# The Public Service MentorshipProgramme

## Step by Step guide



the **dpsa**

Department:
Public Service and Administration
**REPUBLIC OF SOUTH AFRICA**

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# The Public Service Mentorship Programme

Department of Public Service and Administration

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# Introduction to the mentorship programme

## What is mentoring

Mentoring involves the development of a relationship between a seasoned and wise person – the mentor – who supports a less experienced individual – the protégé – to achieve personal growth so that she/he can achieve greater efficiency, productivity and effectiveness within an organisation.

The relationship between the mentor and the protégé provides opportunities for each to fulfil personal objectives. For the mentor, it provides an opportunity to express inner motivations to assist other people to develop. For the protégé, it is an opportunity to get support, guidance and trusted feedback while attaining professional competence.

Mentoring is both value and career orientated. It is value orientated in that it develops the protégé's character and values; career orientated because it introduces protégés to ways of thinking, solving problems, strategising and developing skills that are relevant to their careers.

Mentoring does not replace, but supplements, the role of an individual's immediate supervisor to provide on-the-job training and development.

## Background

South African government departments are developing and implementing mentorship programmes as part of a broader plan to improve capacity in the public sector. Cabinet has determined that a well-structured public service mentorship programme that will result in regular upgrading of the skills of workers and management must be introduced.

This intention is clearly based on the recognition that there are capacity and skills gaps that are hindering the ability of the public sector to deliver on government's mandate. The lack of capacity manifests itself in two main dimensions: specific shortages of skills in particular occupational groups, and more general public administration skills and capacity gaps within departments in the provincial and particularly the local government spheres.

Mentorship as a vehicle for capacity building and skills acquisition is desirable in the public service for a number of reasons. First, mentorship is fundamentally about the skills transfer process in the workplace; second, mentorship can be put in place more quickly than it would take to design and implement formal types of training, which would take several years to produce appropriately skilled graduates; third, mentorship accords with a developmental approach to training in government focused on learning on-the-job; fourth, the mentorship model can be rooted in a non-authoritarian participative mode of learning.

*Mentoring will become one of the long-term interventions aimed at ensuring accelerated service delivery in the public service*

Mentoring will become one of the long-term interventions aimed at ensuring accelerated service delivery in the public service. This document will provide guidelines within which national and provincial departments will develop their own mentorship policies, programmes, structures, mechanisms, administrative bases and quality assurance measures.

Mentorship is an evolving and dynamic process. It has to become part of the everyday life of the organisation and this requires time and above all, a growing commitment to the rewards of learning, innovation and developing new cadres of public servants. Growing the intellectual capital that exists within the South African public service through mentorships means that government must devote considerable energy to the development and training of the mentors who form the foundations of such an intervention in every department.

## Purpose of mentorship

Mentoring underpins skills development for service delivery and transformation in the public sector.

Specifically, the purpose of a mentorship is to equip the protégé with the necessary abilities to cope with new demands, whilst creating an environment where they are free to practice and demonstrate their newly learnt abilities.

## Beneficiaries of the mentorship programme

In the South African public service the following people could benefit as protégés in the mentorship programme:

❏ public servants who are promoted in managerial positions;
❏ public servants who apply for and are accepted on a mentorship programme;
❏ students and graduates who are appointed as interns in the public service;
❏ learners who are registered for a learnership offered in the public service.

While the general purpose of mentorship remains the same in all these cases, the training and selection of mentors must take into account the specific nature of support required by the three different types of protégé. This is because the background, circumstances and needs of the different types of protégé vary.

# Framework for the mentorship programme

## Programme objectives

❏ Providing a powerful non-formal training vehicle for enhancing human capital in the public service.
❏ Providing a value-added experience to enhance formal learning programmes such as the learnership programme and experience-based programmes such as the internship programme.
❏ Improving and maximising the efficiency of employees in meeting government's strategic objectives.
❏ Speeding up the implementation of the employment equity programme.
❏ Improving the quality and overall effectiveness of human resources development in the public service.
❏ Attracting and retaining scarce skills in the public service.
❏ Providing management with a tool to simultaneously monitor and improve the abilities of both individual new and young managers and new cohorts of managers in the public service
❏ Accelerating and improving the induction/orientation of selected groups of new employees and reducing wastage in the early stages of employment.

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*Important note*

*This document focuses on the activity of mentoring and how this activity is managed. It refers to the mentoring aspects of the Internship and Learnership Programmes but does not deal with other aspects of these programmes. Full guidelines for these programmes are provided in separate documents.*

## Principles of mentoring

### Lifelong Learning

Communities and workplaces are changing continuously and public servants need to influence and take advantage of these changes to improve the quality of people's lives. There is a need for continuous improvement and upgrading of skills and service delivery.

### Equity

This calls for a commitment to building an inclusive public service and widening opportunities, whilst encouraging effective collaboration amongst people from diverse experiences and backgrounds.

### Demand led

Skills development will focus on the assessment of public service needs. Emphasis will be placed on the skills and competencies required in supporting effective and efficient service delivery.

### Partnerships and cooperation

Effective skills development requires cooperation with the private sector and leading individuals with much sought after and scarce skills and any other organisation based in South Africa committed to skills development.

### Regulation and legislation supporting mentorships

The mentorship programme will be established within the framework of the National Human Resource Development Strategy and the Human Resource Strategy for the Public Service. It will complement other initiatives like the new learnership and internship programmes, and those related to skills development in the Public Service. Implementation of the mentorship programme will be supported by guidelines for effective coordination at national, provincial and departmental levels.

This document and future mentorship programmes will be informed by the following:

❏ Skills Development Act, 1998.
❏ Public Service Act, 1994
❏ Public Service Regulations, 2001
❏ National Human Resource Development Strategy
❏ Human Resource Development Strategy for the Public Service

❏ Sector Skills Plans, informed by the Workplace Skills plans of the various departments.
❏ Departmental Human Resources and Employment Equity Plans.

# Mentors

Mentorship involves growing the total person through to insightful independence, which recognises the on-going nature of personal development. To achieve this, the mentor must be able to fulfil a psychological and a facilitating role.

*The psychological role calls for the mentor to assist the protégé in confronting and overcoming the stresses and strains of work and personal life.*

### Psychological role

This role calls for the mentor to assist the protégé in confronting and overcoming the stresses and strains of work and personal life and often the conflict between the two by providing emotional support. To do this the mentor needs to provide psychological and inter-personal resources that will enable the protégé to mobilise emotional energy for effective job performance. Effort should focus on reinforcing protégés' sense of personal competence and managerial effectiveness, which are essential for growth in their current positions. Emotional support entails:

❏ Mentors being available to listen actively.
❏ Maintaining perspective and demonstrating faith in the protégé
❏ Soliciting protégés' ideas whilst encouraging them to find their own solutions.
❏ Making protégés accountable for their decisions.
❏ Providing ongoing feedback.

### Facilitating role

This role involves training and orientating the protégés to the realities of the workplace to ensure optimal performance. The focus is on transmitting knowledge and skills on all aspects of their work. This role entails that mentors should:

❏ Inspire protégés to take action by encouraging their initiative and creativity.
❏ Act as role models. This requires that mentors start by reflecting on their own experiences and values and then point out cherished values and actions to protégés.
❏ Provide support by helping to clarify performance goals and development needs, teaching or facilitating the development of

managerial and technical skills and pointing out specific areas of behaviour that protégés need to improve on.

❏ Mobilise protégés' ability to deal with situations and solve problems, and assist them to establish and exercise their authority.

In order to fulfil their responsibilities effectively mentors require the following attributes:

❏ A sound and seasoned knowledge of the public service, its intangible structures, core values and culture.
❏ An interest in teaching and sufficient time and ability to assist protégés in developing learning objectives and structuring the learning experience to meet the objectives.
❏ Ability to assist protégés in integrating knowledge, skills, experiences and values required in the public service.
❏ The ability to encourage and motivate.
❏ Good interpersonal skills for counselling and the ability to create an open, candid atmosphere for protégés to confide and trust in them.
❏ Ability to assist with, guide and monitor protégés' development in areas outside their own technical field of expertise.

In addition mentors are expected to subscribe to and express the following values in their work:

❏ Show respect and courtesy towards citizens and towards colleagues in the public sector
❏ Show caring for and uphold the dignity of all people
❏ Express a positive approach to the challenges and opportunities for service in the public service
❏ Subscribe to the principles of Batho Pele

## *Confidentiality*

Mentors need to understand that the mentor-protégé relationship is one of trust. When either protégés or mentors share information in this relationship the expectation is that this information will not be disclosed to any other person without the permission of the person disclosing the information.

## Eligibility of mentors

Mentors should be individuals with a reasonable degree of seniority (above five years of experience in the particular division of the public service), who are interested in mentoring and willing to spend time engaged in mentoring.

Serious consideration should be given to the extent to which the eligible person has the time resources to take on this responsibility.

*A person's aptitude and personal characteristics are important factors in a mentoring relationship*

The number of mentors needed in a department will depend on the strategic developmental needs of personnel and the number of internship and learnership positions in the department.

## Selection of Mentors

Government provides for the recruitment of mentors on a volunteer basis and also through delegation and selection by senior managers.

In principle volunteer mentors are preferable. However, a manager may identify and request a suitable employee to act as a mentor.

A member of staff who volunteers to become a mentor will not automatically be appointed. Willingness to become a mentor is not in itself sufficient grounds for appointing someone. A person's aptitude and personal characteristics are important factors in a mentoring relationship. The suitability of all personnel for this responsibility must be carefully considered.

### *Nomination of mentors by government departments*

All provincial and national government departments must put in place mechanisms for the nomination of mentors both internally and externally. Nomination should be based on the criteria for selection outlined above.

### *Strategic individuals*

Individuals who possess scarce skills are encouraged to apply to become mentors on the programme.

### *Nomination of mentors from external institutions including the private sector and parastatals*

Any organisation or institution that is based in South Africa and is committed to capacity building of all South Africans can affiliate to the mentorship programme. Key individuals in such organisations may be selected as mentors if they have the appropriate attributes.

In government, the human resource (HR) and training committees in conjunction with senior managers should identify managers who:

*Managers are responsible for closely monitoring and evaluating the transfers of skills from training interventions to the workplace*

❏ occupy positions in units where protégés are located in the department and
❏ are eligible and have the appropriate attributes.

Once identified these managers can be included in the pool of mentors for the department and undergo a mentorship training programme.

Being a mentor involves playing an important developmental role with protégés – be they employees, interns or learners. The recommendation is for mentorship to become an established part of a manager's responsibility. In terms of the Human Resource Development Strategy for the Public Service every manager is responsible for actively ensuring that all his/her employees are given the opportunity to learn within the departmental strategic HR plan. Managers are responsible for closely monitoring and evaluating the transfer of skills from training interventions to the workplace by identifying key performance indicators and performance standards and assessing employees against these.

In principle and practice the role of a mentor will not differ significantly whether the protégés are employees, interns or engaged in learnerships. However, the selection of mentors should take into account their professional background and experience in order to ensure a good match. For example it is no good matching an electrical engineer with a civil engineer unless the purpose of the matching is to develop the general project management skills of the protégé rather than engineering expertise.

The age of the mentor in relation to the protégé may require consideration. It is important to take into account the respect for elders that is characteristic of many cultures. However, age does not necessarily imply wisdom. On the other hand, prospective protégés may be comfortable interacting with mentors who are the same age or even younger than they are.

## Mentoring as part of key performance areas

Once a suitable mentor is found their mentoring responsibility must be defined in their key performance areas (KPA). The inclusion of

mentoring tasks in a person's KPAs does not entitle them to additional remuneration.

In the case of each mentor an amount of their working time commensurate with their mentoring responsibility must be allocated to this area of work.

## Appointing mentors

Mentors will be appointed for a maximum of one year at a time. This appointment will ordinarily be reviewed at the end of each year when KPAs are defined or renegotiated.

However, mentor-protégé relationships may last for periods of less than one year. The programme manager responsible for the mentorship, internship or learnership programme concerned must consult the line manager of each mentor about allocating mentoring responsibilities as part of each mentor's KPAs.

## Training mentors

Before beginning a mentorship a mentor must receive training on an accredited course from a registered training provider.

Taking personal characteristics into account is critical in selecting people for training as mentors. It is important to bear in mind that no amount of training will make someone a good mentor if they do not have the appropriate attributes and attitudes in the first place. In other words a successful group of mentors will be achieved through a combination of selection and training.

# Protégés

## Who is eligible?

The following people can become protégés:

❏ All permanent employees in the public service. In principle, mentorship opportunities are accessible to all. However, these opportunities will be granted only where the resources of the relevant department permit, and where an appropriate mentor is available.

❏ All interns selected for the internship programme will automatically be eligible for mentoring within the mentorship programme. This includes both interns who are unemployed graduates gaining work experience and students doing an internship as part of the completion of a qualification.
❏ All persons selected for the learnership programme will automatically be eligible for the mentorship programme

## Selecting protégés

All full-time employees of the public service may apply to participate in the mentorship programme. Their acceptance into the programme will depend on whether there is a mentor that matches their skills development needs.

Acceptance will be based on the following process:

❏ The Mentorship Coordinating Committee – or the Departmental Training Committee – will review the applications.
❏ Members of the coordinating committee may confer with and interview protégés individually.
❏ The coordinating committee will make their selection based on the following criteria: the potential protégés' career goals, career path plan, educational background, work experience, strengths and weaknesses, and development needs.
❏ an appropriate mentor must be found within the public service or from an external organisation, or with a designated leading individual.
❏ The department's mentorship programme manager advises mentors of potential protégés. Mentors must indicate their acceptance or otherwise of the potential protégé.
❏ The department's mentorship programme manager informs the applicant on behalf of the Departmental Training Committee of the acceptance or rejection of the application.

## Attitude and approach of protégés

Protégés are expected to assume a pro-active and self-directed attitude towards their own empowerment and skills development. They are expected to:

❏ Be willing to learn from the mentor or role model and be an active learner who is committed to the concept and practice of lifelong learning.

❏ Take responsibility for their own self-development and show creativity in suggesting other development areas to the mentor.

❏ Become competent communicators with the ability to express their ideas, concerns and problems to the mentor.

❏ Acquire well-developed listening skills in order to understand colleagues and co-workers as well as their mentors.

❏ Take the initiative and become oriented to problem solving and to solutions based on win-win principles.

# Planning and preparation for mentorship programmes

## Critical questions to ask when planning a mentorship programme

Before deciding on the mentorship programme, it is important to consider the following issues.

### *Objectives and outcomes*

❏ What is the true objective of the mentoring programme and what are the success criteria?

❏ How does the culture of service delivery manifest or impact on the public service?

❏ How can our mentorship programme facilitate this?

❏ How will the mentorship programme contribute towards the retention of valuable skills and the building of new leadership?

❏ What organisational norms will drive results, for example the eight principles of Batho Pele, namely:
  ❏ Consultation
  ❏ Service standards
  ❏ Access
  ❏ Courtesy
  ❏ Information
  ❏ Openness and transparency
  ❏ Redress
  ❏ Value for money

### *Role-players and requirements*

❏ Who will participate as mentors and protégés?

❏ What qualities must a mentor and protégé have?

❏ Are all role-players trained?

❏ Is the mentorship programme open to issues of employment equity and diversity such as race, gender, culture and values?

Each of these phases is set out in more detail below:

| Phase | Process | Activities |
|---|---|---|
| **Needs assessment** | Establish attitudes to mentorship approach to capacity development | Conduct an opinion survey to establish knowledge about and attitudes towards mentorships. |
| | Identify mentorship needs | Strategic analysis based on personnel, institutional and line function priorities. |
| | Establish internal capacity to conduct mentorship | Identify appropriate candidates according to rank, experience and other criteria (such as willingness to volunteer). |
| | Identify current mentorship and similar activities within the department | HR and HRD directorates provide analysis of formal and informal training and capacity development. |
| | Establish whether financial resources are available | Obtain information on finances internal to department and the options available for external and donor funding. |
| **Programme development** | Develop the programme | ❑ Design mentorship programme/s based on the needs of protégé's in alignment with current training and skills development activity. <br> ❑ Decide on appropriate duration of mentorship/s. <br> ❑ Appoint programme manager. <br> ❑ Establish mentorship objectives and requirements. <br> ❑ Consult stake holders. <br> ❑ Develop protocols for interaction. <br> ❑ Create a structured framework to specifying roles and responsibilities etc. together with clear lines of authority. <br> ❑ Important to clarify the relationship between the mentor and the protégé's own line manager. <br> ❑ Characteristics of protégé group (age, experience, gender, race, skills, location (rural, urban) taken into account. <br> ❑ Set-up advisory group/steering committee. <br> ❑ Set up system for key programme information and document management. <br> ❑ Draw up a formal mentoring advocacy programme within the department. <br> ❑ Define the role of supervisors of mentors. <br> ❑ Decide where and when and how often mentoring takes place and the nature of mentoring sessions. <br> ❑ Draw up feedback and reporting procedures. <br> ❑ Develop procedure manual and write account of planning and management processes. <br> ❑ Establish procedures and structures for problem and conflicts resolution and handling of disputes. <br> ❑ Incorporate the mentorship programme into departmental HR manual/s. <br> ❑ Design joint workshops and other structured activities where departmental mentors and protégé's can interact. |

| Phase | Process | Activities |
|---|---|---|
| **Preparation** | Prepare department for mentorship programmes | ❑ Brief supervisors on intention and process of mentorship programme<br>❑ Communicate mentorship objectives with trade union and professional organisations |
| | Training for mentors | ❑ Conduct training in the theory and practice of mentoring in the public sector. |
| **Selection** | Select protégé's | ❑ Develop criteria for protégé selection.<br>❑ Determine if prospective protégé's meet criteria and select accordingly. |
| | Select mentors | ❑ Develop criteria for mentor selection.<br>❑ Determine if prospective mentors meet criteria and select accordingly. |
| **Agreements** | Formalise mentorship agreements | ❑ Draft conditions of employment.<br>❑ Draft code of conduct.<br>❑ Establish remuneration.<br>❑ Draft performance criteria.<br>❑ Performance incentives.<br>❑ Renewal options/close-out.<br>❑ Assessment process. |

## Planning phases

Suggested planning phases for a mentorship programme are as follows:

❑ assessing needs;
❑ developing the programme;
❑ selection and screening;
❑ preparation, training and orientation.

## Contracts

Three types of contract are envisaged in the mentorship programme:

❑ between mentors and protégés;
❑ between departments and mentors; and
❑ between the department and externally sourced mentors. This excludes the recruitment of foreign mentors.

### *Contracts between mentors and protégés*

To ensure consistency, protégés, interns and learners should enter into performance contracts with their mentors that specify the expected deliverables.

*Contracts between departments and mentors drawn from the public service*

Mentors should enter into performance contracts with their departments that specify the expected deliverables of the mentorship.

*Contracts between departments and externally sourced mentors*

The department may enter into an agreement with organisations or leading individuals covering the period of the mentorship programme for each protégé. The agreement will cover the following areas:

❏ Contracting organisations will provide a list of people who are willing and have time to become mentors.
❏ Contracting organisations or individuals will provide information on the qualifications and fields of expertise of proposed mentors.
❏ The department and the organisation or individual will agree on a time allocation for mentorship and consultation. The time allocation may be limited to a few days a year. The parties involved will determine if any additional time is required.
❏ Mentorship programme activities and meetings must not interfere with the day-to-day functions of protégés in their departments. Mentors and protégés will work out a schedule to suit both parties.
❏ The department will provide organisations or leading individuals with appropriate information about protégés in accordance with written consent for such disclosure. The information will include the protégés' career goals, new skills required, and current and previous work experience.
❏ The organisation will interview potential protégés to assess whether it can offer the skills they need. After the interview the organisation will inform the department's mentorship programme coordinator whether it has accepted or rejected the protégé. The decision by the organisation or leading individual is final and will not be renegotiated by the department or the protégé.
❏ The department's mentorship programme coordinator will liaise with the organisation or leading individual throughout the programme.

*Termination*

In the event of any of the parties experiencing difficulties that cannot be resolved any of the parties may initiate termination. When this occurs the department's mentorship programme coordinator will be informed of each step and the following process will be followed:

❏ Discussions will be held between the protégé and the department's mentorship programme coordinator.
❏ A written request with specific reasons for termination will be issued and sent to the organisation or leading individual.
❏ The department's mentorship programme coordinator will schedule separate meetings with the organisation, mentor and protégé to discuss the circumstances leading to the request for termination.
❏ The department's mentorship programme coordinator will arrange a joint meeting with the protégé and mentor to discuss and attempt to resolve the issue or arrange for termination.
❏ The decision will be recorded and communicated to all parties.
❏ The termination of the mentorship will be reported and finalised at the department's mentorship programme coordinating committee.

# Managing the mentorship programme

The mentorship programme should be sufficiently integrated into business functions and systems such as human resource planning, internship programme, career management, succession planning, training and development, accelerated development, performance management, employment equity, organisational development, transformation and leadership development.

Managing the mentorship programme includes:

❏ implementation;
❏ closure and evaluation of the mentorship programme on completion.

The table below details the elements involved in each of these stages.

| Phase | Process | Activities |
|---|---|---|
| **Implement** | Implement mentorship programme | ❏ Mentor and protégé negotiate performance agreements.<br>❏ Acquire personnel to implement the mentorship programme where necessary and determine workload allocations.<br>❏ Agree on the performance evaluation cycle of mentor and protégé.<br>❏ Sustain interaction between mentors and their supervisors<br>❏ Monitor ongoing mentoring practices.<br>❏ Source sufficient funding from the departmental budget and external agencies.<br>❏ Support for protégés with transport and SMT allowances (for development activities associated with the mentorship programme).<br>❏ Summative evaluation of each mentor at the completion of his or her annual contract.<br>❏ Make career guidance and counselling services available.<br>❏ Identify causes of losses of mentors or protégés from the programme and limit these.<br>❏ Formal recognition of accomplishment in the form of a testimonial letter and an entry onto the protégé's personnel record. |
| **Closure and Evaluation** | Closure of mentorship phase | ❏ Debriefing in departments. |
|  | Evaluation of mentors | ❏ Develop a set of criteria to identify which mentors should be offered the option of renewing their one-year mentor contracts. |
|  | Evaluation of mentorship programme | ❏ Establish baseline data for programme evaluation<br>❏ Identify measurables and plan to measure accurately over time<br>❏ Evaluate the function of mentorship programme, outputs, and cost-benefit assessment |

## Workload allocation norms for mentoring

Norms for mentoring workload allocation must be developed. This is a necessary basis of planning. The norms can be adjusted as experience with the programme proceeds.

The following general principles should be considered:

- ❏ In general the mentorship programme will focus on protégés who are from middle to high level management as part of succession planning. Mentors will need to have higher rank and experience than this group.
- ❏ In order to spread the mentoring load it will be advisable to conserve the available senior mentors and allocate them only to public servants on the mentorship programme. By the same token, it may be necessary to allocate middle managers to mentor interns and learners.
- ❏ The time required of mentors on each programme will be affected by the nature of the programme. The assumption is that the time requirement will be highest for those mentoring employees in the public service becoming progressively less for those mentoring protégés in the more structured internship and learnership programmes, with the latter requiring the lowest time commitment.
- ❏ These programmes involve greater group participation. For example, the formal parts of the learnership programme (namely theory and practical classes) are by definition presented to the learners as a group. As a consequence the group itself will provide some level of support if encouraged and activated. Similarly, internships should be organised so that a group starts the programme together. This group will provide some level of internal support if encouraged (for example through group activities and meetings). The programme providing the lowest levels of support because it has a small proportion of formal group activities is employee mentorship. Therefore protégés on the mentorship programme can be expected to require the highest levels of contribution by the mentor.
- ❏ The mentor may be able to provide some mentoring support to protégés as a group to save on time that would otherwise be allocated to individual consultation. For example, the learnership and internship participants will be accustomed to group interaction. This may be less the case with civil servants who are middle managers. Therefore mentoring middle managers is likely to be more time consuming.

The following aspects may also influence the time allocations required from mentors:

❏ Allocating protégés from the same programme to mentors will make their work more focused. (For example avoid allocating one intern, one learner and one employee to a mentor. Preferably make one mentor responsible for three interns or three learners or three protégés). This means that a mentor could for a particular period focus on or specialise in being a mentor to particular types of protégé – for example protégés who are interns.
❏ The mentor will have to allocate time to a number of activities in addition to actually meeting with the protégé. This time must also be taken into account as part of the mentor's overall responsibilities. These activities include preparing for meetings, writing up and filing notes from meetings, follow-ups from meetings and assistance to protégés.

It is not considered advisable for South African civil servants to become full-time mentors. This requires that we establish norms for the maximum number of hours civil servants may allocate to mentoring activities as a proportion of their total working time.

The table below sets out tentative benchmark allocations for time spent on mentoring. These are based on the following assumptions:

❏ That mentors and protégés must meet. This is not optional. Mentoring should not happen only when things go wrong.
❏ That each programme needs to specify the minimum rights of access to mentor support for protégés.
❏ That each programme needs to specify the maximum rights of access to time – this is because mentors and protégés have other work obligations.

These time allocations and the overall time requirements for mentoring in addition to meetings need to be borne in mind when allocating protégés to a mentor.

| Factors affecting who acts as mentor and time requirements | | | | | | |
|---|---|---|---|---|---|---|
| | | Characteristics | | | | Time allocation |
| | | **Aim** | **Beneficiary** | **Mode of interaction** | **Mentor needed** | |
| **Programme** | **Mentorship** | Personal growth | Middle to senior manager | personal / private | Senior manager | Highest (1 hour/ week) |
| | **Internship** | Work experience | Graduate / student | Individual / group | Middle manager | (0.5 hours / week average) |
| | **Learnership** | Study for qualification | Student | Class group | Middle/junior manager | (0.5 hours / week average) |

## Reporting on the progress of protégés

### *Reporting on a protégé's progress in a mentorship programme*

In a mentorship programme there are two ways of reporting on the progress of protégés. First, protégés are required to keep records of their own progress as specified in terms of the mentorship agreement.

Second, mentors report to their mentorship programme managers on the progress of the protégé. Mentors must respect the confidentiality of their interaction with protégés. Only when in the judgement of a mentor, a protégé is in some difficulty may the mentor report to the mentorship programme manager on this matter.

### *Reporting on a protégé's progress in an internship*

In an internship there are three ways of reporting on the progress of protégés. First, intern protégés are required to report on their progress as specified elsewhere in this document (for example in the form of a portfolio);

Second, the supervisor/line manager reports on the progress made by protégés in their work responsibilities and their involvement in experiences arranged for them to participate in as defined in terms of their performance contracts.

Third, mentors who mentor interns report to their mentorship programme manager on the progress of the protégé. Mentors must respect the confidentiality of their interaction with interns. Only when in the judgement of a mentor, an intern is in some difficulty may the mentor report to the mentorship programme manager on this matter.

*Reporting on the protégés' progress in a learnership*
In a learnership there are two ways of reporting on the progress of protégés.

First, learners are required to keep records of their progress as specified in terms of the learnership agreement.

Second, mentors report to the mentorship programme manager on the progress of protégés. Mentors must respect the confidentiality of their interaction with learners. Only when, in the judgement of a mentor, a learner is in some difficulty may the mentor report to the learnership programme manager on this matter.

Third, the supervisor/line manager reports on the progress made by learners in the work-experience elements of the learnership programme.

*Final report by mentors*
Mentors must submit a final report on their protégés in any programme (namely learnerships, internships, and mentorships).

In order to meet their reporting requirements all mentors must keep a record of interactions with protégés in all programmes. The mentor must keep a file containing records of:

❏ the date time and duration of each formal meeting or appointment;
❏ interactions with the protégé that are noteworthy in any way and
❏ agreement on actions to be taken by either party.

On the basis of these records mentors must write a minimum one page report at the conclusion of every mentorship irrespective of its duration. This report must be submitted to the programme manager.

*Reporting by mentors to their own line-managers*

All mentors report to their own line managers on whether their time is under or over-used. Other reporting on the progress of protégés is made to the mentorship programme manager.

*Reporting to the DPSA on the completion of mentorship programmes*

Each department must provide data to the Department of Public Service and Administration (DPSA) on the completion of a mentorship programme. The DPSA will communicate with departments on the requirements for this reporting.

## Dispute resolution

The resolution of disputes between mentors and protégés should be dealt with in the following way

*Discipline*

Where protegés transgress any of the public service regulations or departmental policies and procedures or commit other acts of misconduct, disciplinary action will be taken in accordance with the disciplinary code and procedures for the public service contained in PSCBC Resolution 2 of 1999, as amended by PSCBC Resolution 1 of 2003.

*Grievances*

If protegés feel aggrieved by any matters arising from their working conditions, they shall lodge a grievance in terms of the rules for dealing with grievances of employees in the public service, promulgated in Government Gazette No. 25209 on 25 July 2003 by the Public Service Commission.

## Monitoring and evaluation

Each department is expected to conduct its own internal monitoring and evaluation activities.

The DPSA will monitor the implementation of the mentorship programme through the following mechanisms:

❑ Reviewing the audit and evaluation reports by the Public Service Commission on the application and implementation of human resource development (HRD) strategy.
❑ Departmental HR plans contained in the integrated strategic plans submitted to the National Treasury by each department annually.
❑ Annual WSP and ATR reports submitted by departments to the Public Service Sector Education and Training Authority (PSETA).
❑ Monitoring sector education and training trends and patterns for forecasting and planning purposes.

# Roles and responsibilities



Roles and relationships in a mentorship programme

- DPSA Human Resources Directorate
- Departmental Training Committee
- Mentorship Programme Manager
- Human Resources
- Departmental SMT
- Line Manager
- Line Manager
- Mentor
- Protégé

**Key**

- Personal and psychological support
- Support
- Reporting
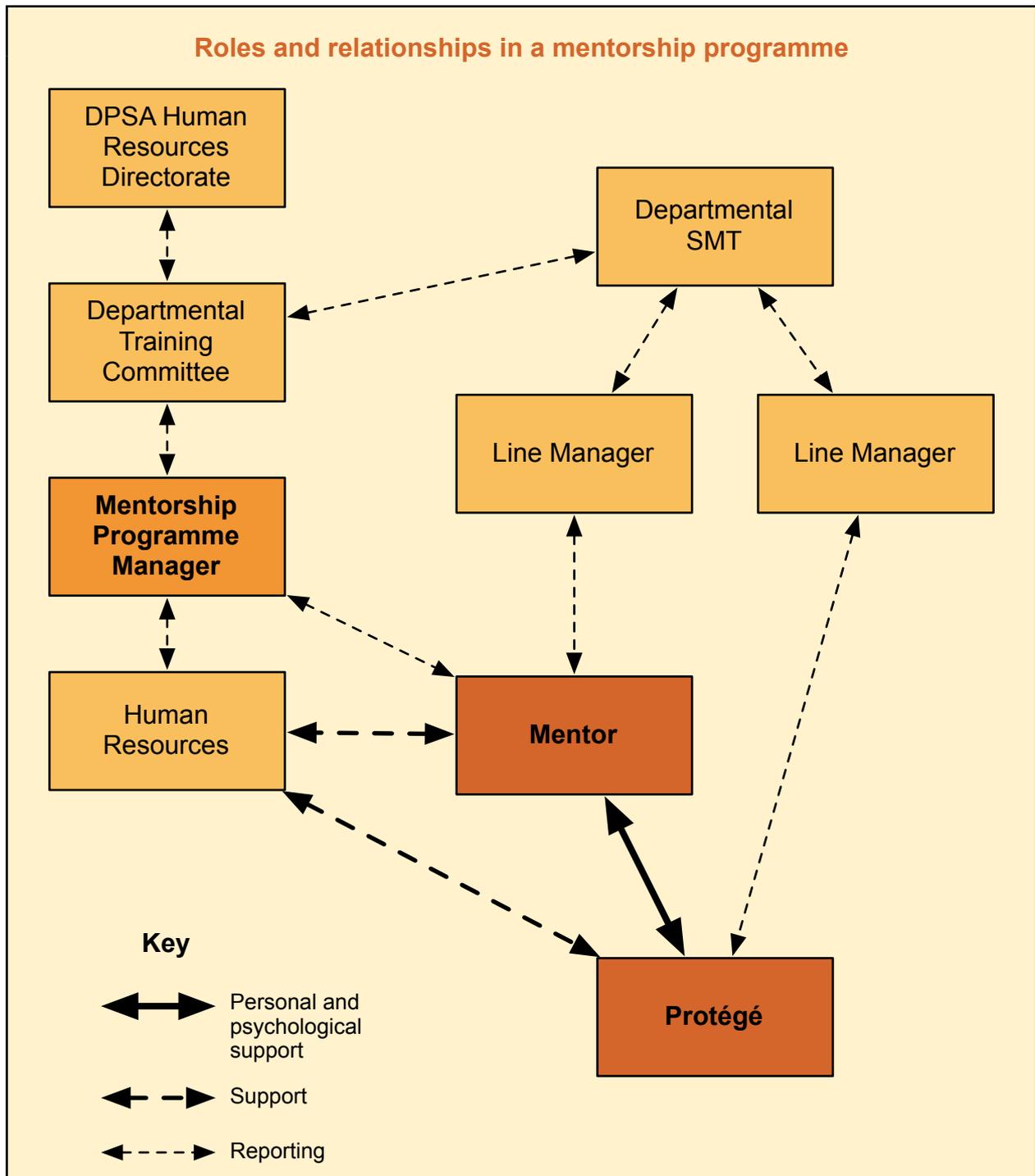
## Heads of departments

❏ Ensure that mentorship programmes are integrated into the human resource and employment equity plans.
❏ Approve mentorship contracts.
❏ Appoint the Mentorship Programme Coordinating Committee if the functions of this committee are not to be undertaken or cannot be undertaken by the Departmental Training Committee
❏ Approve mentorship plans and programmes.
❏ Integrate mentorship programmes into the performance agreements of relevant managers.
❏ Monitor and evaluate progress of mentorship programmes.
❏ Appoint a programme manager for the mentorship programme

## Heads of human resource development

❏ Facilitate and coordinate mentorship programmes across the organisation.
❏ Facilitate agreements between the department and other relevant sectors and stakeholders.
❏ Develop the mentorship programmes in conjunction with the relevant stakeholders.
❏ Develop a performance management system for protégés, mentors and managers, which covers performance agreements, assessments and management styles.
❏ Develop capacity for mentoring across the organisation.
❏ Develop capacity to implement the mentorship programme.
❏ Select the programme coordinator.
❏ Assist in the selection of mentors.
❏ Align the mentorship programme with HRD plans.
❏ Develop monitoring, assessment and evaluation methods for the assessment of protégés and the programme as whole.

## Human resources managers

❏ Make available job profiles and competencies as required.
❏ Collaborate with mentorship coordinating committees to align mentoring to the job profiles and competency needs.
❏ Align the programme with the overall HRD strategy.

## Mentorship programme coordinating committee

These committees will be constituted by:

- ❏ The head of HRD who will facilitate and coordinate the mentorship coordinating committee meetings and activities.
- ❏ The head of human resource management who will provide guidance on job profiling and competency demands and requirements.
- ❏ The employment equity manager who will facilitate the achievement of employment equity, monitor the demographics of programmes, provide updated data on equity and align mentorship programmes with equity policies.
- ❏ The divisional managers who will create an enabling environment for mentoring to develop.
- ❏ The programme manager will coordinate mentor/protégé activities.
- ❏ A mentor representative.

The function of this committee may be fulfilled by the Departmental Training Committee

### Roles and responsibilities of mentorship coordinating committees

- ❏ Formulating and reviewing the departmental mentorship programme policies and regulations.
- ❏ Regularly reviewing and clarifying the criteria for selecting external organisations, leading individuals and mentors for the programme.
- ❏ Deliberating on applications for participation in the programme.
- ❏ Producing status reports on the programme.
- ❏ Identifying and encouraging organisations and mentors to participate in the programme.
- ❏ Monitoring, maintaining and improving the quality, availability and effectiveness of the mentorship programme.
- ❏ Working with mentors, protégés, organisations and leading individuals in formulating, promulgating, operationalising and evaluating policies and procedures related to the mentorship programme.
- ❏ Convening regular meetings.

## Mentorship programme managers

Programme managers may be nominated from human resources or human resources development. They will be responsible for:

❏ Coordinating all activities of their respective mentorship programme coordinating committees.
❏ Providing overall direction for the mentorship programme.
❏ Ensuring that mentor and protégé programmes are functioning as agreed on.
❏ Ensuring that learning objectives are met.
❏ Arranging meetings with mentors and protégés for assessment and quality assurance.
❏ Mediating where conflicts occur between mentors and protégés.
❏ Assisting the mentorship programme coordinating committee to identify, develop and evaluate mentors, relevant external organisations and leading individuals.
❏ Reporting to the mentorship programme coordinating committee on issues and concerns that need to be clarified, addressed or resolved.

## Line manager / supervisor

Each protégé will report to a line manager who will usually be her or his supervisor on daily working relationships and task setting. It is important for the mentor to respect the role and responsibility of the line manager and for the line-manager/supervisor to respect the role and responsibility of the mentor.

## The DPSA's role in the Public Service Mentorship Programme

At national level the DPSA will develop and maintain a database of mentors covering the whole public service. At provincial level, the programme will be located and coordinated within the Office of the Premier with its own database linked to the national database.

# Appendices

## Note on contents of appendices

The appendices contain a range of draft documents which are provided as a guide for departments to create their own customised versions. Departments are free to use and adapt the documents given in the appendices. Please note that these documents are not prepared for direct use. Departments are themselves responsible for taking any document through their normal legal and other procedures before implementation.

The appendices have been compiled from and in some cases adapted from documents shared by the following departments:

- ❏ Cape Administrative Academy
- ❏ Department of Health
- ❏ Department of Home Affairs
- ❏ Department of Public Service and Administration
- ❏ Department of Social Development
- ❏ Department of Transport
- ❏ Department of Water Affairs and Forestry
- ❏ Northern Cape Department of Education
- ❏ Northern Cape Provincial Administration

We gratefully acknowledge the contribution that these departments have made in sharing their experience and efforts in the course of developing mentorship and internship programmes.

# Definitions

| Term | Definition |
| --- | --- |
| Alignment with human resource planning | Posts identified for internship programmes must contribute to the strategic staffing needs of the department. |
| Code of conduct | Interns must abide by the Code of Conduct and public service regulations. |
| Contract | A legitimate agreement between the department and the intern, describing the conditions of employment. |
| Cost effectiveness | Mentorships and internships must be established on the principle of cost effectiveness. |
| Designated groups | Implies Black males / females (African, Coloured and Indian), women and persons with disabilities as defined by the Employment Equity Act, 1998. |
| Graduate intern | This is a person who has completed a qualification as specified under "intern" but was unemployed prior to being appointed, and needs workplace exposure to enhance her or his chances of future employment. |
| Intern | An intern is a person who is contracted with a Department to engage in an internship programme. To qualify as an intern the person must be either (a) studying towards, or (b) have completed a diploma or degree, or participated in a recognised formal training programme at an institution of higher learning which is registered in terms of the Council for Higher Education (CHE) and SAQA<br>There are two types of interns:<br>student interns and<br>graduate interns. |
| Internship | Internship is a structured workplace experience programme that is agreed to between the intern and the line manager / supervisor who is delegated this responsibility by a department. This work experience provides exposure in a field relevant to the qualification(s) of the intern and relevant to the skills needs of the department over a specified period. |
| Learner | A learner is a person who is contracted to engage in a learnership programme. There are two types of learner:<br>An 18.1 learner is a person who is employed but does not have a post matric qualification or a person who is in possession of REQV 13 (Relative Education Qualification Value) and wants to study towards a different qualification. REQV 13 is equivalent to Matric+3.<br>An 18.2 learner is a person who is unemployed but does not have a qualification and wants to study towards a post matric qualification or a person who is in possession of REQV 13 and wants to study towards a different qualification. |
| Learnership | A learnership is a formal programme that includes both structured work (practical) experience and instructional (theoretical) learning. It provides a work-based route towards a qualification within the National Qualification Framework that is registered with SAQA. The learning programme period can be between six months and three years. |
| Mentor | A person who is trained and appointed to offer advice and her or his knowledge, wisdom, insight that is useful to the protégé's professional and personal development. |
| Mentorship Programme | Mentorship programme is a process of deploying and supporting selected, experienced and trained individuals to support the career and personal development of the protégés allocated to them. |

| Term | Definition |
|---|---|
| Mentorship relationship | This is a process by which the mentor and the protégé work together to develop the protégé's insight, knowledge, skills and abilities and to empower the protégé in the conduct of his or her work responsibilities |
| Portfolio of evidence | A portfolio of evidence depicts the intern's progress and experiences in the internship programme. This is a document that the protégé is responsible to keep up to date. The document is intended to be kept by the intern at the conclusion of the programme as evidence of what experience she or he has been exposed to. The nature of the portfolio and what is included in this document will be specified by the supervisor of the intern. |
| Protégé | A protégé participates in a dyadic developmental relationship with her or his mentor. The protégé is expected to utilize this opportunity to engage with her or his mentor and to access guidance and trusted feedback while attaining increased professional competence. |
| Representivity | Demographic representation must be given the necessary attention in the internship, learnership and mentorship programmes |
| Service provider | A South African service provider accredited by the Department of Education / South African Qualifications Authority (SAQA). This service provider may be contracted to provide services as part of a learnership programme |

# Acronyms

| | |
|---|---|
| ATR | Annual Training Report |
| CCMA | Commission for Conciliation, Mediation and Arbitration |
| CHE | Council for Higher Education |
| CORE | Codes of Remuneration |
| DPSA | Department for Public Service and Administration |
| HR | Human Resources |
| HRD | Human Resources Development |
| KPA | Key Performance Area |
| NQF | National Qualifications Framework |
| PSBC | Public Service Bargaining Council |
| PSETA | Public Service Sector Education and Training Authority |
| REQV | Relative Education Qualification Value |
| SAQA | South African Qualifications Authority |
| SDA | Skills Development Act |
| SMT | Strategic Management Team |
| WSP | Workplace Skills Plan |

# Key documents relevant to the implementation of internships and mentorships in the public service

## Cabinet EXCO's Decision: Cabinet Minute No. 5.5, April 25, 2001

In December 2002 Cabinet agreed (Cabinet minute, December 2002 – item 3.3.8, item 7.1: Employment Strategy) that there should be an expansion of learnerships and internships in the public sector. It was agreed that each government department should enrol, as a minimum, a number of learners and interns to the equivalent of at least 5% of its establishment.

## Constitution of the Republic of South Africa, Act 108 of 1996

Section 29(1) states that in respect to education

29. (1) Everyone has the right
to a basic education, including adult basic education; and
to further education, which the state, through reasonable measures, must make progressively available and accessible.

## Growth and Development Summit Agreement, 2003

At the Growth and Development Summit On 7 June 2003 business and government were committed to put in place 72 000 learnerships by May 2004(p.24). The implication of this pledge by the government was that, government in all its three spheres: national; provincial, and local level must be committed to Learnership and Internship implementation.

## Human Resources Development Strategy, 2001

Strategic Indicator 13 of the HRD Strategy is "Increasing employer participation in lifelong learning", within which Indicator 17 refers specifically to "Public Service Skills Development" with specific reference to "Public service skills for service delivery" (p.40). A range of needs are identified in this document including "Leadership Development" and the "Management of Scarce Skills". The Mentorship, Internship and Learnership programmes instituted in the public service are means of addressing the needs identified in the National HRD Strategy

## Human Resource Development Strategy for the Public Service, 2002-2006

The HRD Strategy for the Public Service refers to learnerships and internships as follows (p.25):
"Strategic Objective 3: Relevant competencies established within the Public Service

At least five learnerships established by end of 2003

At least five departments implementing internship programmes during first year"

The document further states the following Activities for Strategic Objective 3:

3.1   Ensure systems to determine the needs analysis to ensure effective development of training programmes
3.2   Develop learnerships for the Public Service
3.3   Pilot internships and learnerships in selected departments
3.4   Implement national roll-out of internships and learnerships
3.5   Design and implement Public Service Management Development Programmes
3.6   Ensure that those who participate in learnership programmes are enabled through the NQF to acquire credits towards a qualification"

*Annex H in this document consists of an "Internship Framework".*


## National Skills Development Strategy for NSDS 2001 – 2005

NSDS 2001 to 2005 Objective 2.4 reads: "By March 2005, all government departments assess and report on budgeted expenditure for skills development relevant to the Public Service Sector and departmental priorities."


## National Skills Development Strategy for NSDS 2006 – 2010

NSDS 2006 – 2010 Success Indicator 2.3 reads "By March 2010 at least 80% of government departments spend at least 1% of personnel budget on training and impact of training on service delivery measured and reported."

NSDS 2006 – 2010 Lever 2.3 reads: "Government budgetary process used to ensure that national and provincial departments spend at least 1% of personnel budget on training" (Department of Labour, 2005a,8).


## Public Service Act (103 of 1994)

The Public Service Act as amended indicates that "a head of department shall be responsible for the efficient management and administration of his or her department including the effective utilization and training of staff"


## Public Service Act, 103 of 1994

The Public Service Act provides for the organisation and administration of the public service of South Africa, in particular the "regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service" and other relevant matters(p.1). This Act therefore informs the fundamental conditions in terms of which the Internship, Mentorship and Learnership programmes will operate and how public servants participate in these programmes as beneficiaries and/

or as mentors and line managers.

## Public Service Regulations, 2001

The Public Service Regulations Provide for various aspects of the functioning of persons and institutions governed in terms of the Public Service Act of 1994. Part VIII refers to Performance Management and Development. Part IX refers to Training and Education, for which the Principles are stated as follows: "Employees should have ongoing and equitable access to training geared towards achieving an efficient, non-partisan and representative public service. Training should support work performance and career development. It should become increasingly driven by needs, and link strategically to broader human resource management practices and programmes aimed at enhancing employment equity and represent ativeness."(p.36). These principles guide the process of training planning, resourcing and financial assistance that may be relevant to the internship and mentorship programmes.

## Skills Development Act, No 97 of 1998

The intention of the Skills Development Act of 1988 is to (p.1):

- ❏ provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce;
- ❏ to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995;
- ❏ to provide for learnerships that lead to recognised occupational qualifications;
- ❏ to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund;
- ❏ to provide for and regulate employment services; and to provide for matters connected therewith.

## Skills Development Levies Act, Act No 9 of 1999

This Act states as follows: "Exemptions 4. The Levy is not payable by – (a) any public service employer in the national or provincial sphere of government". But see NSDS 2001-2005 and NSDS 2006-2010 above.

## The South African Qualifications Act, Act 58 of 1995

This Act provides for the development and implementation of a National Qualifications Framework. The objectives of the National Qualifications Framework are to-

a.  create an integrated national framework for learning achievements;
b.  facilitate access to, and mobility and progression within education, training and career paths;
c.  enhance the quality of education and training;
d.  accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby

e. contribute to the full personal development of each learner and the social and economic development of the nation at large.

This Act facilitates the creation of Learnerships and Learnership programmes in the public sector and elsewhere

## Toolkit for Recruitment and Selection

The Public Service Commission has published a "Toolkit on recruitment and selection" for use in the public service (go to: http://www.psc.gov.za/ Click on 'Documents' and then on 'Guidelines'.)

## White Paper on Human Resources Management in the Public Service, 1997

In Section 5.9 on Performance Management, the document states: "5.9.2 Training and Development The performance assessment process will help to identify strengths and weaknesses, and the interventions which are needed to deal with these, including the employee's future training and needs and other developmental interventions such as career counselling, coaching and mentoring"

## White Paper on Public Service Training and Education, 1998

Whilst the White Paper "concentrates on the provision of formal training and education opportunities, it nevertheless recognises the key role that can be played by less formal though no less important forms of staff development, especially through on-the-job learning opportunities such as coaching, mentoring, work shadowing, job rotation, job enrichment, and participation in multi-skilled project teams"(Section 1,3.5:p.23).

## White Paper on the Transformation of the Public Service, 1995

The White Paper, in "Part 2: Chapter 13: Human Resource Development and Training" observes that "a strategic framework for effective human resource development will entail a number of related elements, including staff training. These will include:

(a) The elevation of the role and status of human resource development within the overall framework of government policy;
(b) The development of effective and lifelong career development paths for all categories of public servants"

Mentorship programmes have an important role to play as a practical measure to achieve point (b) above.

## Employment related legislation and regulation

Please note that the following legislation and regulation will inform your contracts with interns, learners and mentors:

Basic Conditions of Employment Act (Act 75 of 1997, as amended 2002)
Compensation for Occupational Injuries and Diseases Act (Act 130 of 1993)
Directive of Leave of Absence in the Public Service
Employment Equity Act (Act 55 of 1998)
Labour Relations Act (Act 66 of 1995, as amended 2002)
Occupational Health and Safety Act (Act 85 of 1993)
White Paper on Affirmative Action in the Public Service, 1998

# Mentorship agreement (example only)

## Part A: Terms and conditions of agreement

### 1. *Declaration of the parties*

We, the undersigned parties understand that this Agreement is binding. We understand that it is an offence in terms of the Skills Development Act (Act 97 of 1998) to provide false or misleading information in this Agreement. We agree to the rights and duties as stipulated below.

### 2. *Rights of protégé, mentor and employer*

#### 2.1 *Protégé*

The protégé has the right to:

2.1.1 Be provided with the opportunity to be the protégé of a mentor

2.1.2 Engage in a relationship with a mentor which is based on a developmental approach to capacity and skills development and is rooted in a non-authoritarian participative mode of interaction.

2.1.3 Participate in a mentorship which is based on a minimum contact time over a specified period.

2.1.4 Terminate the protégé-mentorship agreement subject to dispute resolution policy

#### 2.2 *Employer*

The employer has the right to require the protégé and the mentor to:

2.2.1 Perform duties in terms of this Agreement

2.2.2 Comply with the rules and regulations of the employer

#### 2.3 *Mentor*

The mentor has the right to:

2.2.1 Participate in the mentor-protégé relationship in accordance her or his employment contract

2.2.2 Terminate the protégé-mentorship agreement subject to dispute resolution policy

### 3. *Duties of the protégé, the employer and the mentor*

#### 3.1 *Intern*

The protégé must:

3.1.1 Be a full-time employee of the employer

3.1.2 Be available for and participate in all activities and experiences as required by the employer

3.1.3 Comply with workplace policies and procedures

3.1.4 Complete any timesheets or written reports as required by the employer to record progress of the protégé and progress in the protégé- mentor relationship

3.1.5 Enter into an agreement with a mentor as arranged by the employer

3.1.6 Meet with the mentor and discuss her or his experience on the internship programme

3.1.7 Take full advantage of the training and development opportunities available to him/her

3.1.8 Demonstrate willingness to participate through work experience

3.1.9    Keep a record of his/her experience as specified by the employer (eg: portfolio)

3.1.10   Be willing to learn from the mentor or role model and be an active learner who believes in the concept of lifelong learning.

3.1.11   Take responsibility for his or her own self-development and show creativity in suggesting other development areas to the mentor.

3.1.12   Make an effort to become a competent communicator with the ability to communicate their ideas, concerns and problems with the mentor.

3.1.13   Make an effort to acquire well-developed listening skills in order to understand colleagues and co-workers.

3.1.14   Take the initiative and become oriented to problem solving and oriented to solutions that are based on win-win principles


*3.2     Employer*

3.2.1    The employer must comply with its duties in terms of the Skills Development Act and all applicable legislation including:

- ❏ Labour Relations Act (Act 66 of 1995, as amended 2002)
- ❏ Employment Equity Act (Act 55 of 1998)
- ❏ Basic Conditions of Employment Act (Act 75 of 1997, as amended 2002)
- ❏ Occupational Health and Safety Act (Act 85 of 1993)
- ❏ Compensation for Occupational Injuries and Diseases Act (Act 130 of 1993)

3.2.2    Employ the intern for the period specified in the Agreement

3.2.3    Provide the protégé with adequate access to her or his mentor at work within the agreed minimum and maximum hours specified

3.2.4    Allocate the mentor with adequate time to conduct her or his mentoring activities in terms of the agreed minimum and maximum hours specified

3.2.5    Ensure that protégé and mentor keep up to date records of meetings and of progress of the protégé 3.2.6

3.2.7    Apply the same disciplinary, grievance and dispute resolution procedures to the protégé as to other employees

3.2.8    Prepare an orientation course to introduce protégés to the programme

3.2.9    Prepare a training programme that all prospective mentors must complete before becoming an active mentor

3.2.10   Through the Mentorship Programme Manager ensure that protégés are progressing satisfactorily

### 3.3   Mentor

The mentor must

3.3.1   Provide unbiased feedback

3.3.2   Solicit the protégé's ideas whilst encouraging them to find their own solutions.

3.3.4   Assist protégés to be accountable for their decisions.

3.3.5   Present her or himself as a role-model

3.3.6   Mobilize the protégés ability to deal with situations/solve problems and assist them in establishing their authority

3.3.7   Conduct her or his responsibilities and interactions with the protégé in strictest confidence

### 4   Non compliance

In cases of non compliance, corrective counselling will prevail:

❏   The manager must bring the offence to the mentor or protégé's attention

❏   Determine the reasons for the conduct or non compliance, and give the mentor or protégé and opportunity to respond to the allegations

❏   Seek to get agreement on how to remedy the conduct

❏   Take steps to implement the agreed course of action

For the purposes of determining appropriate disciplinary actions, valid warning shall be taken into account. If either is not satisfied he or she can appeal within 5 working days. Finally the grievance procedures will apply.

### 5.   Termination of the agreement

This mentorship agreement terminates:

5.1   On the termination date as stipulated in Part B of this Agreement or on an earlier date if:

5.2.1   The mentor or the protégé is fairly dismissed by the employer for a reason related to the mentor or the protégés conduct or capacity as an employee

5.2.2   The employer and intern agree to terminate the Agreement

5.2.3   The employer and mentor agree to terminate the Agreement

5.2.4   If good cause is shown, by the employer that the mentor or the protégé should be reallocated

5.2.5   The grievance procedure will apply if either of the parties is not satisfied

**PART B: Details of the mentorship and the parties to this agreement**

**1.     Protégé details**

1.1   Title: Mr Mrs Miss   _____

1.2   Surname:   _____

1.3   Name:   _____

1.4   Identity number:   _____

1.5   Date of birth:   _____

1.6   Sex:   ☐ Male      ☐ Female

1.7   Race:   ☐ African   ☐ Indian   ☐ Coloured   ☐ White   ☐ Other (specify)

_____

1.8   Do you have a disability, as contemplated by the Employment Equity Act 55 of 1998?

☐ Yes (specify): _____   ☐ No

1.9   Residential address:   _____

_____

_____

_____

1.10  Postal address (if different from 1.9):   _____

_____

_____

_____

1.11  E-mail address:   _____

1.12  Which languages do you speak? (Home languages)   _____

1.13  Are you a South African citizen?

☐ Yes          ☐ No    (specify and attach documents indicating your status, for example:
                        permanent residence, study permit, etc.)

_____

1.14  Are you registered for any studies or will you be registered for studies in the period during which
      this mentorship is planned? If yes provide:

_____

      Student number (if available):   _____

1.15  Course of study:   _____

1.16  Institution where registered   _____

      Institutional Business address:   _____

_____

_____

_____

      Postal address (if different from above):

_____

_____

_____

1.17  Institutional representative:   _____

_____

## 2.    Mentor details

2.1   Title: Mr Mrs Miss   _____

2.2   Surname: _____

2.3   Name: _____

2.4   Identity number: _____

2.5   Date of birth: _____

2.6   Sex:   ☐ Male    ☐ Female

2.7   Race:   ☐ African    ☐ Indian    ☐ Coloured    ☐ White    ☐ Other (specify)

_____

2.8   Do you have a disability, as contemplated by the Employment Equity Act 55 of 1998?

☐ Yes (specify): _____    ☐ No

2.9   Department: _____

2.10  Rank _____

2.11  Job description _____

_____

_____

2.12  E-mail address: _____

2.13  Which languages do you speak? (Home languages)  _____

_____

2.14  Are you a South African citizen?

☐ Yes            ☐ No   (specify and attach documents indicating your status, for example:
                        permanent residence, study permit, etc.)

_____

2.15  Are you registered for any studies or will you be registered for studies in the period during which
      this mentorship is planned? If yes provide:

_____

      Student number (if available):   _____

2.16  Course of study:   _____

                         _____

## 3. South African Government Department details

3.1 Name of department: _____

3.2 Business address: _____

_____

_____

_____

3.3 Postal address (if different from 2.2):

_____

_____

_____

3.4 Name of contact person: _____

3.5 Telephone No: _____

3.6 Fax No: _____

3.7 E-mail address: _____


DATE MENTORSHIP TO COMMENCE: _____


DATE MENTORSHIP TO CEASE: _____

Protégé signature

_____

Date: _____

Witness signature

_____

Date: _____

Mentor signature

_____

Date: _____

Witness signature

_____

Date: _____

Mentorship Programme Manager signature

_____

Date: _____

Witness signature

_____

Date: _____

Line manager signature

_____

Date: _____

Witness signature

_____

Date: _____

Line manager signature

_____

Date: _____

Witness signature

_____

Date: _____

Witness signature

_____

Date: _____

(FOR OFFICIAL USE)

Approval is hereby granted that the protege be admitted to a Mentorship and placed as follows:

DEPARTMENT: _____

COMPONENT: _____

MENTOR: _____

TELEPHONE: _____

FAX: _____

DEPARTMENT HEAD/ HRD HEAD DIRECTOR _____

DATE: _____