said that they were not inducted at all when they arrived at their schools, therefore nothing happened in this regard.

It seems as if the current trend is to only introduce the principal to new staff and maybe shown the buildings. There is no in-depth induction programme available.

Responses were:

"The SMGD introduced himself and at a later stage he explained the procedures, how to interact with the community, the parents, all the stakeholders and the district office."

"We checked the files, the registers and all those things but the attention was mostly on the finance. Sometimes there is mismanagement of funds, so my SMGD wanted me to be on the right track. He wanted me to know what is expected from me."

"Nothing happened at this school"

"On the second day the SMGD came to check whether everything was fine, that I am doing ok."

"When I first arrived I was informed about the history of the school and what transpired in the past."

Question 9: "Which aspects do you think should be covered by the induction programme when inducting the newly appointed principals?"

Most of the newly appointed principals expressed the view that the induction programme for newly appointed principals should cover aspects such as the development and understanding of the policies and regulations. Most of the principals were also of the opinion that the financial management aspect is very crucial because newly appointed principals need assistance on how to handle the finances of the school. Some newly appointed principals on the other hand expressed the view that first and foremost, the induction programme should assist newly appointed principals with the management of human resources as this is one of the most important aspects of the principal's job.

Some of the principals expressed the view that the induction programme should cover aspects such as management of learning and teaching, risk management, and the evaluation of learning and teaching. Managing the IQMS aspect was also mentioned.

One of the principals said that the induction should cover the school development plan, so that newly appointed principals should know what to include in the plan before they start managing the schools. One of the newly appointed principals said that it is important to also look at the physical structure of the school, to tour the school and to know it.

From the responses it is clear that a variety of aspects need to be covered by such a programme. The appointment to principal brings about a new range of responsibilities that should be covered by such a programme.

Some of the responses were:

“Some of the key aspects that the newly appointed principals should be inducted on is the implementation of the curriculum to ensure that the curriculum is implemented correctly. The other aspect is the development and updating of policies.”

“Well I think as a new principal the first thing that you must know is to know people, the human resource factor you know, because in any case you are going to deal with people when you are working here, and from there other things will follow.”

“I think we need to be trained when coming to the issue of financial management.”

“Even though we are managers we also need to be trained regarding the best way of monitoring ineffective educators.”

Research question 2: What mentoring opportunities are presently offered to newly appointed principals?

Question 10: “Which areas of knowledge were addressed during mentoring?”

All newly appointed principals said that they did not have mentors and no formal mentoring programme existed, so nothing was formally addressed. A small number of newly appointed principals who said they had initiated informal mentoring relationships on their own said that they discussed and addressed issues related to financial management, policies and procedures. One of these newly appointed principals commented that they also addressed the issue of human relations which is a very important aspect as it is sometimes not easy to handle people with different expectations, attitudes and understanding.

Responses were:

“Sometimes you find that the financial system of the school is not going the way it is supposed to go and then you ask for help from your mentor and he would give you an advice.”

“We discussed the policies and then we also discussed the issue of safety.”

“Nothing, the absence of a formal mentoring programme simply means that nothing was planned and nothing was addressed.”

“No aspects were discussed, If I had a mentor there would have been a programme that we follow with regard to which aspects to deal with and when.”

Question 11: “Which aspects do you think mentors should focus on in order to address the needs of newly appointed principals?”

Some principals were of the opinion that mentors should assist newly appointed principals with financial management and handling the finances of the school. Some of the principals expressed the view that the first thing that mentors should focus on should be policies, regulations and procedures of the DoE and those of the school.

Some of the principals stated that mentors should focus on crisis management and conflict management when addressing the needs of newly appointed principals in order to equip them with the skills to handle any crisis and conflict in the school. Some of these principals were of the opinion that mentors should also focus on planning and controlling projects and programmes of the school. A few others said that the focus should also be on how to conduct meetings. Some of the newly appointed principals said that mentors should focus on handling and working with the parents and members of the School Governing Body.

A small number of principals said that mentors should focus on computer literacy in order to address the needs of newly appointed principals because of the technological changes. They said that newly appointed principals need computer skills as everything is done by computer, and a lot of information can also be obtained from the internet.

Some newly appointed principals said that the focus should also be on handling the parents as they play an important role in the school.

Again, various issues were brought forward by principals. These are some of the issues that should be addressed in any mentoring programme drafted for newly appointed principals.

Some of the responses were:

“Definitely the policies because as the accounting officer you are supposed to implement the policies as they are.”

“Financial aspect and policies are important.”

“A lot of people are making mistakes when dealing with the finances of the school.”

“Crises management and conflicts between staff should be the focus”

“Handling the parents, your attitude towards the parents.”

The following responses relate to research question 3.

Research question 3: How is the induction process managed?

Question 1: “Does the school have an induction policy for newly appointed principals?”

All of the principals said there is no policy for the induction of newly appointed principals in their schools. Some of these principals however, said that they think that the DoE has a policy because they are responsible for inducting newly appointed principals.

Some of the responses were:

“No, the school does not have it.”

“No there is no written document.”

“The policy is not available.”

“I would say the school doesn’t have that policy but the department does.”

It is a worrying factor that schools are not in possession of such a policy. Even if a generic programme is offered by the DoE, it is essential that each school has its own policy linked to the specific objectives of that school.

Question 2: “Who was responsible for drafting the policy?”

All newly appointed principals said that the policy does not exist, so no-one was responsible for drafting it in their schools. However, some newly appointed principals said that they think the DoE officials must have drafted their own policy because they attended an induction course which was organised and conducted by the department.
Responses were in the line of:

“The Department of Education.”

“We don’ t have a policy”

“It was not drafted.”

Question 6: "Who was involved in the induction?"

Most newly appointed principals said that they were informally inducted by their SMGDs at the school and no one else was involved. Some of the newly appointed principals mentioned that they were welcomed and introduced to staff by their SMGDs and former principals. Some said they were orientated by the SMGDs and the deputy principals who were acting principals at the time.

Some newly appointed principals stated that they relied on the assistance of their deputy principals in terms of providing them with the necessary information and orientating them when they arrived.

A small number of newly appointed principals said that HODs also participated in inducting them by showing them around the school.

Responses were in the line of:

"The SMGD and of course even the members of the management team, the heads of department, the deputy principals. They all took me around the school to show me the premises and the physical structure of the school."

"It was only my SMGD"

"It was only that introduction by the SMGD who introduced me to staff."

"Well my SMGD also tried to orientate me in management activities but to a large extent the person who played a role was my deputy principal who was the acting principal by then."

"I was inducted by the department of education, but not at the school."

A formal induction for these participants did not take place. They have relied on more informal induction processes from both the side of the DoE (through the SMGDs) and from inside their own schools (through deputy principals and HODs).

Question 7: Who do you think should be involved in the induction of newly appointed principals?

Most of the principals were of the opinion that the DoE should take more responsibility in ensuring that the induction of newly appointed principals is properly implemented in the schools. They said the SMGD as the immediate supervisor and official of the department should be more involved. Some of the newly appointed principals expressed the view that the deputy principals should be involved as some were acting principals and some were working closely with the former principal. They said that the deputy principals should work with the SMGD in inducting the newly appointed principal.

A small number of newly appointed principals on the other hand said that the School Management Team (SMT) should also be involved.

“The SMGD should play a role as the immediate supervisor”

“Inducting newly appointed principals should be the responsibility of the department of education.”

“The deputy principals and the SMGDs of the schools”

It is stated that principals need a more formalised induction programme per school which must be managed by the SMGD. From the responses such involvement from the SMGD as agent of the DoE seems not to be on par at this stage.

Question 10: “How long did the induction take?”

All newly appointed principals said they were not formally inducted in their schools. However, most newly appointed principals said that even though there was no formal programme, they were informally inducted at the school by their SMGDs. Some said they were inducted over a period of two days. Some newly appointed principal said that the SMGD spent three days at the school from the first day of his arrival.

Other principals mentioned that they were only introduced to staff after their arrival and nothing more. In some cases the principals reported that the SMGD was at the school for only about two to three hours.

Some of the newly appointed principals who attended an induction course which was organised by the DoE outside the school said that the course was offered for a period of three to four days, but it was conducted five months after they were appointed.

Responses were:

“The SMGD came on the first day and again the following day”

“He was here at the school for a period of about three days.”

“It took like only two hours”

“It lasted for maybe an hour and then he left me in the hands of the deputy principals.”

Question 11: “How long in your opinion do you think an ideal length of the induction of newly appointed principals should be?”

Some of newly appointed principals expressed the view that a week should be an ideal length for the induction of newly appointed principals. A few others however, said that given the quantity of the principal’s work, the length of the induction of newly appointed principals should be two weeks.

Some principals were of the opinion that the induction programme should be conducted over a period of a month in order to address all the needs of the newly appointed principals.

A small number of the principals said that the induction programme for newly appointed principals should take a year. One principal was of the opinion that the length of the induction of newly appointed principals should be determined by the post level that the person is coming from.

Different responses – ranging from a week to a year - were received from principals. It is necessary for the school to decide what length an induction programme at that particular school should be.

Responses were in the line of:

"I think maybe a week it should be extended to a maximum of a week."

"I think two weeks because there are a lot of things that the principal is faced with. In two weeks you might cover everything. The first week you may decide to deal with policies because they are very broad and divide the other week according to other issues."

"It should take plus, minus two weeks."

"I think a week or two will be alright."

"I think a month will be ok."

"The induction programme is something that is continuous, it can still take you the whole year, because you are learning everyday and after a year then I think one can be comfortable."

Question 13: "Are you happy with the way in which the induction programme was implemented?"

Most newly appointed principals said that they are not happy with the way their induction was implemented because certain things that should have been done were not done. They further stated that they were not given enough guidance when they first arrived at the school. Some of them said that they were not happy because there was no thorough induction programme in order to familiarise them with their job. One of these principals said that he is not happy at all because there was still a lot of tension at the school when he arrived as some individuals were not happy about his appointment as the new principal of the school. He said that as a result of these tensions, he was not inducted.

A small number of newly appointed principals said they have no problem with the way the induction programme was implemented because they have been working at their schools for many years before they were appointed as principals. A small number of these newly appointed principals said that they had the opportunity to act in the post of principal in the past and that they had gained a lot of experience.

A small number of newly appointed principals on the other hand said that they were happy with the way the induction programme was implemented because they had enough support from their SMGDs.

Some responses were:

"No, I am not happy the Department of education is tying to do the job through the university of the Free State, by sending people there. They are shifting the blame."

"I am not happy because there must be induction within the institution where you are given the reality of the situation so that you can know better."

“No, there should be a comprehensive programme that also includes the responsibilities of the newly appointed principal.”

“I am not unhappy because I have been working at this school for many years. When I became a principal nothing was new to me.”

“Yes because I felt I had enough because it did not end there. After induction there was support now and then.”

Principals expressed different opinions, but what comes to the fore is that too many principals are not satisfied about the induction they received when they commenced their duties as principals.

Question 14: “Was the induction programme monitored and evaluated?”

All of the principals said that there was no monitoring and evaluation of the induction programme at the school. Some newly appointed principals who did attend the induction workshop which were organised by the DoE outside of the school premises said that it was also not monitored and evaluated as far as they know.

Responses were:

“No because you cannot. If it is not there how then do you begin to evaluate.”

“Monitoring was done during the time of IQMS, that is when the SMGD could check and see far I was in terms of implementation of policies.”

“No, not at all”

“No, nothing”

“No it was not evaluated”

“No, even that one that was done by the Department, there was no follow up.”

Research question 3: How is the mentoring process managed?

Question 1: “Does the school have a mentoring policy for newly appointed principals?”

All of the newly appointed principals who were interviewed said that their schools do not have a written policy for the mentoring of newly appointed principals.

Some responses were:

“For new principals, no. That is the responsibility of the district office.”

“No policy, nothing”

“The fact that there was no programme, there is no policy.”

“Maybe that is something I also have to look into, to create a policy for newly appointed principals.”

“When I arrived here there was no policy for me, but there is a policy of the school for post level one to post level three.”

Again, it is worrying factor to think that new principals are left to fend for themselves during the first year or so of their principalship. The literature is clear that mentoring is needed to ensure that new appointments are lead to become good leaders.

Question 2: "Who drafted the policy?"

All the principals who were interviewed stated that there is no policy for the mentoring of newly appointed principals at their schools and that it was not drafted.

Responses were in the line of:

"Not drafted, no policy, nothing"

"No-one drafted a mentoring policy for newly appointed principals at the school, it does not exist."

"No-one was responsible for drafting the policy. There is no policy"

Question 5: "Which post did your mentor hold?"

All of the newly appointed principals said that they did not have mentors who were officially assigned to them. A small number of newly appointed principals, however, said that they took the initiative to establish informal mentoring relationships on their own with experienced principals of other schools for assistance and support.

One educator said that the SMGD recommended an experienced principal of a certain school for support, even though there was no formal programme.

Some of the responses were:
"My SMGD was the one who mentored me"

"My mentor was a principal of another school at the time."

"The SMGD is the person who was of assistance."

Question 6: "Who selected your mentor?"

Most newly appointed principals said that there was no-one selected as mentor when they first started in this position. One of the newly appointed principals said that his SMGD recommended an experienced principal of another school.

Responses were:

"My SMGD advised me to say if I need any assistance then I must go to this gentleman who is a principal."

"How can you select a mentor if you do not have one."

"No-one selected the mentor, there was no mentor."

Question 7: "What was your involvement in selecting your mentor?"

All newly appointed principals said that they were not involved in selecting mentors. Some of the newly appointed principals who initiated mentoring relationships with experienced principals of other schools said that they selected their mentors themselves.

The whole process of selecting a mentor, as described as essential in the literature, did not take place in any of these new appointments.

Some responses were:

"I was not involved, maybe it is because I am a new principal and I do not know some of the principals."

"I was the one who decided and I then approached the principal of another school for assistance."

"I got assistance from the former principal and this is what I have initiated myself"

Question 8: "Can you describe your relationship with your mentor?"

Most newly appointed principals said that they did not have any relationship with anyone because they did not have formal mentors. A small number of newly appointed principals who said that they initiated a mentoring relationship, though it was not formal, with their experienced principal colleagues described their mentors as good, jolly, noble, and understanding people. They said that they have excellent relationships with their mentors.

One of the newly appointed principals said that his mentor was always willing to listen to his views and opinions. One of the principals further said that his mentor was always available in order to address all of his needs.

Responses were in the line of:

"I cannot because no relationship with anyone existed."

"My mentor is a great person and he is always helping."

"The relationship is very good with the principals

"My mentor does not dominate. I have got my own space."

Question 9: "Did you play any role as a mentee in this relationship?

All newly appointed principals said that they did not have mentors, so they did not play any role. A small number of newly appointed principals who had informal relationships with experienced principals of other schools said that they were free to discuss anything with their mentors. They said that they were allowed to contribute ideas and make suggestions where possible. They further stated that they were cooperative, patient and had respect for their mentors.

Some responses were:

“I did not play a role because I did not have a mentor”

“Ja, I felt free because even now I have realised that I cannot work in isolation. I was engaging him all the time regarding important issues that are relevant to my work.”

“Yes because Whenever I needed assistance I went to the principal who was my mentor and I did not expect my mentor to come to my school.”

“No unfortunately we did not have a formal programme, so I could not play a role.”

“I think the most important thing to do as a newly appointed principal is respect. I think as a newly appointed principal you must respect your mentor because that is the most important thing so that your mentor can also respect you”

Question 12: “What is your opinion on the ideal length of a mentoring programme?”

Most of the principals were of the opinion that given the enormous tasks that the principal has to perform, the ideal length of a mentoring programme for newly appointed principals should therefore be a year. They indicated that there are a lot of challenges and problems that arise during the year that they need assistance with, so a year is the ideal period. Some of the new principals on the other hand stated that six months should be enough to cater for their needs.

A few new principals said that the ideal length of the induction programme should be two years. One of these principals explained that the first year should be for familiarising them and the second year is for them to settle in the job.

The responses varied between 6 months and 2 years. It is not that certain precisely what the ideal timeframe should be, but it is necessary for the new principal to feel safe and secure to execute the management duties required by the new post.

Responses were:

“Twelve months is ok because the Department has a twelve months probation period for temporary people.”

“I think a year is fine, but there must be a written report about the progress.”

“I think six months upwards, because I think shall have gathered enough information within six months.”

“Yes immediately after induction for a year and every one will be sure that this person can deliver what we have imparted.”

“A year can be a minimum but the ideal length is two years.”

Question 14: Are you satisfied with the way the mentoring programme was handled?

Most of the newly appointed principals said that they are not happy with the way the mentoring programme was handled because there was no formal programme. Most of them said they relied on the assistance and the support from their SMGDs. A small number of newly appointed principals said that they were happy with the support they were getting from their SMGDs.

The responses were:

“I am disappointed because the Department of education wants to shift the responsibility.”

“No because we need mentors. For us to perform to the best of our ability, we need mentoring.”

“I was not happy, but the moment I am happy because of the assistance my SMGD is giving me.”

“Not at all, I am totally not because I was left to do things on my own.”

Question 15: “Was the mentoring programme monitored and evaluated?”

All of the principals who were interviewed said that because there was no mentor and no formal programme, no formal monitoring and evaluation of a programme was done.

Responses were:

“No.”

“There was no programme, no monitoring, nothing at all”

“No it was not evaluated”

“There was no monitoring and evaluation”.

The induction and mentoring programme developed by the researcher relates to research question 4.

Research question 4: Can an induction and mentoring programme be designed in order to support newly appointed principals?

This question is addressed in chapter 6 (cf. 6.4.1).

5.4 CONCLUSION

Collected data were analysed and presented in this chapter. The results of the research were highlighted in order to advance discussion and analysis.

It is evident from the responses that schools do not have policies for the induction and mentoring of newly appointed principals. These policies are necessary in the schools in order to guide and direct the planning, design, implementation and evaluation of the induction and mentoring programmes in schools. The results of the research also reveal that schools did not even have formal programmes for inducting and mentoring newly appointed principals in their first year. All of these principals were therefore not properly inducted when they arrived and, no mentors were selected and assigned in order to assist them. As a result, this may have affected the performance of these newly appointed principals.

It also clear that no-one was responsible for managing the programmes in the schools. The DoE should play an important role in terms of assisting to manage the programmes and ensuring that they are properly executed in the schools. The next chapter will present the findings and recommendations of the research study.

CHAPTER 6

FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter deals with the findings and recommendations of the study. In this section findings from literature regarding induction and mentoring are discussed, followed by findings from the data gathered. Recommendations regarding how the induction and mentoring programme for newly appointed principals should be practiced in schools, are indicated.

6.2 DISCUSSION OF FINDINGS

The findings of this study are discussed in sequence. Findings from the literature study regarding induction are discussed first. This is followed by the discussion of literature on mentoring. The findings on interviews with the principals are discussed thereafter.

6.2.1 Findings from the literature study on induction

- In order to introduce a new member of staff to an organisation, an appropriate induction programme should be adequately planned. A well planned induction programme can help to ensure that newcomers settle quickly into their jobs and reach efficient standard of performance as quickly as possible (cf. 2.3).

- The induction team should have a policy and procedures for induction of new staff. School policies should be based on an understanding of good practice, to ensure that procedures can be followed quickly, consistently and effectively by reference to agreed practices and principles (cf. 2.3.2.1).

- A planned approach to training starts with a training needs analysis. Before sending an employee to a development programme, a needs analysis is to be made to identify that person's particular strengths and developmental needs (cf. 2.3.1).

- Aims and objectives of the induction training programme must be formulated in order to guide the implementation of the induction activities (cf.2.3.2.1). These goals from the criteria by which content and materials are selected, processes and procedures developed, and assessments and evaluations prepared (cf. 2.3.2.2).

- Once the decision has been made regarding where the training is to take place, it is important to decide on the most appropriate training techniques to use. The training methods used must be chosen to be appropriate for the particular training need that has been identified. It is a good idea to use a variety of techniques to avoid the trainee becoming bored and also to give opportunities to practice skills if a skill is being taught (cf. 2.3.2.5)

- Managers, supervisors and experienced members of the workforce are likely to be involved in the training (cf. 2.3.2.6).

- Those who are to carry out the training should themselves have some training in how training should be done (cf. 2.4).

- As training is a costly investment in people, it should be subject to evaluation. An induction programme for newly appointed principals should be properly evaluated. Careful evaluation provides information on participants' reaction to the programme, how much they learned, whether they use what they learned back on the job, and whether the programme improved the organisation's effectiveness (cf. 2.5).

6.2.2 Findings from the literature study on mentoring

- The mentoring programme must be well planned to ensure its success (cf. 3.2.2). Before you set up a mentoring programme for the first time, outline the main components of the plan (its definition, purpose and goals). If done properly, planning fosters organisation wide learning, including the discovery of key problems, opportunities and new strategies (cf. 3.3.1).

- During planning, the needs of mentees (in this case principals) should be established in order to address them properly. It is important to analyse training needs against the backdrop of organisational objectives (cf. 3.3.1).

- The mentoring programme should have clearly defined objectives (cf. 3.2.2).

- The most common form of mentoring for school leaders is for an experienced principal to work one-to-one with the new principal for at least a year (cf. 3.3.1.4).

- All mentors should receive training before the mentoring scheme begins. Mentor training is therefore an effective way to relieve anxiety that is evident in people who are willing to mentor (cf. 3.3.1.4).

- Selecting mentors is an important element in any organisational scheme. Competent mentors are often preferred and sought out for their services. Mentors should be matched with mature and robust mentees who will not be adversely affected by the developing mentor (cf. 3.3.1.4)

- Any activity consuming the resources of an organisation is evaluated to assess the returns on the investment. Evaluation should determine whether programme goals and objectives are consistent with the needs the programme was created to meet (if the goals and objectives were met) and whether programme activities are consistent with programme goals (cf. 3.5).

- If your education district adopts a mentoring programme, a strong commitment by the education district itself, the school and the participants will be needed to support the effort (cf. 3.2.2).

6.2.3 Interviews with newly appointed principals on induction

Interviews with newly appointed principals on induction lead the researcher to draw the following conclusions:

- There seem to be no official induction policy for newly appointed principals in the schools (cf. 5.3.1.1).

- No-one was responsible for drafting the policy (cf. 5.3.1.1).

- There was no planned or formal induction programme for newly appointed principals in the schools (cf. 5.3.1.1).

- The needs of newly appointed principals were not identified and assessed before any induction was conducted (cf. 5.3.1.1).

- The School Management and Governance Developers (SMGDs) were mainly responsible for informal induction of newly appointed principals (cf. 5.3.1.1).

- The education department through SMGDs and the deputy principals should play an important role in the induction of newly appointed principals (cf. 5.3.1.1).

- There were not enough induction opportunities for newly appointed principals (cf. 5.3.1.1).

- Various aspects should be covered by the induction programme in order to address the needs of newly appointed principals (cf. 5.3.1.1).

- The length of the informal induction which was conducted by the SMGDs was very short (cf. 5.3.1.1).

- There are various opinions regarding the ideal length of the induction programme for newly appointed principals (cf. 5.3.1.1).

- An induction programme is necessary in order to develop the skills and enhance the knowledge of newly appointed principals (cf. 5.3.1.1).

- There was no monitoring and evaluation of the induction programme in the schools (cf. 5.3.1.1).

The responses of newly appointed principals above reveal that schools do not have a policy for the induction of newly appointed principals does not exist in the schools. There was no formal induction programme and as a result newly appointed principals were exposed to an informal induction which was not properly planned and implemented. The needs of newly appointed principals were also not identified and addressed before any induction was conducted. The induction was also not monitored and evaluated.

6.2.4 Interviews with newly appointed principals on mentoring

Interviews with newly appointed principals on mentoring lead the researcher to draw the following conclusions:

- Schools do not have a mentoring policy for newly appointed principals (cf. 5.3.1.2).

- No-one was responsible for drafting the policy (cf. 5.3.1.2).

- There was no formal mentoring programme for newly appointed principals (cf. 5.3.1.2).

- Newly appointed principals did not have mentors, as a result, there was lack of mentoring opportunities for newly appointed principals in their first year (cf. 5.3.1.2).

- The needs of newly appointed principals were not identified and assessed (cf. 5.3.1.2).

- Most newly appointed principals relied on the assistance and the support of their SMGDs (cf. 5.3.1.2).

- There are newly appointed principals who initiated mentoring relationships with other principals even though it was informal (cf. 5.3.1.2).

- Mentors should focus on a variety of topics or aspects in order to address the needs of newly appointed principals (cf. 5.3.1.2).

- The majority of newly appointed principals are of the opinion that the ideal length of the mentoring programme should be one year (cf. 5.3.1.2).

- Mentoring is necessary in order to improve the skills and the performance of newly appointed principals and to offer them support in their work (cf. 5.3.1.2).

- Newly appointed principals are not happy with the fact that they were not offered any mentoring opportunities (cf. 5.3.1.2).

- The mentoring opportunities were not monitored and evaluated (cf. 5.3.1.2)

6.3 CONCLUSIONS

The responses reveal that a mentoring policy for newly appointed principals does not exist in the schools. There was no formal and planned mentoring programme for newly appointed principals in the schools. Mentors were therefore not selected and officially assigned to newly appointed principals in their first year. It is because of this reason that the needs of newly appointed principals were not assessed. There was also no monitoring and evaluation of any mentoring programme for newly appointed principals.

Newly appointed principals need a lot of assistance and support, especially in their first year. It is evident that induction and mentoring programmes are therefore necessary in schools in order to provide the newly appointed principals with the necessary knowledge, skills and to improve their management performance. These programmes should be adequately planned in such a way that opportunities for induction and mentoring can be properly implemented and evaluated. A policy for the induction and for the mentoring programmes should therefore be formulated in order to guide the implementation and ensure that the needs of newly appointed principals and the objectives of the programme are realised.

It is essential that the training needs of newly appointed principals be assessed prior to the implementation of the induction and mentoring programmes. The objectives of the programme should be directly related to the needs of the principal. It is important that newly appointed principals should be involved in the planning and assessment of their needs in order to ensure the success of the programmes.

The induction and mentoring programmes should be evaluated at the end in order to determine the strengths and weaknesses of the programme. Further, the evaluation will determine the reaction of participants to the programme and provide them with feedback. In order to execute a successful induction and mentoring programme for newly appointed principals, the following recommendations are therefore suggested.

6.4 RECOMMENDATIONS

The recommendations are discussed against the background of the information obtained from literature study and the data collected through interviews. It is important to keep in mind that Chapter 7 provides a programme of induction and mentoring and that these recommendations are implemented and discussed in more detail in the programme.

- The Department of Basic Education (DoBE) should provide schools with guidelines pertaining to the drafting of a policy for the induction and mentoring of newly appointed principals.

- Schools should formulate a policy for the induction and mentoring of newly appointed principals which is based on the guidelines provided by the DoBE.

- Induction and mentoring programmes should be thoroughly planned and implemented according to the induction and mentoring policy.

- The training needs of newly appointed principals should first be identified and assessed before the induction and mentoring programmes are implemented. These needs analysis should be directed by objectives of the programme and be analysed against the backdrop of organisational objectives. Newly appointed principals should be involved in the identification and prioritisation of those needs.

- The DoBE should play a key role in ensuring that the induction and mentoring programmes for newly appointed principals are properly planned and implemented in the schools.

- Different techniques or methods should be used in order to deliver the induction and mentoring programmes. This will provide those responsible for offering induction and mentoring programmes with the opportunity to choose and select the best method to use in order to address the needs of newly appointed principals and to meet the objectives of the programme.

- The induction and mentoring opportunities should be evaluated in order to determine the impact of the programmes on the participants and the success of the programme in general.

The next section forms part of the recommendations, but consists of the contribution of the researcher to the current body of knowledge.

6.5 AN INDUCTION AND MENTORING PROGRAMME FOR NEWLY APPOINTED PRINCIPALS

6.5.1 INTRODUCTION

Newly appointed principals are challenged with regard to the management of their schools today. They are expected to manage and perform their duties exceptionally well in order to improve their schools and the performance of the learners. These newly appointed principals are expected to meet the highest standards of excellence in executing their work. Schools are expected to produce learners who are independent thinkers, innovative and who can contribute to the changing, complex economy, and sophisticated technological advancements. Parents also have expectations and the newly appointed principals should ensure that educators deliver quality education and produce the best results. Newly appointed principals are also accountable to the education department officials who expect these principals to implement the new regulations and policies pertaining to new curriculum, new assessment standards and new styles of management. These principals cannot cope if they are not adequately equipped with the necessary skills, guidance and support to meet these challenges. It is therefore imperative that developmental programmes such as induction and mentoring opportunities are offered to these principals.

The induction programme is necessary in order to induce the newly appointed principal. Through induction the principal is able to gain valuable knowledge and skills needed to be successful. The induction of the principal should be a joint effort by the School Management and Governance Developer (SMGD), the School Management Team (SMT) and the Staff Development Team (SDT). Induction covers a very broad spectrum regarding the duties that such a principal needs to perform. This cannot be done by a single person. A variety of people who come into contact with the newly appointed principal should be assigned to assist with such an induction process. These individuals are responsible for ensuring that the induction programme is properly implemented.

Induction should be followed by proper mentoring of such a principal. Both the induction and mentoring programmes for newly appointed principals should be adequately planned, implemented and evaluated in order for them to succeed. This chapter is devoted to developing both an induction and mentoring programme for newly appointed principals. It should also be understood that the programme put forward in this chapter is unique to this study, although elements of it are adapted from other models and programmes.

6.5.2 INDUCTION

The induction programme proposed here commences with the design stage, followed by the planning stage. The third stage is the assessment of the needs of newly appointed principals. The fourth stage concerns the formulation of objectives for the programme and the fifth is the implementation of the programme. During the last stage, the programme should be evaluated. These six stages are therefore proposed in Figure 6.1 and then discussed.

Figure 6.1: Stages of the induction programme

Programme design
(Stage 1)
↓
Planning
(Stage 2)
↓
Assessment of needs.
(Stage 3)
↓
Objectives
(Stage 4)
↓
Implementation
(Stage 5)
↓
Evaluation
(Stage 6)

6.5.2.1 Programme design

An induction programme should have a particular design or structure for it to be properly executed in any organisation. This is the first stage where first and foremost decisions should be made regarding the specific stages of the induction programme. A good design involves various stages and gives direction with regard to which stages of the programme should precede others.

6.5.2.2 Planning the programme

Every initiative in the school should be thoroughly planned for. Proper planning cannot take place unless the people involved in the planning process know what planning is and what it entails. When planning an induction programme, various aspects should be considered and be included in the plan. The following key elements as depicted in Figure 6.2 below are therefore proposed for planning an induction programme for newly appointed principals.

Figure 6.2: Key elements to a plan

Objectives

↓

Actions

↓

Resources

↓

Implementation

(Source: Adapted from Gomez-mejia, Balkin & Cardy 2008:185)

A plan for an induction programme for new principals must have clearly defined **objectives**. Objectives are goals that the institution wants to reach or realise by introducing a particular programme. **Actions** are induction learning opportunities or activities that are offered to new principals in order to achieve the set goals of the programme. Various methods should also be used in order to deliver these activities. The methods used will differ according to the kind of opportunities offered to the principals. Meetings between the principal and different stakeholders and members of staff such as the SDT, SMT, the SMGD, parents and the staff in general should be arranged so that the new principal can acquire the necessary information regarding the culture of the school, how the school operates and what is expected of him/her. The new principal should also be afforded the opportunity to observe certain physical structures and practices of the school.

Resources such as facilities and funding for induction should also be made available for the programme to succeed. The programme should be budgeted for and money set aside for the induction programme as certain aspects of the implementation process have financial implications. The envisaged cost of the induction programme should therefore be part of the school's budget. This plan must finally be implemented. This stage is concerned with **what**, **when** and **how** the programme should be carried out. The answers to these questions are discussed under the section dealing with the **implementation** of the induction programme for newly appointed principals (cf. 6.5.2.5).

It is suggested that all members of the SMT should work together with the SDT in planning for the induction of newly appointed principals. It is also suggested that the SMGD assigned to such a school be invited to be part of the planning process. The SMGD is responsible for assisting in the development of management and governance capacity in the school and as such should play an important role in the induction process. The SMGD therefore plays a significant role in ensuring that the stages of the programme are properly executed. The induction of new principals should be taken very seriously as the outcome of such an induction may determine whether the school succeeds or fails. Subsequently a meeting should be organised where the plan will be presented to other members of staff including the School Governing Body (SGB). It is in this meeting where staff members and the SGB will be allowed to provide inputs and raise any questions and concerns regarding the plan. If the process is inclusive and transparent it will be supported by all and it will be implemented successfully without any objection from anyone.

- **Induction policy**

It is imperative that all schools must have a policy for the induction of newly appointed principals. This policy must therefore be used as a reference during the planning of the induction programme of new principals. This policy should be as concise, clear and comprehensive as possible regarding the planning, implementation and evaluation of the induction programme. The SMT, SDT and the SMGD of the school should be responsible for drawing this policy.

6.5.2.3 Needs identification and analysis

Before the commencement of the programme, the SMT and SDT must first identify and assess the needs of the new principal. The needs assessment process will provide the SMT and the SDT with an idea regarding the information needed by and induction opportunities available to the newly appointed principal. These needs should therefore be carefully analysed in order to meet the objectives of the programme. There are various ways in which the needs of the new principal can be ascertained, i.e. checklists, interviews, questionnaires and/or surveys. The SMT and the SDT should note that all information collected is important as the programme must include all aspects that are needed by the new principal. The SDT and the SMT should conduct the needs assessment process at the school. After assessing the needs of the newly appointed principal, the SMT and the SDT must formulate objectives relevant to these needs.

6.5.2.4 Programme objectives

The objectives of the induction programme should be formulated prior to the programme being implemented. Objectives are intentions for implementing the programme and expected outcomes for the programme. The objectives need to be formulated carefully and clearly as these objectives will assist in the selection of relevant activities for the programme in order to meet the needs of the newly appointed principal. The objectives of the induction programme are to make the new principal feel welcome and comfortable in his/her new job, to socialise him/her into the school and familiarise him/her with how things are done. Newly appointed principals may have different needs, therefore the objectives of a programme need to be adjusted to the needs of the specific principal. The objectives of the programme can only be attained if the programme is properly implemented.

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6.5.2.5 Programme implementation

The induction programme should be implemented properly in order to realise the objectives of the programme. The implementation stage is a critical stage as this is where the programme is executed. This stage involves the actual execution of activities, the facilities, the resources, the presentation methods and people responsible for the implementation process. During the implementation of the induction programme, the SDT and the SMT should strive for a conducive environment and ensure that facilities and resources are available and ready. The SDT, the SMT and the SMGD are jointly responsible for executing and implementing the induction programme. Table 6.1 is an example of the parameters to keep in mind with such an implementation.

Table 6.1: Implementing the induction programme

Stage of induction		**Information**	**Responsible person(s)**
1	Induction (anticipatory)	Basic organisational details and brief overview of benefits during recruitment and selection. Letter of appointment with job description, starting salary, terms and conditions of employment etc. First day instructions.	SMT SMGD
2.	Orientation expectations. (encounter)	Induction kit, tour of the workplace. Meeting co-workers. Basic job information, departmental goals and SMT	SMT & SDT SMGD

3	Socialisation (settling in)	Advanced job description, social activities	Mentor or buddy

(Source: Adapted from Schultz, 2001: 267)

The parameters provided in Table 6.1 are explained in more detail in Table 6.2. The following steps are proposed when implementing the induction programme for newly appointed principals:

Table 6.2: The induction implementation process.

- **Pre-employment preparation.** The induction process begins during the recruitment and selection stage. First impressions of the organisation are formed at this stage.
- **Pre-employment information.** Once the selection process has been finalised a formal letter of appointment congratulating the new principal on being selected for his or her new job must be written. The letter will contain the following: a description of the job offered, starting salary, salary progression, basic terms and conditions of employment, location of the job as well as the probationary period, if any. The letter should also indicate whether the job offer is conditional upon satisfactory references or medical checks, where applicable.
- **First day instructions.** Once the job has been accepted in writing, the newly appointed principal should be sent instructions for the first day. The instructions should include:
  - the office number and locality of the building where the new principal must report for duty;
  - the name and job title of the person to whom the new principal must report to (the SMGD)
  - the date to report and the starting time;

  - what the new principal should bring when reporting for duty, if there are any outstanding documents the newly appointed principal should submit.
- **The welcome pack.** The welcome pack with information regarding the organisation could also be sent to the newcomer in advance. The following items can be included:
  - a letter of welcome from the district director of the education district;
  - details of rules and conditions of the education department and the school.
- **Organising the work.** The duties that the newly appointed principal will perform must be discussed by the SMGD, the SMT and the SDT. It is important that the new principal be given some meaningful work on the first day. The principal may check the educators' profiles, subject allocation for educators, teaching time tables, time registers, learners registers and learner admission records.
- **Briefing colleagues.** Other staff and colleagues should be briefed about the new principal. At the very minimum they should be informed of the name of the newly appointed principal, his/her background, and the date of commencement of duties.
- **Administrative arrangements.** The office the newly appointed principal will occupy must be cleaned and made ready for his or her arrival.
- **Training.** Consideration should be to any training the newly appointed principal may need.
- The first day induction. The first day should be a short one; the newly appointed principal should rather start late and leave earlier than normal.
- **On arrival.** When a newly appointed principal arrives at work for the first time the SMGD, the SMT and the SDT should be there to meet him or her. This will create a favourable impression.
- **Basic information.** On arrival the newly appointed principal may first be introduced to the SMGD who will be present when the new principal arrives. He or she will then provide some particulars regarding his or her new address or telephone number, if still outstanding.

- **The initial discussion.** Once all the paper work has been completed, it will be time for the newly appointed principal to meet the SMT. The initial meeting should cover mutual expectations and give him or her an idea of what to expect during the first day and week
- **Building the relationship.** The SMT should begin by establishing rapport, taking the first step to build a relationship based on mutual respect.
- **Immediate supervisor.** The SMGD as the immediate supervisor will introduce the new principal to the staff in general and conduct a tour of the school. The SMGD will also briefly discuss the job description and talk about standards and how the newly appointed principal's performance will be assessed. In addition, the newly appointed principal will be informed when and where he or she will be required to attend induction lectures/sessions organised by the department, and when he or she will receive formal training within the department.
- **The "buddy" or "mentor".** A mentor should be assigned to the newly appointed principal in order to assist him or her informally regarding questions as they arise. This is a only a temporary arrangement to be of assistance to the newly appointed principal in the early days.

All the above events should, where possible, be arranged to resort in the first week. Time should also be allowed at the end of each day for the newly appointed principal to ask questions or sort out problems which may have arisen during the course of the day.

- **Weeks 2-5.** When all the activities have been covered, the newly appointed principal can settle in and practice his skills. During this period the newly appointed principal will attend a number of formal and informal induction sessions as planned.
- **By the end of week 6.** By now the newly appointed principal should be settling down into a steady work routine. Performance levels should be improving and he or she should be integrated into the work group. Future training and development plans should also be discussed at this stage. By the end of week 6 a meeting that includes the SMT, the SDT and the

newly appointed principal should be arranged by the SMGD where the principal should be able to provide and receive feedback. This will enable the SMGD, the SMT and the SDT to evaluate the induction programme to determine its success.

Source: Adapted from Carrell, Elbert, Hatfield, Grobbler, Marx & Van der Schyf (1999:215).

The SMGD, the SMT and the SDT must ensure the responsibilities for implementing the induction programme should be carried out effectively as this is a very important stage of the programme. Funding should also be made available as some of the arrangements and activities have a budget impact. To meet the objectives of the programme, relevant content that addresses the needs of the new principal must be implemented.

6.5.2.5.1 Programme content

This section highlights the content of the induction programme. The content needs to be arranged properly and must be relevant to the needs of new principals. The relevant stakeholders (the SMGD, SMT and the SDT) at a school should first discuss various topics to ensure that relevant topics are included in the content. The content should include aspects of the school in general, aspects relating to the principal's management role and other aspects related to the principal's profession. The principal should also be allowed the opportunity to include aspects of the programme. The following are suggested topics for the induction programme of newly appointed principals:

- Physical facilities
    - The principals' office
    - Deputy principal's office
    - HOD offices
    - Reception - Clerk office
    - Photocopy room

  - Staff room
  - Conference rooms
  - Toilets
  - Classrooms
  - Computer room
  - Audio visual room
  - Store rooms
  - School hall
  - School gymnasium

  Information regarding the above will familiarise the new principal with the physical structure of the school buildings. He/she will know where to go whenever he/she needs information or utilise these facilities. This will allow the new principal to perform his/her duties with confidence.

- Sports facilities
  - Upkeep of all facilities
  - Sport equipment

  It is essential that the new principal have knowledge of all the sporting codes and the facilities linked to those codes. He/she needs to know how the sporting facilities and equipment are maintained and controlled on a daily basis, and the persons responsible for each sporting code. This information will assist the new principal in determining the state and conditions for sport as part of the extra-curricular activities of the school.

- School grounds
  - Premises
  - Parking lot
  - Exits

  The new principal must be acquainted with the school premises. He/she must be familiar with the condition of the school fence and the entry/exit gates. This will ensure that the school is always safe and secure.

- Emergencies/safety
    - Fire extinguishers
    - Health
    - Police

    The principal should be provided with information pertaining to safety. The new principal will have to handle emergencies related to health issues which may affect both educators and learners. He/she may have to deal with issues related to crime and criminal behaviour in the school. He/she may also have to deal with fire if it occurs. The new principal needs to know what type of emergency equipment is available and where to find it, which procedures to follow and who to contact in case any of these emergencies occur in the school.

- Management related issues
    - Management structure
    - Staff: teaching and non-teaching staff
    - Committees
    - School Governing Body
    - Duties and responsibilities
    - Rules, regulations, policies and procedures
    - Discipline and code of conduct
    - Curriculum

The new principal must familiarise him/herself with management related issues such as above. These issues are the core management duties and responsibilities of the new principal. Knowledge of the duties, responsibilities of individuals in the school; the rules regulations, policies and procedures of the school and the education department will assist the new principal in managing the school as a whole.

The induction topics mentioned above are important and the SMT and SDT must ensure that all are addressed as part of the content of the programme. In order to implement the content of the induction programme for newly appointed principals, the SMGD, SMT and the SDT must employ certain methods in order to attain the objectives of the programme.

6.5.2.5.2 Induction methods

To ensure that the induction programme is implemented successfully, various methods should be used. The choice of methods of implementing the learning opportunities or activities for the programme should be relevant to the needs of new principals. The method chosen must assist in attainment and the realisation of the objectives of the programme. It is therefore essential that the SDT and the SMT should carefully select a variety of induction methods relevant to the needs of new principals in order to attain objectives and ensure appropriate implementation of the programme. The following methods (in Table 6.3) are suggested when implementing an induction programme for newly appointed principals.

Table 6.3: Methods of executing an induction programme for newly appointed principals

No	Competency area	Methods
1	Decision making skills	In-basket Case study (books)
2	Interpersonal skills	Role-play
3	Job knowledge	On-the-job experience Coaching
4	Organisational knowledge	Job rotation Multiple management
5	General knowledge	Special courses Special meetings Special readings

6	Specific individual needs	Special projects Committee assignments

Source: Adapted from Jyothi & Venkatesh (2006:209)

In-basket methods can be used in order to familiarise the new principal with different situations and allow him/her to make decisions and provide solutions to problems. Case studies are also relevant to decision making skills in the sense that they provide the newly appointed principal with the opportunity to study past situations, analyse them and make proper decisions based on those cases. Role play is a method that can be used to ensure that new principals experience different roles and responsibilities. This will equip the new principal with the skills to respond to different situations and challenges. It also essential that new principals should have/acquire knowledge of the new post. On-the-job experience can therefore be used to allow the new principal to learn important skills pertaining to the new post. Coaching can also be used to provide job knowledge. A mentor assigned can therefore teach and impart knowledge about the job to the newly appointed principal.

The new principal must also have knowledge of the organisation that he/she is leading. The new principal must have skills to handle everything in the school. Job rotation can be used to ensure that the principal gain skills in every task presented to him/her. Multiple management can also be used to provide knowledge of the organisation. The new principal will therefore be equipped with skills to manage the organisation at every level of management. Special courses, meetings, and reading material can also assist the new principal to gain general knowledge about the Department of Basic Education (DoBE) and the school. The new principal can participate in special projects and committee assignments in order to address specific individual needs.

Induction methods should be chosen carefully according to the needs of the new principal and according to its relevance to provide the content in the best possible manner. Programme tutors should employ methods that are relevant in inducting these principals. A combination of these methods could be applied in order to achieve the programme objectives. Due to the broad nature of the programme, a single method may not be enough to address a variety of skills, competencies and knowledge provided by the programme. This is called multiple management of the programme. The use of a multiple management method is best for the induction of newly appointed principals because of the broad knowledge that these principals need to acquire. The use of a combination of methods will assist in addressing all the needs of the newly appointed principals appropriately. Methods can be combined to address a variety of issues and achieve the best results. If any method does not work, other methods will, thus ensuring the success of the programme. To ascertain whether the methods applied are successful, the induction programme for newly appointed principals must be monitored and evaluated.

6.5.2.6 Monitoring and evaluation of the programme

The induction process of the new principal must be monitored on a regular basis to verify whether it is properly implemented. The monitoring process should start immediately on the first day when the newly appointed principal assumes duty. The SMGD of the school should plan to spend more time at the school, especially during the first six weeks in order to monitor the induction process adequately. The SMT and SDT must assist in monitoring this process and should provide weekly written reports regarding the progress of the principal to the SMGD. Copies of these reports should be made available to the new principal. This should be done in a meeting to be held once a month where the new principal should receive feedback on the basis of these weekly reports. This will also afford the principal to share and reflect on his/her progress. It is in this meeting where problems will be rectified and measures taken to assist the new principal where the need arises. The programme should be evaluated in the end to check whether it has been successful or not.

The development of the new principal does not stop after he/she has completed the induction programme. The completion of the induction programme does not necessarily mean that principals should now be left on their own. They still need support and guidance, especially when problems arise. After the induction process has been completed, the new principal must be assigned a mentor who will give him/her constant support and guidance.

6.5.3 MENTORING

6.5.3.1 Programme design

The mentoring programme for newly appointed principals should be designed with a specific structure. The design of the programme includes various steps: the first is the assessment of the needs of the principal. During this step, the skills that a newly appointed principal needs for the job are identified. The second step involves the planning stage where objectives of the programme are formulated. The third step is the linking of objectives to intended outcomes of the programme. Fourthly is the implementation stage where the activities for the mentoring programme are carried out. The last is the evaluation of the mentoring programme where the programme is evaluated to ascertain its strengths and weaknesses. This five-step design is suggested for introducing mentoring programmes for newly appointed principals.

6.5.3.2 Planning the programme

Once a mentor (an experienced principal - cf 6.5.3.5.1) for the newly appointed principal has been found, he/she should plan the mentoring programme. It is vital that the new principal and the SMGD of the school be part of this planning process. The SMGD should play an important role in the planning as he/she will be responsible for monitoring the mentoring programme and ensuring that it is executed properly. Involving the new principal is also beneficial as he/she will feel part of the process and that the programme is not imposed on him/her. During the planning stage the aims and objectives of the mentoring programme should be outlined and formulated. Planning should include ways in which these objectives will be achieved. Relevant activities for the mentoring process should be planned in order to achieve objectives of the mentoring programme. Planning should also include ways in which these activities will be implemented and evaluated. It is the responsibility of the mentor to plan the mentoring programme for the newly appointed principal. Plans should therefore be documented and be written as a blueprint policy for the induction of new principals at each school. These plans can then be used as examples to work from should the school appoint a new principal again in future.

6.5.3.2.1 Programme policy

Before the mentoring programme for new principals can commence, a policy should be made available at the schools. A policy is necessary because it serves as a guide towards the correct planning, implementation and evaluation of the induction programme. A policy stipulates how the process should be managed. It is important that those entrusted with the drafting of this policy should know what it entails. It is the responsibility of the DoBE to draft a mentoring policy for newly appointed principals as principals are directly accountable to various education departments. The DoBE sets the standards for these principals and their (principals) performance is monitored by them. This policy should serve as a guide for mentors. A policy for newly appointed principals should include:

- How the programme should be planned
- Aims and objectives of the programme
- Implementation guidelines
- Monitoring and evaluation procedures
- The responsibilities of mentors
- The responsibilities of the SMGD of the school
- Financial and physical resources
- The duration of the mentoring programme

6.5.3.3 Needs analysis

Before the mentoring programme can begin, the principal mentor and the newly appointed principal must first identify and determine the needs to be addressed. These needs should then be analysed and prioritised. The mentoring relationship cannot materialise if the mentor does not know which areas of knowledge and skills to assist the new principal with and focus on during the programme. When analysing these needs, the principal mentor and the new principal must specify the skills and competencies that he/she needs to learn and acquire according to their priority. There are various ways in which the needs of the new principal can be assessed such as surveys, interviews and questionnaires. The following questionnaire in Figure 6.3 is proposed in order to assess the needs of the newly appointed principal.

Figure 6.3: Needs assessment questionnaire for newly appointed principals

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Name: ____

School: ____

Mentor (Name and title): ____________________________

Newly appointed principal: Please review each Managerial function to assess your need for improving related skills through appropriate development opportunities. Your evaluations are to be shown in the "Employee" portion of the "Developmental Requirement" section. One of the following codes should be entered in each box: O = No Need, or N = Need.

Supervisory/managerial function

A. Helping workers with problems

1. Help employees with job adjustments problems [ ]
2. Help subordinates improve performance [ ]
3. Help employees solve personal problems [ ]
4. Listening skill development [ ]
5. Conflict resolution [ ]

6. Employee assistance referral suggestions [ ]

B. Providing information to employees

1. Keeping employees informed [ ]
2. Conducting effective meetings [ ]
3. Responding to employee suggestions [ ]

C. Receiving information from employees

1. Encouraging employee participation [ ]
2. Consulting with employee concerning work procedures and activities to improve working conditions [ ]

D. Labour- management relations

1. Employee rights under agreement [ ]
2. Handling employee grievances [ ]

E. Leadership

1. Participative management concepts [ ]
2. Encouraging employees to assume personal responsibility work performance [ ]
3. Promoting employee cooperation [ ]

F. Safety and health

1. Promoting employee understanding of health services and occupational health hazards. [ ]
2. Promoting adherence to safety regulations [ ]

G. Representing institution management

1. Defining and defending institution goals and objectives [ ]
2. Communicating employee views to institution management [ ]
3. Assuming responsibility for work group's problems [ ]

H. Employee development

1. Providing detailed work instruction [ ]
2. Introducing change [ ]
3. Teaching and coaching skills [ ]
4. Encouraging employee skill development [ ]

I. Employee Utilisation

1. Assessing individual abilities to more effectively assign work [ ]
2. Matching individuals with jobs [ ]
3. Considering individual interests [ ]

4. Understanding employee feelings [ ]

J. Planning, scheduling, and organising

1. Division of work assignments [ ]
2. Planning strategies and policies [ ]
3. Time management [ ]
4. Setting priorities [ ]
5. Following up to ensure work completion [ ]

K. Controlling work progress

1. Assessing daily developments and progress [ ]
2. Reviewing individual progress in carrying out orders [ ]
3. Correcting employee work problems [ ]
4. Early detection of work problems [ ]
5. Employee participation in setting goals and associated deadlines [ ]

L. Appraising performance

1. Establishing job performance standards [ ]
2. Effective employee discussion techniques; feedback on good or poor performance [ ]
3. Constructive criticism [ ]

M. Cooperation

1. Ensuring that employees have required equipment and materials through obtaining cooperation from other departments [ ]
2. Effective coordination with other members of management to resolve problems [ ]

N. Resource utilisation

1. Effective budgeting techniques [ ]
2. Financial management [ ]

O. Administration

1. Properly prepare paperwork in a timely manner [ ]
2. Administrative policies and procedures [ ]
3. Preparation and maintenance of records [ ]
4. New employee interviewing techniques [ ]

P. Equal employment opportunity

1. Equal treatment of employees in work [ ]
2. Equal treatment of employees in advancement decisions [ ]

Q. Disciplinary actions

1. Verbal and written disciplinary actions [ ]
2. Reasoning employee conduct problems [ ]

R. Personal

1. Psychological concepts - understanding human behaviour [ ]
2. Self-analysis for improving effectiveness [ ]
3. Coping with stress [ ]
4. Improving communication skills (oral and written) [ ]

Source: Adapted from Byars & Rue (2008:177-178)

The needs assessment process should be done very carefully as it will assist the principal mentor in formulating objectives for the mentoring programme. The objectives of the programme should be based on the needs of newly appointed principals.

6.5.3.4 Programme objectives

The principal mentor should formulate the objectives for the mentoring programme. When formulating objectives the principal mentor must state the intended outcomes and expected results for the programme. These objectives should be based on the needs of the newly appointed principal. In order for the programme to be carried out effectively and to realise objectives for the mentoring programme the roles of the mentor, the mentee and the education department must be clarified.

6.5.3.5 The role of mentors, mentees and the DoBE in the mentoring programme

6.5.3.5.1 The role of mentors

A mentor is someone experienced who has been assigned to assist, guide and support a less experienced person (mentee) after an appointment into a post. To mentor someone is not an easy task. Mentors must therefore have good qualities, skills and competencies to become mentors. It is therefore suggested that experienced principals should serve as mentors for newly appointed principals. Principal mentors should also have the following attributes in order to qualify for this very important role, someone who is: exemplary, competent, disciplined, a role model, reliable, trustworthy, committed and willing to assist the new principal to acquire the necessary knowledge and skills for his/her job. Table 6.4 suggests tips for principal mentors.

Table 6.4: Tips for principal mentors

1. Identify protégé strengths, and build on them.
2. Foster self-discovery, by asking insight-generating questions.
3. Let the protégé make decisions, for that will increase ownership.
4. Choose your words carefully; avoid being directive or judgemental.
5. Listen; watch from a distance; intervene only when necessary.
6. Don't place yourself on a pedestal; avoid sounding like an expert.
7. Be real; be authentic; be supportive; eliminate signs of power.
8. Be open to alternative views and choices; help the protégé refine them.

Principal mentors need to know whether they are succeeding in handling the mentoring relationship. It is encouraging to know that you are doing what is expected of you as a mentor. Principal mentors can check this information by assessing themselves on a regular basis. It is proposed that the following self-assessment tool in Table 6.5 be used by principal mentors in order to **assess** themselves as mentors of newly appointed principals.

Table 6.5: An example of self-assessment tool for principal mentors

Read the following statements carefully. Circle the number on the response scale that most closely reflects the degree to which each statement accurately describes you when you play a role to someone else as a mentor. Add up your total points and prepare a brief action plan for self-improvement.

		Good 10	9	8	7	6	5	4	3	2	Bad 1
1	I make myself available for contact whenever my protégé needs me										
2	I give constructive feedback whenever it is appropriate										
3	I share tales of my own successes and failures when I think examples are needed.										
4	I provide emotional support when I sense the timing is right.										
5	I follow through on any commitments I make, to establish an image of integrity										
6	I view all information gained as personal and confidential, disclosing it to no-one										
7	I work hard to remain open to the needs and objectives of my protégé										
8	I make sure that I listen attentively to both the words and feelings of my protégé.										
9	I try to be available for immediate contact whenever my protégé needs me.										
10	I recognise the need to provide support and encouragement to my protégé.										

Scoring and Interpretation. Add up your total points for the ten questions. Record that number and report it when it is needed.

- If you scored between 81-100 points, you appear to have a solid capability for demonstrating good mentoring skills.
- If you scored between 61-80 points, you should take a close look at the items with lower self-assessment scores and explore ways to improve those items.
- If you scored less than 60 points, you should be aware that a weaker skill level regarding several items could be detrimental to your future success as a mentor.

Now identify your three lowest scores, and write the question numbers here _____________, ____________, ____________. Write a brief paragraph, detailing to yourself an action plan for how you might sharpen each of these skills.

Source: Adapted from Newstrom and Davis (2002:98-99)

It is suggested that the DoBE through the SMGD should play an important role in identifying and selecting the principal mentor for each newly appointed principal (cf. 6.5.3.5.3). The SMGD should involve the new principal when identifying and selecting the principal mentor. The criteria for selection of the principal mentor (experienced principal) must be agreed upon by both the SMGD and the new principal. This will guarantee the success of the mentoring relationship between the selected principal mentor and new principal. As a result the new principal will feel comfortable and contribute positively towards the relationship. When selecting the mentor, eligible experienced principals should be approached and be interviewed in order to find one who is willing to take this role. It is advisable to look for the principal mentor who has a good reputation, because the purpose of mentoring is for the new principal to learn and acquire high-quality knowledge and effective skills from the mentor. It is recommended that the appointed mentor be a principal of nearby school if possible, as it will be logistically easier for both the principal mentor and the newly appointed principal to interact with each other. After a mentor has been selected and appointed, the SMGD should arrange a meeting between the newly appointed principal and the principal mentor. The SMGD must be present at this meeting.

It should be noted that not every principal can be a mentor. Before any experienced principal can commence with the mentorship, the SMGD of the newly appointed principal must ensure that they meet the candidate to address uncertainties, offer advice and training. If capable experienced principals with skills are selected as mentors, mentoring programmes for newly appointed principals can be properly implemented. Newly appointed principals also have an important role to play in the mentoring relationship.

6.5.3.5.2 The role of newly appointed principals (mentees)

Newly appointed principals should play an important role in the mentoring relationship. They should be involved in the selection of their mentors. They should work with their mentors in planning, making decisions regarding identification and assessment of their needs, determining the content of the programme and its implementation. It is also important that they are aware of the monitoring and evaluation process and it is imperative that they should receive constant feedback during the entire process. If new principals are involved in all stages of the programme, they will feel a sense of ownership of the programme. They will feel that their contribution is valued and acknowledged. The mentoring relationship will almost surely fail if the new principal feels that he/she is not listened to and that his/her opinions are ignored. The new principal should be free to express his/her emotions, make suggestions and take the initiative in a non-threatening relationship. The contribution of new principals to add to a successful mentoring relationship should include: a positive attitude towards the mentoring programme, respect for the mentor, be disciplined, be willing to learn and be willing to share knowledge and information. Table 6.6 below indicates proposed tips for newly appointed principals linked to mentors.

Table 6.6: Tips for protégés (new principals) linked to mentors

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1. Draw your mentors from your peer group, higher management levels.
2. Consult them periodically. Discipline yourself to meet with them regular at regular intervals.
3. Brief them on your progress, current issues, and problems you are facing.
4. Seek feedback from them. Inquire how your work is regarded. Show them samples of your work, and ask for suggestions for improvement.
5. Share a summary of your own strengths and weaknesses, and your action plan for overcoming your limitations. Compare your view with their perceptions of your strengths, and probe them for improvement ideas for the areas where you need assistance.
6. Ask your mentors to watch for new opportunities opening up that might use your skills.
7. Seek advice on career-building moves that will enhance your promotability.

Source: Adapted from Newstrom and Davis (2002:86)

6.5.3.5.3 The role of the DoBE

The DoBE should play a pivotal role in ensuring the mentoring programme for newly appointed principals turns into a success. As officials and managers of new principals, they have an obligation to develop them. The DoBE must ensure that mentoring is made compulsory after the appointment of new principals in the education district. The DoBE (possibly through the SMGD) must draw a mentoring policy for newly appointed principals. They should identify and select experienced principals from a pool of such senior principals to act as principal mentors. Through SMGDs, the department should supervise and monitor the mentoring process from the beginning to the end. Principal mentors should therefore report to the SMGD (allocated to a specific school) regarding their progress and possible problems they may encounter during the mentoring process. This should be done on a monthly basis.

Mentoring takes a lot of time and sacrifice. It should be the responsibility of the principal mentor and the SMGD to draw up a programme (time-table) for activities that will take place during school hours and those that may be conducted after hours. Activities that are conducted during school hours should be minimised in order to avoid the disruption of schools. The principal mentors may have to leave their school for short periods of time during school hours to assist the newly appointed principal. This should be planned to cause minimum disruption in the schools of the principal mentors. The DoBE should have a copy of the time-table for such interactions and grant permission accordingly. When principal mentors leave their school, they should inform their respective SMGDs and make arrangements at their school for a deputy principal to act as principal during that time.

It must be noted that in order to perform their duties, mentors need resources and transport. The DoBE should set aside funding in order to compensate the principal mentors for costs they incur when visiting the schools of new principals. Meetings with the SMGD should not be a problem as this should take place when the SMGD visits the particular school as part of his/her normal duties. Principal mentors should also receive an additional financial incentive for acting as principal mentor.

The success of the mentoring programme for newly appointed principals depends on the dedication and commitment of the people mentioned above. The principal mentor should ensure that the activities for the programme are correctly implemented.

6.5.3.6 Programme implementation

The mentoring programme for newly appointed principals will not succeed unless it is properly implemented. The principal mentor should check the following: whether the environment is conducive to learning and venues are clean and ready; the materials to be used are well organised; funding for the implementation of certain activities that may have a financial implication. In this regard the SGB of the school may also set aside some funding in the budget of the school.

The most important aspect of this stage is the actual implementation of the various activities for the mentoring programme. Table 6.7 proposes the tool “Grow” for principal mentors when approaching the mentoring session and implementing the activities of the programme. This table should be used in order to implement the content of the mentoring programme for newly appointed principals as discussed in 6.5.3.6.1**.**

Table 6.7: The mentoring session of newly appointed principals

Goal:	During this first phase or step both mentor and mentee agree on specific topics/objectives for discussion (or sometimes a long term aim if this is the first or an early meeting).
Reality:	During the second phase both mentor and mentee invite or agree to initiate self-assessment, using specific examples of the current situation, to determine the nature of the problem or issue under consideration.
Options:	During the third phase both mentor and mentee offer and explore different options or alternatives for solving problems, taking into decisions or dealing with issues.
Wrap-up:	During the final phase the mentor and mentee agree and commit to a particular course of action (or action plan) within specified time scales and identify both obstacles and any resources that may be needed to implement the plan.

Source: Adapted from: Mason, C. http://www.cut.ac.za/disclaimer/email disclaimer.

The procedure for conducting the mentoring sessions above means that both the mentor and the mentee are involved in making decisions and agreements regarding the implementation of the content of the programme. This will ensure that relevant content to address the needs of the newly appointed principal will be determined and implemented.

6.5.3.6.1 Programme content

The content of the mentoring programme are specific key areas of the post that you want the new principal to acquire and be able to execute. These are the skills and competencies that the principal mentor wants to impart on the newly appointed principal in order for him/her to successfully manage their schools. The outcomes approach in Table 6.8 is proposed to define and describe what new principals should know and do.

Table 6.8: Programme Outcomes for newly appointed principals

Outcome 1 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by facilitating the development, articulation, and implementation, and stewardship of a school or district vision of learning supported by the school community.	
Elements	**Standards for school leadership**
Develop a vision	a) Candidates develop a vision of learning for a school that promotes the success of all learners. b) Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learner's needs, schools as interactive social and cultural systems, and social and organisational change.

Articulate a vision	a) Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. b) Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as learner assessment results, learner's and family demographic data, and analysis of community needs. c) Candidates demonstrate the ability to communicate the vision to staff, parents, learners, and community members through the use of symbols, ceremonies, stories, and other activities.
Implement a vision	a) Candidates can formulate the initiatives necessary to motivate staff, learners, and families to achieve the school's vision. b) Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of learner assessment, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).
Steward a vision	a) Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. b) Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

	c) Candidates assume stewardship of the vision through various methods.
Promote community involvement in the vision	a) Candidates demonstrate the ability to involve community members in the realisation of the vision and in related school improvement efforts. b) Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.
Outcome 2 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by promoting a positive school culture, providing an effective instructional programme, applying best practice to student learning, designing comprehensive professional growth plans for staff.	
Elements	**Standards for School leadership**
Promote positive school culture	**a)** Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalise on diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school community to improve school programmes and culture.
Provide effective instructional programme	**a)** Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. **b)** Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. **c)** Candidates demonstrate the ability to use and promote technology and information systems to

	enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.
Apply best practise to learning	**a)** Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. **b)** Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. **c)** Candidates demonstrate an understanding of how to use appropriate research strategies to profile learner performance in a school and analyse possible differences among subgroups of learners to promote an environment for improved learner achievement.
Design comprehensive professional growth plans	a) Candidates design and demonstrate an ability to implement well-planned context-appropriate professional development programmes based on reflective practice and research on learning consistent with the school vision and goals **b)** Candidates demonstrate the ability to use observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with educators and other school personnel. **c)** Candidates develop and implement personal professional growth plans that reflect a commitment to lifelong learning.
Outcome 3 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by managing the organisation, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	

Elements	Standards for School Leadership
Manage the organisation	**a)** Candidates demonstrate the ability to optimise the learning environment for all learners by applying appropriate models and principles of organisational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. **b)** Candidates develop a plan of action for focusing on effective organisation and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. **c)** Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote learner achievement.
Manage Operations	**a)** Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organisational vision. **b)** Candidates develop communication plans for staff that include opportunities for staff to develop their family and community collaboration skills. **c)** Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.
Manage Resources	**a)** Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

	b) Candidates creatively seek new resources to facilitate learning. **c)** Candidates apply and assess current technologies for school management, business procedures, and scheduling.
Outcome 4 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by collaborating with families and other community members, responding to diverse community interests and needs, and mobilising community resources.	
Elements	**Standards for School Leadership**
Collaborate with families and other community members	**a)** Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. **b) C**andidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. **c)** Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. **d)** Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school family, business, community, government, and higher education partnerships. **e)** Candidates develop various methods of outreach aimed at business, religious, political, and service organisations. **f)** Candidates demonstrate the ability to involve

	families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. **g)** Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. **h)** Candidates develop a plan for a comprehensive programme of community relations and effective relationships with the media,
Respond to community interests and needs	**a)** Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. **b)** Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. **c)** Candidates provide leadership to programmes serving learners with special and exceptional needs. **d)** Candidates demonstrate the ability to capitalise on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programmes and meet the diverse needs of all learners.
Mobilise community resources	**a)** Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support learner achievement, solve school problems, and achieve school goals. **b)** Candidates demonstrate how to use school resources and social service agencies to serve the community. **c)** Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new

	resources to address emerging learner problems.
Outcome 5 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by acting with integrity, fairly, and in an ethical manner.	
Elements	**Standards for School Leadership**
Act with integrity	**a)** Candidates demonstrate a respect for the rights of others **w**ith regard to confidentiality and dignity and engage in honest interactions.
Act fairly	**a)** Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
Act ethically	a) Candidates make and explain decisions based upon ethical and legal principles.
Outcome 6 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
Elements	**Standards for School Leadership**
Understand the wider context	**a)** Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. **b)** Candidates demonstrate the ability to explain how legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

	c) Candidates demonstrate the ability to analyse the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. **d)** Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local and government authorities that affect schools, especially those that might improve educational and social opportunities. **e)** Candidates demonstrate the ability to describe economic factors shaping a local community and the effects economic factors have on local schools. **f)** Candidates demonstrate the ability to analyse and describe the cultural diversity in a school community. **g)** Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice. **h)** Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.
Respond to the wider context	**a)** Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.
Influence the wider context	**a)** Candidates demonstrate the ability to engage learners, parents, and other members of the community in for adoption of improved policies and laws. **b)** Candidates apply their understanding of the larger political, social, economic, legal, and cultural context

	to develop activities and policies that benefit learners and their families. **c)** Candidates advocate for policies and programmes that promote equitable learning opportunities and success for all learners, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Source: Adapted from Sergiovanni (2003:61-67)

The use of the outcomes approach ensures that the principal mentor and the new principal have a variety of topics with different outcomes and competencies to demonstrate. The principal mentor and the new principal identify and agree on topics and standards they want to focus on. The following critical skills inventory in Figure 6.4 is suggested for new principals when selecting content for the mentoring programme. This inventory is useful because it covers relevant aspects of the post of a principal. It allows new principals to prioritise issues that they feel will address their needs. This assists the mentor and the mentee to compile comprehensive programme content for the mentoring of the newly appointed principal.

Figure 6.4: Newly appointed principals' critical skills inventory

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The skills inventory underneath consists of three scales. Scale 1 (Items 1-8) deals with the items associated with the technical duties for newly appointed principals. These tend to be the kinds of job responsibilities that are found in written job descriptions. Scale 2 (Items 9-16) deals with issues that are defined as socialisation skills, or things that a newly appointed principal needs to know, do, or demonstrate to fit into a new organisation. Finally Scale 3 (items 17-24) is composed of items that are self-awareness skills, or items that touch on the newly appointed principal's personal ability to know his/her own values, attitudes and beliefs as they are related to a professional role.

Directions: For each of the following duties associated with the role of principal, assess the extent to which each item is critical to your ability to do your job. Use the following scale in responding to each item:

5 = Extremely important
4 = Somewhat important
3 = Neutral (not extremely important or totally unimportant)
2 = Somewhat unimportant
1 = Totally unimportant

Scale 1

1. How to assess staff. 5 4 3 2 1
2. How to conduct group meetings. 5 4 3 2 1
3. How to design and implement a data-based improvement process, including target-setting and evaluation. 5 4 3 2 1
4. How to develop and monitor a budget for the school. 5 4 3 2 1
5. How to organise and conduct parent conferences. 5 4 3 2 1
6. How to establish school timetables. 5 4 3 2 1
7. Awareness of school law issues. 5 4 3 2 1
8. How to manage cleaning, and clerical staff. 5 4 3 2 1

Scale 2

10. How to determine who is what in a school setting. 5 4 3 2 1
11. Knowing how to relate to personnel from the local authority. 5 4 3 2 1
12. Knowing where the limits exist within the school and balancing that knowledge with one's own professional role. 5 4 3 2 1
13. Knowing how the principalship changes family and other personal relationships. 5 4 3 2 1
14. Developing interpersonal networking skills that may be used With individuals inside and outside the school. 5. 4 3 2 1
15. Ability to encourage involvement by all parties in the educational system. 5 4 3 2 1
16. Understanding how to develop positive relationships with other organisations and agencies located in the school's surrounding

community. 5 4 3 2 1

Scale 3

17. Demonstrating an awareness of what it means to possess organisational power and authority. 5 4 3 2 1
18. Demonstrating an awareness of why one was selected for the leadership position in the first place. 5 4 3 2 1
19. Portraying a sense of self-confidence on the job. 5 4 3 2 1
20. Having a vision along with the understanding needed to achieve organisational goals. 5 4 3 2 1
21. Demonstrating a desire to make a significant difference in the lives of learners. 5 4 3 2 1
22. Being aware of one's biases, strengths and weaknesses. 5 4 3 2 1
23. Understanding and seeing that change is ongoing and that it results in a continually changing vision of leadership. 5 4 3 2 1
24. Knowing how to assess job responsibilities in terms of the real role of the principal. 5. 4 3 2 1

Scoring: Now add up your scores in the following way:

Scale 1: Items 1-8 = ………………..divided by 8 = ……………………..

Scale 2 Items 9-16 = ………………..divided by 8 = ……………………..

Scale 3. Items 17-24 = ………………..divided by 8 = ……………………..

Rank-order your three averages per scale:

……………………………………………………………………………….

……………………………………………………………………………….

If the score is low in the specific scale, it means that the new principal need skills and that it should be addressed as a matter of urgency. This will helps in terms of prioritising critical skills when the content for the programme is determined.

Source: Adapted from Daresh and Arrowsmith (2003:58-60)

The principal mentor and the new principal should discuss and agree on the content for the mentoring programme. These decisions must be based on the job description and the needs of the new principal. Content must be selected very carefully as it is the most important aspect and the crux of the mentoring programme. This will ensure that the mentor and the mentee deal with the correct content so that the objectives of the programme are realised. For this to succeed the principal mentor must use adequate methods to deliver this content.

6.5.3.6.2 Programme methods

Different methods should be used to present the activities of the mentoring programme for newly appointed principals. The principal mentor should select and choose methods very carefully in order to realise the objectives of the programme. The choice of relevant and various methods will therefore ensure a successful implementation of the programme. There are a variety of methods that can be used to deliver learning opportunities for new principals, such as on-the-job and off-the-job methods. The following methods in Table 6.9 are proposed in order to deliver activities for such mentoring programmes.

Table 6.9: Methods for mentoring programmes of new principals

On-the-job	**Off-the-job**
Understudy assignments	Classroom training
Coaching	Lectures
Experience	Case studies/ Role playing
Job rotation	In-basket technique
Special projects	Adventure learning
	Simulations
	Professional seminars
	Web-based training

Source: Adapted from Byars and Rue (2008:180).

On-the-job methods are used in the workplace and they include understudy assignments. Understudy assignments allow the new principal to learn from the experienced mentor. The mentor then facilitates the learning process and motivates the new principal to do his/her best. Coaching can be used in order to guide, give direction and show the newly appointed principal how things are done. Experience will ensure that the new principal is able to apply the knowledge that he has gained practically in his/her working environment. Job rotation is important in the sense that it will give the new principal a chance to gain skills in areas of the job. Special projects are meant to train the new principal to initiate and manage certain projects.

Off-the-job methods usually take place outside of the workplace. Classroom training refers to training that happens practically in the classroom in order to gain experience pertaining how the classroom should be handled. Lectures could be offered to newly appointed principals in order to impart knowledge and this can be conducted anywhere out side the new principals workplace. Case studies are situations that have transpired before and are studied in order to learn how they were handled. Role playing can be used to allow newly appointed principals to play different roles and practice and feel what it would be like if the situation truly happened. In-basket technique is applied in order to train the new principals to pull from the basket any problem and be able to deal with it on the spot using problem solving skills. Adventure refers to exposing the new principals to unknown situations and allows them to explore and find solutions on their own. Simulations are activities that activities can be used to train the newly appointed principal to look at various scenarios, improvise and make decisions for various situations. University professional seminars can be arranged with university departments of education to impart knowledge and skills to newly appointed principals. Web-based training is the use of computer technology to search for information that can assist the new principals in their new posts.

Principal mentors should not employ only one method, but a variety of methods. Some methods can be combined and be used together to present mentoring programme activities. Capable mentors should therefore be appointed in order implement the mentoring programme for new principals.

The implementation of activities will differ in terms of their duration, but that depends on the needs and the realisation of the objective. It should also be clear that some activities will be implemented during school hours, such as on the job activities. After implementation the principal mentor must monitor and evaluate the mentoring programme.

6.5.3.7 Monitoring and evaluation of the programme

The mentoring programme for newly appointed principals must be monitored and evaluated. It is the responsibility of the mentor principal to monitor progress during the mentoring programme. It is the responsibility of the SMGD to monitor whether the mentoring programme progresses as it was intended to. It should not be left completely in the hands of the mentor principal. The principal mentor and the SMGD should also make sure that the programme is evaluated in the end to determine its success. The evaluation information must be obtained by using different methods of data collection. These are: interviews, questionnaires, and checklists. This information is important in order to determine whether the programme reached its objectives and how the new principal reacted to the programme The principal mentor and the SMGD must also ensure that the new principal receives feedback regarding his/her performance. In Figure 6.5 is a proposed mentoring programme reaction questionnaire to be used by newly appointed principals. This questionnaire is linked with the content outcomes discussed in 6.5.3.6.1.

Figure 6.5: Proposed mentoring reaction questionnaire

Programme ______________________________

Name (optional) __________________________

Date _____________________________________

Please rate each of the following items to indicate your reaction to the programme content firstly and then also the programme as a whole. Indicate your preference with an X.

Reaction to the content:

Item	**Poor**	**Adequate**	**Average**	**Good**	**Excellent**
Outcome 1: Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by facilitating the development, articulation, and implementation, and stewardship of a school or district vision of learning supported by the school community.					
Outcome 2 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by promoting a positive school culture, providing an effective instructional programme, applying best practice to student learning, designing comprehensive profes-					

sional growth plans for staff.					
Outcome 3 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by managing the organisation, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.					
Outcome 4 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by collaborating with families and other community members, responding to diverse community interests and needs, and mobilising community resources.					
Outcome 5 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by acting with integrity, fairly, and in an ethical manner.					
Outcome 6 Candidates who complete the programme are educational leaders who have the knowledge and ability to promote the success of all learners by understanding, responding to, and					

influencing the larger political, social, economic, legal, and cultural context.					

Reaction to the programme as a whole:

Item	**Poor**	**Adequate**	**Average**	**Good**	**Excellent**
Applicability to your job, responsibilities, and needs					
Enough examples and chances to practise so you can apply your new skills					
Opportunity for discussion with other participants					
Length of the programme relative to its objectives					

2. Which part of the programme was of most value to you? Why?

----

3. Which part of the programme was of least value to you? Why?

4a. Please use the following scale to comment on the ability of the mentor to lead the programme where:

1 = Needs improvement 2 = Adequate 3 = Good 4 = Excellent

Item	Mentor
A. Organisation/presentation of the subject matter	1 2 3 4
B. Presentation of subject matter	1 2 3 4
C. Clarity of instructions	1 2 3 4
D. Ability to control time	1 2 3 4
E. Ability to link content to your work	1 2 3 4
F. Ability to stimulate productive discussions	1 2 3 4
G. Ability to create a productive learning environment	1 2 3 4

4b. Please comment in your own words on the ability of the mentor to lead the programme.

----

5. How would you rate your overall reaction to the programme 1 2 3 4
6. How would you rate your level of skill or knowledge
   a. before the programme? 1 2 3 4
   b. after the programme ? 1 2 3 4
7. Other comments:

Source: Adapted from O’Connor, Bronner and Delaney (2002:75-76)

6.5.4 SUMMARY

Induction programmes for newly appointed principals should be designed in order to familiarise them with their new leadership environment. Through induction new principals are eased into the challenges they may face on a daily basis. With induction and mentoring they have the opportunity to be much more prepared to execute their duties with enthusiasm and confidence.

Once the new principal has been inducted, he/she should be assigned a mentor, an experienced principal who will guide him/her. The principal mentor’s duty is to assist and support the new principal when he/she is confronted with difficult situations. With the help of the mentor the newly appointed principal will acquire skills and competencies. This will in turn improve his/her performance. Induction and mentoring programmes for newly appointed principals should be planned, implemented and evaluated adequately.

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ANNEXURE A

Central University of
Technology, Free State

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE
SENTRALE UNIVERSITEIT VIR TEGNOLOGIE, VRYSTAAT
YUNIVESITHI E BOHARENG YA THEKENOLOJI, FOREISTATA

23 September 2010

Mr I Malimane
Department of Education

Re: Mr LD Thobi

Mr LD Thobi is currently registered as a PhD in Education student at the Central University of Technology, Free State – Welkom Campus. He needs to get permission to conduct his research.

I hope his application to conduct research in the schools will be considered favourably.

Regards

……………………………………..

Prof GJ Schlebusch
Supervisor & Programme Head: Post Graduate Education
057 - 9103638

ANNEXURE B

LETTER – DEPARTMENT OF EDUCATION, FREE STATE

ANNEXURE C

6 Coral Avenue
Riebeeckstad
Welkom
9459

01 November 2010

The principal

Dear Sir/madam

RE: REQUEST TO CONDUCT RESEARCH

I hereby make a request to conduct a research in your school. I am a PHD student at the Central University of technology, Free State (Welkom Campus) and the subject of my research is: **DEVELOPING AN INDUCTION AND MENTORING PROGRAMME TO ASSIST NEWLY APPOINTED PRINCIPALS IN SELECTED EDUCATION DISTRICTS IN THE FREE STATE PROVINCE.**

The research will be conducted in the form of an interview to you as the principal. Through your permission, I would like to start with the research from the 1st until the 30th November 2010. The time to be spent on the interview will be 20-25 minutes. These interviews will be conducted during school hours and/or after school if it is not possible during school hours.

I would appreciate it if you can allow me to conduct this important research.

Information gathered through the interviews will be treated as confidential and your name or that of your school will not be mentioned in the study.

Yours faithfully

L.D. THOBI

ANNEXURE D

INTERVIEW QUESTIONS FOR NEWLY APPOINTED PRINCIPALS

QUESTIONS ON INDUCTION

1. Does the school have an induction policy for the newly appointed principals?

2. Who was responsible for drafting the policy?

3. Were you inducted when you arrived at this school?

4. Were your needs identified and assessed before the induction programme was conducted? If so, how?

5. How were you involved in the identification and assessment of these needs?

6. Who was involved in the induction?

7. Who do you think should be involved in your induction?

8. Which aspects were covered by the induction programme?

9. Which aspects do you think should be covered by the induction programme when inducting the newly appointed principals?

10. How long did the induction programme take?

11. How long in your opinion do you think an ideal length of an induction for newly appointed programme should be?

12. Why do you think that an induction programme is necessary for the newly appointed principals?

13. Are you happy with the way in which the induction programme was implemented?

14. Was the induction programme monitored and evaluated?

QUESTIONS ON MENTORING

1. Does your school have a mentoring policy for newly appointed principals?

2. Who drafted the policy?

3. Were you offered any mentoring opportunities in your first year as a newly appointed principal?

4. How were your needs identified and assessed before the mentoring programme was implemented?

5. Which post did your mentor hold?

6. Who selected your mentor?

7. What was your involvement in selecting your mentor?

8. Can you describe your relationship with your mentor?

9. Did your play any role as a mentee in this relationship?

10. Which areas of knowledge were addressed during mentoring?

11. Which aspects do you think mentors should focus on in order to address the needs of the newly appointed principals?

12. What is your opinion on the ideal length of a mentoring programme?

13. Why do you think mentoring is necessary for the newly appointed principals?

14. Are you satisfied with the way the mentoring programme was handled?

15. Was the mentoring programme monitored and evaluated?