

Vol. 22 No 2

November 1992

The South African Journal of  
**OCCUPATIONAL  
THERAPY**

Die Suid-Afrikaanse Joernaal vir  
**ARBEIDSTERAPIE**

- An Integration Experience • CBR
  - U/L Prostheses
- Ontwerp van 'n Arbeidsterapiekurrikulum
  - No Coping System • Mentoring

**EDITORIAL BOARD**

**Editor:** Val Claxton  
33 Andrews Rd,  
Hout Bay 7800

**Assistant Editor's:** Hilary Henderson  
Gina Sihres

**Financial Manager:** Harska Flerings

**Advertising Representative:** Alma Snyman

Journal address: P.O. Box 145  
Rondebosch 7700  
Fax (International) + 27\*21\*7905018

**SOUTH AFRICAN ASSOCIATION OF OCCUPATIONAL THERAPISTS**

P.O. Box 17289, Hillbrow 2036, Tel: 6465276

**Honorary President:** Prof F P Retief  
**Honorary Life President:** Prof R Watson  
**President:** Dah van der Reyden  
**First Vice-President:** Susan Beukes  
**Second Vice-President:** Liz Olivier  
**Secretary:** Phyla Rallion  
**Treasurer:** Blanche Pretorius

**ADVISORY BOARD** in process of appointment

**REGIONAL OFFICE BEARERS**

**CAPE**  
**Chairperson:** J Davy  
**Secretary:** L Nichol's

P.O. Box 268, Howard Place 7430

**EASTERN CAPE**

**Chairperson:** K McGillivray  
**Secretary:** M Yeldsman

P.O. Box 13087, Humewood 6000

**NATAL**

**Chairperson:** J Uys  
**Secretary:** P Naran

P.O. Box 260, Westville 3630

**NORTHERN TRANSVAAL**

**Chairperson:** K Uys  
**Secretary:** R Botha

P.O. Box 27787, Sunnyside, Pretoria 0132

**ORANGE FREE STATE**

**Chairperson:** C de Klerk  
**Secretary:** R van Heerden

P.O. Box 11070, Universiteits, Bloemfontein 9321

**SOUTHERN TRANSVAAL**

**Chairperson:** A Nott  
**Secretary:** P de Luca

P.O. Box 87195, Houghton 2040

The South African Journal of  
**Occupational Therapy**

Die Suid Afrikaanse Joernaal vir  
**Arbeidsterapie**

**Vol. 22 No. 2 November 1992**

**CONTENTS/INHOUD**

Editorial — Val Claxton  
and Hilary Henderson.....2

The Integration of two  
psychotherapeutic units — Lauren  
Roth and Leslie Swartz.....6

Zola Clinic: A stepping Stone  
for training therapists  
— Helen Farmer.....12

The use and misuse of  
upperlimb prostheses in the  
Western Cape — Alette Rousseau,  
Clive McCrae and Alma  
van Hoogstraten.....15

'n Kriteriale struktuur vir  
die ontwerp van 'n geskrewe  
arbeidsterapieprogram  
— Suzé Coetzee.....23

The occupational therapy  
feedback loop — Esther E Cloete....30

Mentoring — Do we need it?  
TPA - OT Mentoring Committee.....35

Die Suid-Afrikaanse Joernaal vir Arbeidsterapie word elke  
jaar in Mei en November uitgegee.

Inskrywings op die SAJOT is ingesluit by die ledeskat vir  
inskrivings op die SAJOT. Die inskryfings vir nie-lede is R20  
(Suidelike Afrika), R45 (oorsese lede).

Moenies en stellings wat in hierdie joernaal weergegee word  
is dié van skrywers van artikels en nie noodwendig dié van  
die Suid-Afrikaanse Vereniging van Arbeidsterapeute nie.  
The South African Journal of Occupational Therapy is published  
in May and November each year.

Subscriptions to the SAJOT are included in SAAOT membership  
fees. Subscriptions for non-members are R20  
(Southern Africa), R45 (overseas subscribers).

Opinions and statements expressed in this journal are those  
of the authors of the articles and do not necessarily represent  
the view of the South African Association of Occupational  
Therapists.

# MENTORING — DO WE NEED IT?

## TPA OT Mentoring Committee

### INTRODUCTION

The last eight years have seen the introduction and development of an integrated management process for occupational therapy in the Transvaal Provincial Administration (TPA). This includes the personnel management processes of orientation, career path planning and personnel evaluation.

However, occupational therapists continued to request a process which would satisfy their need for support and growth in their work.

Mentoring was perceived as having potential to meet this need. A work group was formed to investigate the mentor process and to make recommendations for its implementation. This group conducted a survey to establish the need for a mentor system for occupational therapists.

*Sylvia Birkhead, BSc (OT)  
Chief Occupational Therapist  
South Rand Hosp. Jhb.*

*Paola de Luca BSc (OT)  
Chief Occupational Therapist  
Johannesburg Hospital*

*Irene Kaales BSc (OT)  
Occupational Therapist  
Edenvale Hospital*

*Julie Whitlock BSc (OT)  
Chief Occupational Therapist  
Natalpruit Hospital*

A review of the literature yielded many definitions of mentoring. Darling describes it as "a process by which you are guided, taught and influenced in your life's work in important ways."<sup>1</sup>

It is also described as a process involving "a one to one relationship usually between a more senior, more knowledgeable person (the mentor) and a more junior, less knowledgeable person (the protégé)."<sup>2</sup>

Dinsdale makes a distinction between formal and informal mentoring approaches, and describes the advantages of the former.<sup>3</sup> The functions of the mentor are seen as role model, teacher/coach, counsellor, and one who gives feedback.<sup>4</sup>

A number of authors stress the importance of implementing a mentoring process in the correct way to ensure success.<sup>2, 3, 4, 5</sup>

### METHOD

A descriptive study was carried out and a questionnaire in both English and Afrikaans was distributed to the 173 occupational therapists employed in 26 TPA hospitals during the month of August, 1990.

The questionnaire containing 11 questions was formulated, using the literature as a guide.

The data from the returned questionnaires was analysed and interpreted by the workgroup.

### RESULTS

The response rate was 68,8%. The 119 respondents occupied the following ranks: 49,6% were on first leg, 26,9% on second leg, 10,9% were chief occupational therapists, 4,2% were control occupational therapists and 8,4% were in lecturing posts.

The results presented are drawn from the questions which yielded the most useful information.

95% of the respondents felt there was a need for a mentor system in occupational therapy.

The functions of a mentor were predominantly seen as being that of counsellor and one who

gives feedback (Table 1). The most common responses to how often the services of a mentor would be required were once a month and 3 - 4 times a year. Occupational therapists commented that frequency would vary according to the need.

Five categories of professionals were listed as possible mentors for occupational therapists, namely, occupational therapist, social worker, psychologist, personnel consultant and minister of religion. Although some respondents chose more than one option, an occupational therapist was still the professional most preferred to mentor occupational therapists (84,8%).

73,1% of the respondents preferred to choose their own mentor. 63% of respondents were willing to be mentors if training were made available. The positive responses were further divided into categories according to rank (Figure 1).

Some of the general comments provided interesting input. Respondents commented that mentors were needed for support, sharing of professional information and problem solving with a more experienced person. When asked whether they had previously been involved in a mentoring process, 45% responded positively. However, from their comments, it was evident that only 4 people had been involved in formal mentoring, while the rest had participated in processes other than mentoring, such as peer

support, personnel evaluation, supervision and consultancy.

A number of people indicated that mentoring should be a voluntary process.

#### LIMITATIONS

No pilot study was done, which resulted in the inclusion of some unnecessary questions and too many options. The Afrikaans translation was not adequate.

#### DISCUSSIONS & RECOMMENDATIONS

It was encouraging to note that a high number of respondents was prepared to be mentors if training were available, the proportions being higher in the ranks of chief, control and lecturing occupational therapists. However, further analysis of the results revealed that in spite of this tendency, there is a limited human resource of potential mentors since only 24 of the respondents fell into these ranks.

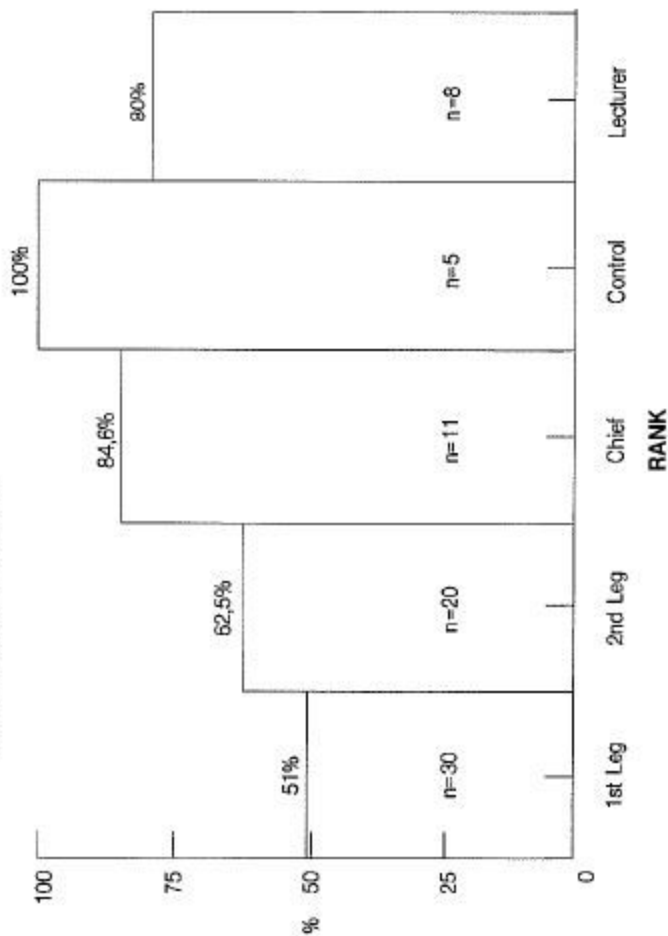
The other 50 occupational therapists prepared to be mentors were from the ranks of first and second leg. This group could well be trained to offer mentoring services to more junior personnel and occupational therapy students.

It is evident from the needs expressed that it would be beneficial for TPA Occupational Therapy Management to follow up this study

FUNCTION OF A MENTOR	PERCENTAGE OF POSITIVE RESPONSES
— Counsellor	79%
— Someone who gives feedback	76%
— Role model	61%
— Teacher/Coach	38%

Table 1

**Figure 1 :** Percentage of occupational therapists in different ranks who were willing to be mentors if training were available.



with an investigation into the different types of mentoring systems available.

Since many occupational therapists make use of processes other than mentoring to support them in their work, it would follow that linking these to some form of mentoring would be beneficial.

Personnel also need to be informed about what mentoring is, how it can be applied within the working environment, and its scope and limitations, in order to demystify the concept of mentoring.

The study proved useful in verifying that there is a need for a mentor process. It clarified what these occupational therapists understand about mentoring and identified the human resources available in that part of the Transvaal.

The need for mentoring has been identified at an opportune moment, now that other necessary personnel management tools are in place.

#### ACKNOWLEDGEMENTS

Special thanks to the following:  
Mrs CM Potgieter (Control Occupational

Therapist : Hospital Services — Occupational Therapy TPA), for providing direction and support.

The Co-ordinating Committee, Occupational Therapy TPA, for encouraging publication.

Miss S Hochstadter (Assistant Director, Social Work Department, Johannesburg Hospital), for modelling the mentoring process.

#### REFERENCES

1. Darling, LU Ann, W.: The Mentoring Dimensions "Mentors" and "Mentoring" — *The Journal of Nursing Administration*, March 1985, p.42-43.
2. Moordyk, A. and Louw, L. *IAM Journal*, October 1989, p. 24-27.
3. Dinsdale, R.: Mentoring enhances performance of high potential personnel. *HRM Yearbook* 1988, p.72-75.
4. Dinsdale, R.: Mentoring has become part of everyday life. *HRM* January 1988, p.28-30.
5. Palmer, M.: Mentoring with medication. *HRM* March 1988, p.31-34.

**FROM PLAYROOM  
VAN SPEELKAMER**



**TO SCHOOLROOM  
TOT KLASKAMER**

**Aids for**

- the development of perception
- the acquisition of manipulative and sequencing skills
- the improvement of motor co-ordination

**Plus**

- helpful texts for therapists
- educational toys, books and equipment
- catalogues on request
- large variety of tests

**PLAY AND SCHOOLROOM (PTY) LTD  
(EDMS) BPK**

P.O. BOX/POSBUS 52137, SAXONWOLD 2132

TEL: (011) 788-1304  
FAX: (011) 880-1341