# TABLE OF CONTENTS

Executive Summary

Part A: Overview ........................................................................................................... 6-15

1. Introduction .................................................................................................................. 6

2. Definition of mentoring, peer support and coaching ................................................. 8

3. Current trends ............................................................................................................. 9

4. Purpose ...................................................................................................................... 10

5. Key objectives ........................................................................................................... 10

6. Strategic Focus ......................................................................................................... 11

7. Why is mentoring, peer support and coaching growing in popularity? ................. 14

Part B: Mentoring/Peer Support .................................................................................... 16-36

1. Who is a mentor ......................................................................................................... 16

2. Who is a mentee? ....................................................................................................... 17

3. What does a mentee expect? .................................................................................... 18

4. The mentoring/peer support relationship ................................................................. 18

5. Benefits of mentoring ............................................................................................. 19

6. What does a good mentor expect? .......................................................................... 20

7. 10 Steps for mentors and mentees ......................................................................... 21

8. Establishing a database of mentors .......................................................................... 22

9. Choosing a mentor .................................................................................................. 25

10. Getting the mentorship relationship started .......................................................... 28

Part C: Guiding notes for mentors ............................................................................... 37-39

Process Map .................................................................................................................. 39

Part D: Coaching ........................................................................................................... 40-42

1. What is coaching? ..................................................................................................... 40

2. The coaching relationship ....................................................................................... 41

3. The benefits of the coaching partnership ............................................................... 41

4. Financial Implications ............................................................................................. 42

5. Conclusion ............................................................................................................... 42

Reference list .................................................................................................................. 43
Tables:

Table 1 : Core and Process competencies ................................................................. 12
Table 2: Roles at different levels .............................................................................. 13
Table 3: Specific roles and responsibilities .............................................................. 14
Table 4: Benefits of mentoring ................................................................................. 19
Table 5: Good mentor checklist ................................................................................ 20

Forms and templates:

Form A1 : Registration on the mentoring/peer support network ........................................ 23
Form A2: Request for a mentor .................................................................................. 26
Form A3: Mentee expectations ................................................................................... 29
Form A4: Mentoring Agreement Plan ......................................................................... 31
Form A5: Mentee Evaluation ..................................................................................... 33
Form A6: Mentor Evaluation ...................................................................................... 35
Executive Summary

Introduction
The Senior Management Service mentoring, peer support and coaching guideline is aimed at supporting leadership development programmes within a department by enabling individuals to develop through the transfer of knowledge and skills based on the experience of their peers. This facilitates learning and development which contributes to improved performance and the achievement of desired outcomes.

One of the challenges identified in the National Development Plan (NDP) is skills deficit as well as a lack of skills transfer amongst employees which results in uneven performance at local, provincial and national government. In an attempt to address the identified challenge, the NDP recommends the development of mentoring and peer support mechanisms as one of the critical interventions that can be used to build a professional public service.

Currently, the Public Service does not have a formal and structured mentoring, peer support and coaching programme for Senior Managers. It is however, acknowledged that there are certain departments that are implementing mentoring and coaching programmes. The introduction of such programmes within the public service will ensure on-the-job development which will see less experienced employees learning from their peers who have more experience and expertise. It will further contribute towards professional development of Senior Managers within the Public Service through the establishment of clear goals and measurement of outcomes.
Guideline Overview

In order to ensure an effective and successful mentorship, peer support and coaching programme for the Senior Managers within the Public Service, this guideline covers the following areas:

i) It defines mentoring, peer support and coaching and how these benefit the different role-players as well as the entire department;

ii) It provides departments with guidance regarding the effective implementation of mentoring, peer support and coaching programme as well as essential qualities required for the mentor, mentee and the type of support required from the department;

iii) To support Leadership development and synchronized human resource management as reflected in the National Development Plan (NDP); and

iv) It encapsulates the latest trends in mentoring and coaching and further speaks to best practice.

Tools and templates

This guide contains various tools that are aimed at assisting departments in getting started with a mentorship programme. Furthermore, templates are provided in order to assist Human Resource Units within Departments to keep record of the programme indicating successes as well as challenges and a plan for improvement thereof.

In essence, this guide assists departments in coordinating mentorship, peer support and coaching programmes and enables departments to improve the quality of their leadership development programmes and to introduce another effective manner of learning through peers instead of classroom based learning.
PART A: OVERVIEW

1. Introduction

1.1 Modern times have not only seen rapid advancement in technology but the manner in which organisations perform their functions has changed drastically, thus necessitating continuous development in order for employees to remain relevant in their organisations. For the South African (SA) Public Service to effectively deliver on Government's mandate, it is imperative for Senior Managers to be well capacitated. Leadership development, therefore, remains the highest priority in ensuring that Senior Managers are capacitated to deliver on the mandate of their respective departments.

1.2 The Senior Management Service (SMS) dispensation was established on 1 January 2001. It comprises officials who are appointed into positions that are remunerated at salary level 13 – 16. These groups of individuals make up the leadership cadre. In establishing the SMS, the core of its effective functioning was to ensure that it creates a platform for highly skilled, competent and professional individuals.

1.3 One of the challenges identified in the National Development Plan (NDP) is skills deficit as well as a lack of skills transfer amongst employees which results in uneven performance at local, provincial and national government. In an attempt to address the identified challenge, the NDP recommends the development of mentoring and peer support mechanisms as one of the critical interventions that can be used as part of building a professional public service.

1.4 Within the public service, various mechanisms (e.g. the skills audit; the competency based assessments and the Performance Management and
Development System) are used to identify the SMS members training and skills needs. Targeted interventions ought to be put in place to address the identified development needs. Leadership development programmes should not only be limited to off-the-job training methods but should explore various forms of capacity development techniques, such as mentoring, peer support and coaching. These development techniques provide individuals with an opportunity to learn from each other within an organization and effectively utilizes on-the-job-training methods.

1.5 SMS leadership development as specified in the LDMS Framework is based on 3 specific areas, which are:
   a) Individual leader development
   b) Organisational leader development
   c) Technical/professional skills development

1.6 Mentoring and Coaching lies within the ambit of Individual Leader Development & supports the leadership cycle as it promotes peer support and contributes to in-house-training vis-a-vis off-the-job classroom based learning.

1.7 The intention of this guide is to provide departments with a resource toolkit for the SMS to ensure a common understanding of mentoring, peer support and coaching and assist in the implementation thereof. This guide contains various tools that are aimed at assisting departments in getting started with a mentorship programme. Furthermore, templates are provided in order to assist Human Resource Units within Departments to keep records of the programme indicating successes as well as challenges and a plan for improvement thereof.

1.8 In essence, this guide assists departments in coordinating mentorship, peer support and coaching programmes and enables departments to
improve the quality of their leadership development programmes and to introduce another effective manner of learning through peers instead of classroom based learning.

2. **Definition of Mentoring, Peer support and Coaching**

2.1 Mentoring refers to a formal process in which an employee at a higher level who possesses the relevant skills, takes an interest in the personal and professional development of an employee at a level lower than themselves. Mentors must be equipped with senior leadership experience, wisdom, credibility as well as specific skill and knowledge that are relevant to the mentee. Mentoring encourages individuals (mentees) to actively pursue personal and career goals by linking them with people who can act as role models and advisors (mentors).

2.2 Whilst peer support is the less formal, buddy system which might even take place in a form of brown bag (lunch) sessions where peers share information and knowledge in order to enhance each other's skills.

2.3 Coaching, on the other hand, is a collaborative partnership that raises a participant’s self awareness, improves self learning as well as promotes the participants ownership of career and developmental goals and plans. This guideline will focus on executive coaching which is a facilitative, one-on-one, mutually designed relationship between a professional coach and an executive leader in an organisation. The main aim of executive coaching is to inspire leaders to make behavioural changes which transform themselves and the people around them and thereby increase the organisation's results and performance.

2.4 It is critical to note that the relationship between a Mentor and Mentee is based on trust and confidentiality should be observed at all times. A study
has found that when two months of coaching was added to leadership training, the training combined with the coaching resulted in an 88% improvement in productivity while training alone increased productivity by only 22.4%.¹

2.5 Investing time and effort in the implementation of effective mentoring, peer support and coaching practices create opportunities of good returns and reduced costs associated with off-the job training.

3. **Current trends with respect to mentoring, peer support and coaching:**

3.1 79% of organizations who responded to a survey conducted by CIPD² indicated they use mentoring/peer support and coaching practices.

3.2 61% indicated that mentoring/peer support and coaching interventions have been effective.

3.3 99% felt that mentoring/peer support and coaching can deliver tangible benefits to both the individual and the organization.

---

¹ Oliver, Bane, & Kopelman, 2001

² Ref: Survey by the Chartered Institute for People Development (CIPD). *The Chartered Institute of Personnel and Development (CIPD) is a professional association for human resource management professionals. It is headquartered in Wimbledon, London, England. The organisation was founded in 1913 and has over 130,000 members internationally working across private, public and voluntary sectors: Wikipedia/www.cipd.co.uk.*
3.4 92% agreed that when mentoring/peer support and coaching processes are managed effectively they have a positive impact on the organizations' ability to improve performance.

4. **Purpose**

4.1 The purpose of this guideline is to promote leadership development within departments by introducing an alternative yet effective mode of learning where individuals can develop through the transfer of knowledge and skills based on the experience of their peers.

5. **Key objectives**

5.1 The mentoring, peer support and coaching programme is aimed at the following:
   
a) Providing an effective leadership development mechanism for enhancing human capital in the public service.
   
b) Providing management with a tool to simultaneously monitor and improve the abilities of less experienced managers and new cohorts of managers in the public service.
   
c) Assisting in the acquisition of new skills and to change behavior to fit organizational requirements.
   
d) Improving and maximising the efficiency of employees in meeting government’s strategic objectives.
   
e) Improving the quality and overall effectiveness of human resources development in the public service.
   
f) Attracting and retaining skilled personnel in the public service.
6. **Strategic Focus**

The development of this guideline is informed by the National Development Plan 2030, various legislative prescripts and existing HR practices as reflected below:

6.1 **The National Development Plan (NDP) 2030**

The NDP 2030 focuses on building a capable and developmental state as a key objective. This guide supports the intentions of the NDP by:

a) Promoting the improvement of skills in order to be effective in the workplace.

b) Establishing a long term development agenda in relation to training.

c) Synchronising HR practices and policies linked to career development of an SMS member.

d) Professionalising the SMS through informed continuous development and upgrading of skills.

6.2 **Legislative Prescripts**

6.2.1 Public Service Act, 1994, as amended
6.2.2 Public Service Regulations, 2001
6.2.3 Skills Development Act, 1998
6.2.4 Skills Development Levies Act, 1999
6.2.6 White Paper on the Transformation of the Public Service, 1995
6.2.7 Human Resource Development Strategic Framework - Vision 2015
6.2.8 The Third National Skills Development Strategy
6.2.9 Directive on the utilisation of the 1% personnel budget for training and development in the Public Service, issued by the Minister for Public Service and Administration on 30 March 2012
6.3 HR Practices

6.3.1 SMS Competency Framework

The SMS Competency Framework provides the foundation for leadership development as mandated through policy and other relevant legislation. The competency framework identifies 5 core and 5 process competencies which are measured using a prescribed tool.

<table>
<thead>
<tr>
<th>CORE COMPETENCIES:</th>
<th>PROCESS COMPETENCIES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents the idea behind the competency, succinctly defines what that idea means; and proposes typical behaviours which illustrate the competency.</td>
<td>Explains how the function is performed by employing these competency techniques.</td>
</tr>
</tbody>
</table>

1. Strategic Capability and Leadership
2. People Management and Empowerment
3. Programme and Project Management
4. Financial Management
5. Change Management

1. Knowledge Management
2. Service Delivery Innovation
3. Problem Solving and Analysis
4. Client Orientation and Customer Focus
5. Communication

Table 1: Core and Process competencies as indicated in SMS Competency Framework

These are the prescribed generic managerial competencies required for an SMS member. It would be important to integrate these competencies into the mentoring, peer support and coaching development plan in order to ensure synergy with the existing practices.

6.3.2 Performance Management and Development System (PMDS)

The SMS PMDS in the Public Service is prescribed for all SMS members and covers the competencies specified in the table above as Core Management Criteria (CMC). A manager who is also a Mentor may
strengthen the people management and empowerment CMC by providing evidence of their successful contribution as a mentor within the department.

6.3.4 Understanding managerial roles and responsibilities

It is important to understand the roles and responsibilities of managers at different levels of the organization. It provides an understanding of the complexities that are involved in the work that is expected to be performed which then provide a good interpretation of what are important skills requirements at those different levels.

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Leadership Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Supervise operational staff at a Unit level and ensure adherence to policies, practices, procedures in order to achieve Directorate’s goals.</td>
</tr>
<tr>
<td>Chief Director</td>
<td>Manage Managers and oversee the achievement of project/Chief Directorate’s goals.</td>
</tr>
<tr>
<td>Deputy Director-General</td>
<td>Manage managers and oversee the achievement of programme and branch goals.</td>
</tr>
<tr>
<td>Director-General</td>
<td>Responsible for setting vision and strategic direction in order to achieve departmental goals by overseeing programmes.</td>
</tr>
</tbody>
</table>

*Table 2: Roles at different levels.*
**Roles and responsibilities**

<table>
<thead>
<tr>
<th>Minister</th>
<th>DG</th>
<th>DDGs</th>
<th>CDs</th>
<th>Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide political leadership to meet government objectives.</td>
<td>Direct support to the Minister. Provide strategic leadership of the Department Institutional integration and integrated governance Regional Integration Implementation of MISS Managing a corporate/enterprise through leading people and task execution management Design Strategic Planning Frameworks Leadership and Management Strategy</td>
<td>Support to the DG and Minister. The interpretation and implementation of the Departmental Strategy. Achieving the strategic objectives of the Branch Managing a group of functions. Tracking progress of the Branch and reporting appropriately Oversight of Branch Programmes Stakeholder relationship management (internal &amp; external) Strategic framework/ M&amp;E</td>
<td>The interpretation and implementation of Branch strategy. Develop Policies, design planning frameworks and guidelines to operationalise strategy. Managing functions of Directors and Component (ensure resources are available, financial management etc) Performance/ Standards/ Policies/ M&amp;E</td>
<td>“Project” management Ensuring the achievement of operational targets. Managing others and projects ensuring that all contribute towards achievement of dept goals Guidelines/ Practices/ Frameworks/ M&amp;E</td>
</tr>
<tr>
<td>Accountable to the President and the Citizens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3: Indication of specific roles and responsibilities of senior leadership**

Mentoring, peer support and coaching are instrumental to the effective development of leadership competencies as they provide a conducive environment for the guidance, personalized support to recipients and transfer of knowledge gained through experience.

**7. Why is mentoring, peer support and coaching increasing in popularity?**

**7.1** Mentoring, peer support and coaching is an effective management method of attaining skills quickly. This is important for organizations as there are constant changes in the work environment. This allows the organization to adapt quickly to change.
7.2 In the changing work environment employees are required to take on expanded roles that they may not be necessarily trained for. Mentoring and peer support provides a proven platform that shows that skills transfer and know how is possible without having to perform class room based training. The employee is trusted to gain confidence in the expanded role and becomes more able to perform the tasks as required.

7.3 Globally research has shown that employees prefer individualized training programmes then the one size fits all approach. Due to the individualized nature of mentoring, peer support and coaching these have gained immense popularity in various workplaces.

7.4 Mentoring, peer support and coaching remain transformational learning processes for organizations.
PART B: MENTORING AND PEER SUPPORT

Mentoring involves a relationship between a mentor and a mentee. The definition of a mentor and mentee, their roles and responsibilities as well as benefits of mentoring are explained in detail below.

It should be noted that peer support does not follow a structured process like the one for mentoring as outlined below, since it is a less formal, buddy system which might even take place in the form of brown bag (lunch) sessions where peers share information and knowledge in order to enhance each other's skills.

1. **Who is a mentor?**

1.1 A mentor is someone who has a genuine interest in overseeing and supporting the career development of another person outside the normal manager and subordinate relationship.

1.2 A mentor does not necessarily need to be a line manager of the mentee, but should be someone who is available for advice and guidance when needed.

1.3 A mentor is willing to invest his/her time, effort and share his/her knowledge by entering into a relationship with another person who is seeking a learning experience.

1.4 Mentors are experienced senior managers within an organization that possess the following qualities:

1.4.1 proven track record in self development and the development of others
1.4.2 excellent interpersonal skills
1.4.3 commitment with regard to the mentoring relationship
1.4.4 an ability to create a learning environment
2. **Who is a mentee?**

2.1 A mentee is an individual at senior management level who wants to be proactive in their professional career development. This could be a newly appointed SMS member who needs to learn about the organizational culture and gain insights to the nuances of the workplace from a more experienced person. A mentee could also be an existing SMS member who is seeking professional guidance to reach one or more career goals.

2.2 Mentees are either existing or newly appointed SMS members within the organization that possess the following qualities:

2.2.1 Open minded and willing to learn
2.2.2 Investing equally in the mentor - mentee relationship
2.2.3 Ability to share thinking without feeling prejudiced
2.2.4 Not afraid to acknowledge when they don’t know something
2.2.5 Not afraid to ask questions or share concerns
3. **What do mentees expect?**

3.1 Encouragement in developing knowledge and skills to produce better results in their own work area.

3.2 Advice and perspective from another individual who has experienced similar workplace scenarios.

3.3 Assistance in setting and achieving goals faster.

3.4 An understanding of how the organization works.

3.5 Help in planning their long term career.

3.6 Guidance without being instructed what to do.

4. **The mentoring relationship**

4.1 Many mentoring relationships are based on a contract between the mentor and mentee in which they make commitments. Below is an example of what the mentee can commit to:

4.1.1 Clarifying the goals she/he wants to achieve in the mentoring relationship, with the mentor's help.

4.1.2 Contacting the mentor and setting up meetings.

4.1.3 Following up on agreed tasks.

4.1.4 Gaining her/his direct supervisor's support.

4.2 The mentor should for example commit to the following:

4.2.1 providing the necessary mentoring support;

4.2.2 being unbiased about the mentees situation;

4.2.3 providing objective and positive information;

4.2.4 helping the mentee to set goals and provide strategies to meet them; and

4.2.5 observing confidentiality at all times.
4.3  Mentoring provides value to both mentor and mentee. These include:

4.3.1 Knowledge and skills development.
4.3.2 Insight into organisational culture and structure.
4.3.3 Expanded personal networks
4.3.4 Improved career planning

5. **Benefits of Mentoring**

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in personal and professional confidence</td>
<td>Satisfaction from sharing experience, knowledge and watching the mentee develop</td>
<td>New support networks for employees during transitional stage of employment</td>
</tr>
<tr>
<td>Receives advice, support and develops new perspectives</td>
<td>Improved communication with staff</td>
<td>Managers develop enhanced people skills</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Refined leadership, management and interpersonal style</td>
<td>Increase in employee motivation and work satisfaction</td>
</tr>
<tr>
<td>Clearer understanding of their role within the organization and increased insight into the organizational culture</td>
<td>Opportunity to test new ideas and understand other areas in the organisation</td>
<td>Improved communication and staff retention</td>
</tr>
<tr>
<td>Increased visibility and networking as well as potential for career growth</td>
<td>Renewed enthusiasm in own long term profession</td>
<td>Improved human resource planning and management</td>
</tr>
</tbody>
</table>
Access to a safe environment to assess successes and failures | Recognition of own skills | Enriched learning culture
---|---|---
Access to a powerful learning tool to acquire skills and experience | Opportunity to expand networks within the organisation | Reduced recruitment costs as a result of increased employee retention

6. **What does it take to be a good mentor?**

The following is a checklist that potential mentors can use to see if they possess the required characteristics. Individuals do not need to possess all of the following characteristics but can be guided by such for their own introspection:

- You clearly and regularly demonstrate leadership competencies and public sector values
- Your work demonstrates solid or superior achievement
- You use a variety of techniques and skills to achieve your goals
- You are considered by peers to be an expert in your field
- You set high standards for yourself
- You enjoy and are enthusiastic about your field
- You continue to update your knowledge in the field
- You listen to and communicate effectively with others
- You exhibit a good feeling about your own accomplishments and about the profession
- You recognize excellence in others and encourage it
- You are committed to supporting and interacting with colleagues
- You are able to role-play and understand their views
- You enjoy intellectual engagement and like to help others
- You are sensitive to the needs of others and generally recognize when others require support, direct assistance, or independence
- You exercise good judgement in decisions concerning yourself and the welfare of others

onyxtruth.com
7. **Ten steps that mentors and mentees should follow before and after they agree to a mentor - mentee relationship**

<table>
<thead>
<tr>
<th>10 steps for mentors</th>
<th>10 steps for mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before agreeing to the mentor - mentee relationship:</strong></td>
<td><strong>Before agreeing to the mentor - mentee relationship:</strong></td>
</tr>
<tr>
<td>• Carefully consider your commitment to the mentorship program, and your ability to meet the expectations of the program.</td>
<td>• Carefully consider your commitment to the mentorship program, and your ability to meet the expectations of the program.</td>
</tr>
<tr>
<td>• Ensure you have a good understanding of the expectations of the potential mentee. Each potential candidate will have a unique set of goals that they will hope to achieve. Attempt to ensure the relationship is one that will reasonably fulfill the expectations of both parties.</td>
<td>• Ensure you have a good understanding of the expectations of the program by committing yourself and following through with your commitment. Attempt to ensure the relationship is one that will reasonably fulfill the expectations of both parties.</td>
</tr>
<tr>
<td><strong>After agreeing to be a mentor:</strong></td>
<td><strong>After agreeing to be a mentor:</strong></td>
</tr>
<tr>
<td>• Meet with the mentee to establish the guidelines of the relationship in terms of the duration, schedule, time frames, types of meetings, methods of communication, etc.</td>
<td>• Meet with the mentor to establish the guidelines of the relationship in terms of the duration, schedule, time frames, types of meetings, methods of communication, etc.</td>
</tr>
<tr>
<td>• Help your mentee to set goals, based on the competencies and skills to acquire or build on.</td>
<td>• Help your mentor to set goals, based on your competencies and skills as determined by your completed self assessment.</td>
</tr>
<tr>
<td>• Determine the processes to be used and lay out a</td>
<td>• Discuss with your mentor the processes he or she</td>
</tr>
</tbody>
</table>
tentative plan of action. Be sure to use a variety of tools and resources.

<table>
<thead>
<tr>
<th>tentative plan of action. Be sure to use a variety of tools and resources.</th>
<th>recommends and a plan of action to achieve desired goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set reasonable goals to be attained with a system for monitoring progress.</td>
<td>• Agree on reasonable goals to be attained with a system for monitoring progress.</td>
</tr>
<tr>
<td>• Plan the sessions to ensure maximum efficiency.</td>
<td>• Plan with your mentor the sessions to ensure maximum efficiency.</td>
</tr>
<tr>
<td>• Be a good communicator during your conversations with your mentee. Listen well, and make sure you and your mentee have a clear understanding of each other’s goals and expectations.</td>
<td>• Be a good communicator during your conversations with your mentor. Listen well, and make sure you and your mentor have a clear understanding of each other’s goals and expectations.</td>
</tr>
<tr>
<td>• Let your mentee know how you are benefitting from the relationship.</td>
<td>• Let your mentor know how you are benefiting from the relationship.</td>
</tr>
<tr>
<td>• Give regular and constructive feedback, and be open to feedback from your mentee.</td>
<td>• Give regular and constructive feedback, and be open to feedback from your mentor.</td>
</tr>
</tbody>
</table>

8. **Establishing a database of mentors**

Departments will be required to establish a database of mentors and must allow existing SMS members at all levels to submit their application to join the mentoring network within the department. An example of such an application is reflected below, but departments may customize according to their needs.
Registration on the mentoring/peer support network – Form A1

Completed forms to be submitted to Director: Human Resources/People Management

**Personal details:**

<table>
<thead>
<tr>
<th>First name &amp; surname :</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Persal Number:</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Contact number:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Highest qualification</td>
<td></td>
</tr>
<tr>
<td>Do you have mentoring experience?</td>
<td></td>
</tr>
<tr>
<td>Years of experience within the Department</td>
<td></td>
</tr>
<tr>
<td>Years of experience in the Public Service</td>
<td></td>
</tr>
</tbody>
</table>

**Brief Narrative on your abilities and expertise:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**Indicate what you wish to gain from being a mentor:**

|  |
**Specify what skills, knowledge and experience you wish to mentor others in. Tick that which is applicable:**

<table>
<thead>
<tr>
<th>Statistical skills</th>
<th>People Management skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediation skills</td>
<td>Change Management skills</td>
</tr>
<tr>
<td>Analytical skills</td>
<td>Strategic Management skills</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Research skills</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Organisational development skills</td>
</tr>
<tr>
<td>Management skills</td>
<td>Risk management skills</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>Programme and project management skills</td>
</tr>
<tr>
<td>Financial Management skills</td>
<td>Legislative understanding and application skills</td>
</tr>
<tr>
<td>Policy development and review skills</td>
<td>Interview skills</td>
</tr>
<tr>
<td>Supply chain management skills</td>
<td>Asset management skills</td>
</tr>
<tr>
<td>Monitoring and evaluation skills</td>
<td>Conflict management skills</td>
</tr>
</tbody>
</table>

**Other specify:**

_________________________________________

_________________________________________

**Preferred mentoring method:**

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to face</td>
<td></td>
</tr>
<tr>
<td>Telephonic</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>A mixture of the above</td>
<td></td>
</tr>
</tbody>
</table>

**General:**

1. You may mentor at any given time up to 3 SMS members that is at a level below your level.
2. The mentoring process takes place over a 12 month period.

I agree that as a participant in the mentorship programme all information discussed and exchanged shall be confidential.

_________________________
Name:

Date:
9. **Choosing a mentor**

9.1 New and existing employees are to be given an opportunity to choose a mentor from the established database of mentors within the department. Thereafter the employee must complete and submit to the HR Section the form to request a mentor.

9.2 Employees should not be restricted to choosing their line managers as mentors, but they should be afforded an opportunity to choose someone who can offer timely, context-specific counsel drawn from experience; wisdom; and networks that are highly relevant to the problems to be solved.

9.3 Following the completion of the request for a mentor form, the HR section will communicate in writing to the employee requesting the mentor, and indicate the available mentors that the employee may choose from. The employee thereafter chooses a mentor from the list provided by HR and the relationship begins.

9.4 The following is an example of a request for mentor form. Departments may customize to their own needs.
Request for a mentor – Form A2
Completed forms to be submitted to Director: Human Resources/People Management

**Personal details:**

<table>
<thead>
<tr>
<th>First name &amp; surname</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Persal Number:</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Contact number:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Highest qualification</td>
<td></td>
</tr>
</tbody>
</table>

**Existing employee or new employee**

<table>
<thead>
<tr>
<th>Years of experience in the Public Service</th>
<th></th>
</tr>
</thead>
</table>

**Do you have a preferred individual that you wish to nominate to be your mentor? Specify individuals name and surname**

|  |
|--------------------------|--|

**Brief Narrative about yourself:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

**What are your specific goals over the next 12 months?**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>
Specify what skills, knowledge and experience you wish to develop. Tick that which is applicable:

<table>
<thead>
<tr>
<th>Statistical skills</th>
<th>People Management skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mediation skills</td>
<td>Change Management skills</td>
</tr>
<tr>
<td>Analytical skills</td>
<td>Strategic Management skills</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Research skills</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Organisational development skills</td>
</tr>
<tr>
<td>Management skills</td>
<td>Risk management skills</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>Programme and project management skills</td>
</tr>
<tr>
<td>Financial Management skills</td>
<td>Legislative understanding and application skills</td>
</tr>
<tr>
<td>Policy development and review skills</td>
<td>Interview skills</td>
</tr>
<tr>
<td>Supply chain management skills</td>
<td>Asset management skills</td>
</tr>
<tr>
<td>Monitoring and evaluation skills</td>
<td>Conflict management skills</td>
</tr>
</tbody>
</table>

Other specify:

__________________________________________________________________________

Preferred mentoring method: Yes/No

| Face to face   | |
| Telephonic    | |
| Email         | |
| A mixture of the above | |

General:
1. Should your preferred mentor already have 3 mentees, you will be provided with a list of other individuals who may also be able to respond to your needs.
2. The mentoring process takes place over a 12 month period.
I agree that as a participant in the mentor programme all information discussed and exchanged shall be confidential.

_________________________
Name:

_________________________
Date:
10. **Getting the mentorship relationship started**

10.1 Once the employee has decided on a mentor, the HR Section will communicate with the mentor confirming the details of the mentee.

10.2 The mentor shall then contact the mentee following the confirmation to ascertain a date and time for the first interaction. Once an agreement is reached on a date and time, the mentee shall complete the expectations form (Form A3) prior to the first interaction and have it as a point of reference for the first interaction.

10.3 During the first meeting, a mentoring agreement plan (MAP) which is Form A4, shall be concluded.

10.4 Both the mentor and mentee shall agree on the logistical arrangements for the interactions and further agree on what will be suitable in terms of the length and frequency of such interactions. All discussions shall be confidential.

10.5 A mentorship relationship shall be a minimum of 12 months. Following the conclusion of a mentorship relationship, the mentor and mentee shall complete an evaluation form (Form A5/ Form A6). The completed forms must thereafter be submitted to HR Section for record purposes.

10.6 It should be further noted that either the mentor or mentee have a right to terminate the relationship, should the mentoring relationship be deemed no longer viable.
Mentee expectations – Form A3
The details of this form must guide your first interaction with your mentor

My skills and qualifications are:

My professional goals are:

My most recognizable achievement is:

My strengths are:

My weaknesses are:
My expectations from this relationship are:

The top 5 areas I want to focus on over the next 12 months:

General remarks:

Mentoring Agreement Plan – Form A4
I, _______________________ (mentor), hereby agree to this formal 12 month mentoring relationship with ________________________________ (mentee).

My role as a mentor will be to support my mentee’s development process by providing advice and recommendation without prejudice.

My role as a mentee will be to ensure that I am committed to the learning and development interaction that my mentor intends to provide.

The following will be the logistics of our interactions:

We agree to meet face to face _________ (indicate the number of times) a month. Such a face to face meeting will not be longer than 90 minutes and not shorter than 30 minutes. The date(s) of a monthly face to face interaction shall be agreed upon by both parties. We further agree to communicate via email, should support and advice be required. We shall agree to have telephonic discussions at times suitable to both parties.

We agree to concentrate on the following 5 (five) developmental needs as identified by the mentee:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

3 A minimum of 9 face to face meetings are required over a 12 month period.
I agree that as a participant in the mentorship programme, all information discussed and exchanged shall be confidential.

____________________________________
Mentor
Name: 
Date: 

____________________________________
Mentee
Name: 
Date: 
Mentee Evaluation – Form A5
Completed forms to be submitted to Director: Human Resources/People Management

Personal details:
First name & surname:
Persal Number:
Job Title:
Contact number:
Email:

Over the last 12 months, I was in a mentoring programme. My mentor was__________________. At the start of the interaction we set out to achieve the following goals:

1. ______________________________ Achieved/Not achieved
2. ______________________________ Achieved/Not achieved
3. ______________________________ Achieved/Not achieved
4. ______________________________ Achieved/Not achieved
5. ______________________________ Achieved/Not achieved

Tick appropriate

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your mentor provide the relevant support as you expected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was your mentor helpful in assisting you to achieve your developmental goals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel satisfied with the outcome of the mentoring interaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you achieve all your goals?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggestions to improve the programme:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

My general concerns are:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

_____________________________________________________________________________

Mentee
Name:
Date:
Mentor Evaluation – Form A6
Completed forms to be submitted to Director: Human Resources/People Management

**Personal details:**

<table>
<thead>
<tr>
<th>First name &amp; surname :</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Persal Number:</td>
<td></td>
</tr>
<tr>
<td>Job Title</td>
<td></td>
</tr>
<tr>
<td>Contact number:</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
</tr>
</tbody>
</table>

Over the last 12 months, I was in a mentoring interaction. My mentee was__________________.

At the start of the interaction we set out to achieve the following goals:

1. ______________________________ Achieved/Not achieved
2. ______________________________ Achieved/Not achieved
3. ______________________________ Achieved/Not achieved
4. ______________________________ Achieved/Not achieved
5. ______________________________ Achieved/Not achieved

**Tick appropriate**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you believe that you provided the relevant support to your mentee?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel enriched having played the role of a mentor for your own development?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel satisfied with the outcome of the mentoring interaction?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel that the mentoring programme in the department is successful mechanism to improve development of SMS?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggestions to improve the programme:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

My general concerns are:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

________________________________________
________________________________________
______________________________________________________________________________
______________________________________________________________________________

__________________________
Mentor
Name:
Date:
PART C: GUIDING NOTES FOR MENTORS

1. Many trained mentors often want to be guided in terms of other skills that may assist them in ensuring that the mentoring relationship is successful. The information below provides some assistance in this regard:

| How do I show that I am interested? | • Important to listen more and talk less  |
|                                      | • Talk to your mentee about their interests and challenges. |
|                                      | • Show empathy and sensitivity. |
|                                      | • Don’t rush through discussions. |
|                                      | • Be flexible in your discussions. |
|                                      | • Ask open questions. |

| How can you ensure that things are going well? | • Important to ask your mentee if you are on the right track. |
|                                               | • Is your mentee responsive and engaged in the discussion? |
|                                               | • Body language is an excellent indicator of interest or boredom. |
|                                               | • Define the goals clearly and use each point of achievement as a method of measuring progress. |

| How do I give constructive feedback? | • Feedback is vital. |
|                                     | • Focus on the behaviour of your mentee and do not personalise. |
|                                     | • Focus on description rather than judgement. |
|                                     | • Balance negative with positive. |
|                                     | • Feedback should add value to the overall experience and encourage participation. |

<p>| How do I motivate my mentee? | • Create a vision – what do you want to achieve. |
|                             | • Encourage |</p>
<table>
<thead>
<tr>
<th>How do I manage a relationship that is failing?</th>
<th>How do I do an analysis of training?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep a high degree of positivity</td>
<td>• Learn to discuss things openly.</td>
</tr>
<tr>
<td>• Acknowledge and register progress</td>
<td>• Record and reflect on your own doubts</td>
</tr>
<tr>
<td></td>
<td>• Try to identify and describe problems in a detailed manner rather than in general.</td>
</tr>
<tr>
<td></td>
<td>• Decide on a plan of recovery and improvement and closely monitor.</td>
</tr>
<tr>
<td></td>
<td>• Assess the requirements of their current post and role</td>
</tr>
<tr>
<td></td>
<td>• Get them to define their future career aspirations and associated requirements.</td>
</tr>
<tr>
<td></td>
<td>• Ascertain their strengths and weaknesses.</td>
</tr>
<tr>
<td></td>
<td>• Assess their achievements</td>
</tr>
<tr>
<td></td>
<td>• Assess their experience at work</td>
</tr>
</tbody>
</table>

essentialresilience.com
Establishment/Maintenance of a mentoring database

Registration as a mentor using Form A1

Training of mentors who have no previous mentorship training

HR hosts annual discussion on the outcome of mentoring programme and considers areas of improvement for new financial year

Choosing a mentor from the database by completing Form A2

Required steps in the mentoring/peer support process for departments

Following 12 month interaction mentor to complete mentor evaluation form - Form A6

Mentee to complete expectations form for 1st meeting - Form A3

Following 12 month interaction mentee to complete mentee evaluation form - Form A5

Start of a 12 month relationship

During the 1st interaction mentor and mentee to complete the mentoring agreement plan (MAP) - Form A4

Start of a 12 month relationship

Following 12 month interaction mentor to complete mentor evaluation form - Form A6
PART D: COACHING

1. **What is a coach?**

1.1 A coach is a trained facilitator who possesses specific training and experience in the coaching process. Coaches are generally external professional facilitators who assist leadership participants to develop specific leadership competencies. Most leadership development programmes exclusively utilize executive leadership coaches.

1.2 Coaches are typically sourced from outside the organization and are sourced based on skill and experience. A good coach must have specific training and expertise. They must also have sound coaching skills that include motivational strategies, accountability and trustworthiness.
2. **The coaching relationship**

2.1 The relationship consists of a coach (external to the organization) and a protégé (employee within organization).

2.2 A protégé must elicit the following characteristics:

   2.2.1 a positive attitude.
   2.2.2 must be open-minded.
   2.2.3 must take responsibility for her or his own personal development.
   2.2.4 must be able to commit and invest the necessary time and effort into the programme.

2.3 A coach must elicit the following characteristics:

   2.3.1 have a positive perspective to problem solving
   2.3.2 proven track record in self development and the development of others.
   2.3.3 excellent interpersonal skills which include listening, supporting and encouraging ability.
   2.3.4 ability to create a self learning environment.
   2.3.5 willingness to learn and see things from alternative perspectives.

3. **The Benefits of a coaching partnership**

3.1 The coach has the following benefits:

   3.1.1 Increased insight into themselves and others
   3.1.2 Being recognized by their peers
   3.1.3 Increased skill in people development.
3.1.4 Better opportunities for self development and to learn from others.
3.1.5 Improved motivation and job satisfaction.

3.2 The protégé has the following benefits:

3.2.1 Improvement of self confidence
3.2.2 Receives career advice.
3.2.3 Improved motivation.
3.2.4 Provided with help with career planning
3.2.5 Provided with advice on managing new situations that pose challenges.
3.2.6 Improved work-life balance
3.2.7 Improved interaction and communication skills.

4. Financial implications

The mentoring programme has no financial bearing to departments. However, executive coaching needs to be budgeted for as part of the departmental training budget.

5. Conclusion

5.1 This guide intends to focus on levels 13 and 14 of the SMS in terms of mentorship/peer support programmes. At the level of DDG and DG, executive coaches’ maybe sourced by departments at their own cost to meet specific needs of SMS members at those levels.

5.2 Such coaches must possess the qualities as expressed in this guide and must be suitably qualified and experienced in the coaching field. The department must ensure that when sourcing coaches they consider first the needs of the DDG or DG when requesting for a coach.
Reference List:


Coaching and Mentoring: Practical Conversations to Improve Learning, Eric Parsloe, 2009

Coaching Training, Chris W Chen, 2003

The Mentoring Manager: Strategies for Fostering Talent and Spreading Knowledge, Gareth Lewis, 2000

Managers as Mentors: Building Partnerships for Learning, Chip R. Bell, 2002.


Mentoring and Coaching, Articles for the Human Capital Review, Knowledge Resources, Johan Herholdt, 2012

Mentoring and coaching – An overview, CIMA, (2002) vol (unknown)

www.talentmgt.com

www.gov.pe.ca/psc

www.strategicbusinessnetwork.com/about

www.humaxnetworks.com


www.coachingnetwork.org.uk/information.../Articles/default.asp

www.cipd.co.uk/

www.policecouncil.ca
www.theguardian.com/.../coaching-mentoring-teachers-professional-development

www.mentoring.org

www.mindtools.com