

Great mentors talk about ideas. Average mentors talk about things. Small mentors talk about other people. And legends like us, never talk....We mentor!



## (Virtual) mentorship as a tool to improve learner success in Higher Education

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TAMP Website: <http://tamp.tut.ac.za>



## DEFINITIONS

- A mentor is a person who oversees the career and development of another person, usually a junior, through teaching, counseling, provides psychological support, protecting and at times promoting or sponsoring". *D Clutterbuck*
- A mentor acts as a coach, advising and teaching the nuts and bolts, giving feedback, rehearsing strategies. He/she provides you with exposure, visibility and sponsorship, helping open doors. Mentors take the blame for your mistakes, acting as protectors until you're established enough to shoulder criticism on your own.... Adapted from McPartland 1985



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## About TAMP

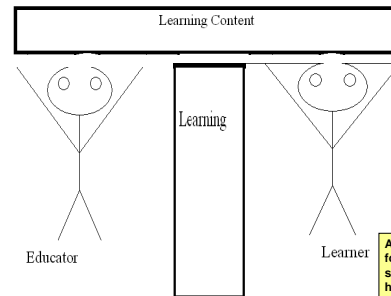
Mentoring is the process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychological development, educational and/career development and socialisation functions into the relations. - G.N Garman.

- TAMP (Technical Applications Mentorship Programme) was launched in Semester 1, 2004 after long talks within the department in Semester 2, 2003.
- TAMP is providing the following services:
  - Mentoring in C++, VB, COBOL, and Java (more calls for more subjects...by students)
  - Mentor to Mentor sessions.
  - On line booking at <http://tamp.tut.ac.za>.
  - Class visits.
  - Competitions.



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## The need for TAMP



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## The need for TAMP

There are many reasons for the above, but the major ones are:

- Improving pass rates.
- Improving the performance of the academically challenged learners.
- Improving the sharing of knowledge amongst learners.
- Learners tend to learn much easier and faster amongst themselves.
- This gives the students (in this case a mentor) a chance to practice their various interpersonal and communication skills.
- When students work in small groups they tend to relax much more (and consequentially learn more).
- This collaborative effort gives the students some control over the learning process.
- Now students are teaching one another and are on a more even footing with the instructor (lecturer).
- Students are learning more about themselves. Even mentors are learning more about themselves.

20 years ago, companies often trained new engineers by assigning them (either formally or informally) to more experienced colleagues for guidance - M. Riesenman (Return of the mentor).



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Mentoring is beneficial not only to the mentee, but also to the mentor - J. Rudolph

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## TAMP Website – <http://tamp.tut.ac.za>

The TAMP website allows learners to book for a mentor online. The use of technology, and hence the development of the TAMP mentorship website, has given the programme the advantage of having a self-service setting with learners being able to diarise mentorship sessions, provide feedback, and also to plan their activities effectively. The website is also used to analyze topics such as those listed below:

- What is the pass rate per semester?
- Which topic/module/subject is booked most by mentees?
- Which mentor is booked most frequently?
- Which mentor is most highly rated by mentees?
- How many bookings occur per semester?
- What is the overall pass rate of TAMP?

Collectively, these features enable the facilitator to identify grey areas within each programming module.

Virtual mentorship is achieved by having learners come into contact with some of the senior mentors who are currently working in the IT industry through forums and email communications. Virtual mentorship offers advisors to the learners, as well as to their fellow mentors still on campus. More importantly, virtual mentors add their industry [programming] experience to the process of supporting the overall quality objectives of the programme.

Since each mentor is providing assistance in his/her areas of strength, the programme manages to use his/her individual skills to drive the course of quality mentorship.

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## TAMP Website – <http://tamp.tut.ac.za>

- In TPG20AT (C++), the most booked unit was: Advanced OOP.
- In TPG11AT (Java), the most booked unit was: Type of Loops.
- In TPG11AT (C++), the most booked unit was: Creating Classes with Declaration and implementation Sections.
- In TPG11BT (C++), the most booked unit was: Understanding inheritance.
- In DSO15BT (VB.Net), the most booked unit was: Declaring and initializing a one dimensional array.
- In DSO15AT (Problem Solving), the most booked unit was: Functions and Procedures.

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## TAMP Forum – <http://tamp.tut.ac.za>

TAMP forum

Users browsing this Forum: None

Topic	Replies	Author	Views	Last Reply
Assessment: Innovation and Entrepreneur	0	NS00000	24	Wed Oct 06, 2009 1:24 pm
Jobs for Networking Students(Intern)	0	Talib0000	16	Mon Mar 23, 2009 11:23 am
Java SE6 is out!!!	1	NS00000	22	Fri Mar 14, 2009 7:09 am
TAMP Online Book Shop	0	NS00000	113	Mon Feb 05, 2009 2:04 pm
Are you people offline?	1	NS00000	29	Tue Dec 12, 2008 1:31 pm
[ Pull ] Mini Webpage Tutorial(Part 1)	0	NS00000	26	Mon Dec 04, 2008 12:00 pm
My Game Project Very Very tricky....	1	NS00000	43	Mon Dec 04, 2008 12:27 am
[ Pull ] Mini Webpage Tutorial(Part 2)	0	NS00000	43	Tue Nov 26, 2008 11:16 am
TAMP	3	NS00000	61	Thu Nov 06, 2008 12:49 pm
C++ Mentor and TAMP Editor	0	NS00000	48	Tue Nov 01, 2008 12:45 pm
Java Mentor	0	NS00000	50	Tue Nov 01, 2008 12:45 pm

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## TAMP Results

SUBJECT	PERCENTAGE	DISTINCTIONS
PGG11AA	64.3	0
PGG311A	0.0	1
TPG11AA	77.3	2
TPG11BA	66.7	0
TPG20AA	25.0	0

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## TAMP Mentors Results

Mentor's performance 2008 semester: 1

Mentor's name	Score
BA KOBERRY	81.75
PA MANTHAN	66.67
SGS SATHYANARAYAN	38.4
K GOBENA	58.25
DA JIJOSHO	72
STYLA SURESH	48.4
MR MATHANARAYAN	70
J Van der Merwe	74.75
DA SATHYANARAYAN	53.5
NS00000	1.2
NS00000	36.83
NS00000	72.33
NS00000	59.33
NS00000	53
NS00000	61.75
NS00000	51
NS00000	53.5
NS00000	80
NS00000	60.67
NS00000	56

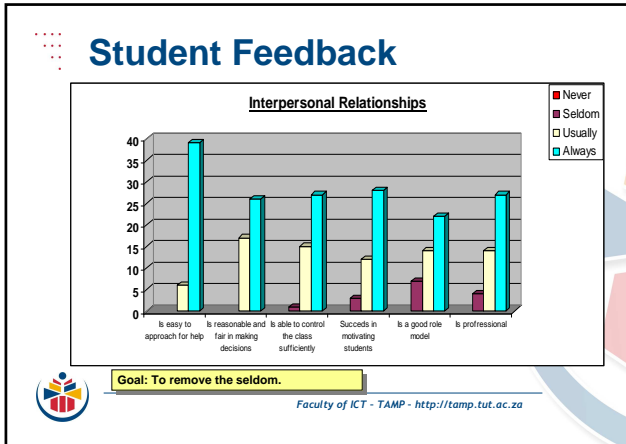
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## Students Feedback

Communication And Presentation Style

Goal: To remove the red!

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## TAMP lends a helping hand

with the opportunity for extra help needed.

The programme was created because learners sometimes need extra help and work done in class, and lecturers are not always available for additional help. Sometimes it helps when a friendly and more experienced student can guide them.

The mission of TAMP is to help learners to have confidence in themselves and determination to help develop their problem-solving and programming.

The Technical Applications Mentorship Programme (TAMP) exists to help

**1<sup>st</sup> Place**  
**Tebogo Makoaba**  
 Student of Department of Software Development

TAMP BROCHURE 2006

"Programming is a Game, Let's Play Your Chance"

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## Report on Open Day 2006

Tshwane University of Technology

### (TAMP) Technical Application Mentorship Programme

PREPARED BY:  
 FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY;  
 DEPARTMENT OF TECHNICAL APPLICATIONS AND TECHNICAL APPLICATION MENTORSHIP PROGRAMME (TAMP)

By:  
 MANAKANATR - TAMP secretary  
 (Site Mentor)

**And other reports etc.**

**Technical Applications Mentorship Programme (TAMP)**  
 Mentor's Report  
 August 2006

Name: \_\_\_\_\_  
 Position Held in TAMP: \_\_\_\_\_  
 Student Number: \_\_\_\_\_  
 Subject Names and Codes: \_\_\_\_\_

TUT Open Day and Expo Day

CERTIFICATE OF MERIT  
 Directorate of Student Development and Support  
 awarded to  
**Gift Chavua**  
 in recognition of  
**Academic Tutor Certificate**  
**Mentor receives a certificate after a year of service.**

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## The vision of TAMP

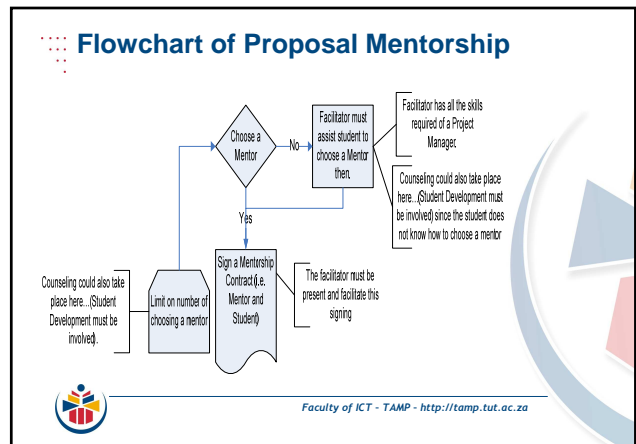
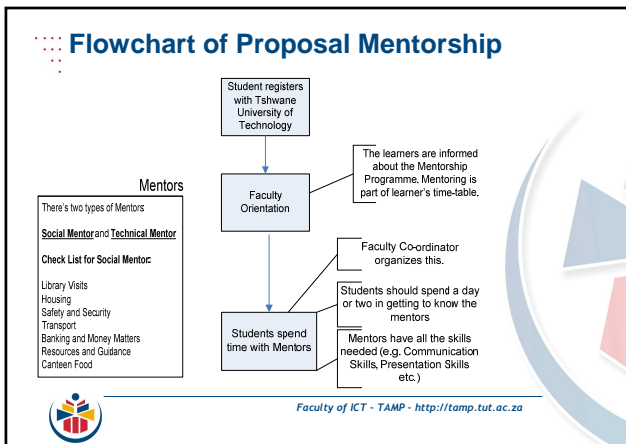
TAMP has a vision to produce computer specialists who will enter the world knowing what they are able to do and that they can do it well. Not only to be prepared to grasp the challenges the world of technology throws at them, but to master it and make it their own.

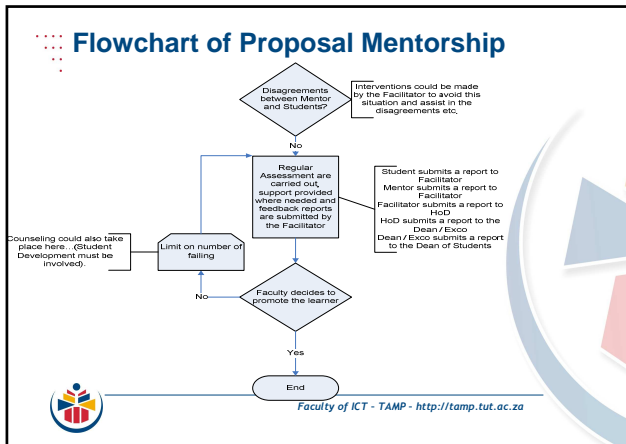
## The mission of TAMP

In view of our vision we:

- Assist the students in relevant grey areas of programming.
- Help the students understand the bigger picture in programming.
- Teach students not to be weary of a problem, but excited about the solution.
- Create a thirst and interest in programming and advancing technologies.
- Offer students a helping hand and a sympathetic ear from a student's perspective.
- Release optimistic, problem-solving candidates.

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- ## Steps for a successful Mentorship Programme...
1. [Advertise for mentors.](#)
  2. Chose your [mentors \(senior learners\)](#) carefully...
  3. Mentors must attend training – Student Development.
  4. Establish a committee and define the roles of each position
  5. [Meetings](#) must be held and have [agendas](#) and [minutes](#).
  6. [Have a mission and vision and policy.](#)
  7. [Create all the admin forms: i.e. leave, resignation, and monthly reports.](#)
  8. Advertise the programme via:
    1. Posters.
    2. [Brochures.](#)
    3. [Flyers.](#)
    4. [Study Guides.](#)
    5. [Articles.](#)
    6. [Remind the learners about the programme](#) (Exams around the corner?).
    7. Website (<http://tamp.tut.ac.za>).
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- ## Some of the questions usually asked...
1. Should mentors be paid? How about just a certificate?
  2. Where do I get mentors?
  3. Where do I get venues?
- Hello Wonga  
You are welcome to use my PGG111T classes on Monday (Lab G) and Wednesday (Lab H) both from 15:30 – 17:00 to use for 2 mentors and 2 students. They may sit at the back of the class.  
Regards  
Hetsie  
Lecturer
- Faculty of ICT - TAMP - <http://tamp.tut.ac.za>

## Some of the comments...

From: Bertie Buitendag  
To: Wonga Ntshinga  
Cc:  
Subject: RE: TAMP Feedback.

Thank you wonga.

"Your" programme is great. It is interesting though to see what is the most booked per subject.

Keep up the hard work.

How was the bookings at the other campuses? Let me guess .....

Reg  
John Bertie

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## Thank you for listening

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