



**national treasury**

Department:  
National Treasury  
REPUBLIC OF SOUTH AFRICA

# **MENTORSHIP PROGRAMME**

## **MENTOR and MANUAL:**

### **GUIDELINES FOR FIRST TIME TRAVELLERS, MENTORS & MENTEES:**

1. All journeys begin somewhere....and unfurling your mentorship potential is no different!
2. A journey is not just about the places we visit and the people we meet, but also about **who we become** through our interaction with those places and people, we journey towards. This process implies some form of **transformation**, perhaps from lead into gold. To help us through this process we will look at the Warrior of Light as our companion. The Warrior of light is on a **quest for knowledge and empowerment**. His or her stories along the journey will shed “light” on our own strengths and areas needing to grow within the mentoring relationship. As we interact with the philosophy of the Warrior of Light, we are encouraged to turn heavy lead into “lighter” gold, so that we too can **soar to our highest potential** as Emotionally Intelligent individuals.
3. Emotionally intelligent mentoring is a **journey towards the actualised self** and thus it will be a process of self-science for both mentor and mentee
4. Journeys do not always end at our predetermined destination. Growth is not about reaching a point but is powerful in the detailed richness of the experiences along the way. We learn most from how certain experiences touch and may continue to touch and move us to **Greatness**.
5. **Patience is your fuel**. In the book : The Lord of the Rings, the wizard, Gandalf the Grey arrives at his destination only to be greeted by his dear friend, the hobbit called Frodo Baggins. Frodo, always anxious for Gandalf’s arrival so that he can hear stories of his travels jumps up and says: “Gandalf, you are late and I have been waiting for you for ages!” The wise wizard responds with the following words: “Frodo, a wizard is never late nor early, he arrives precisely when he means to!”

This is an excellent reminder that all **journeys take place over a period of time**. Depending on the speed at which you travel, the terrain you must cross and the resources you have equipped yourself with, everyone gets there precisely when he means to and more importantly when he needs to!

6. There is a difference between **chronological time and emotional time required for growth**. These two concepts are not interchangeable! Anyone who expects this is setting themselves up to fail! Growth unfolds at it's own pace and in unique ways for different people. Why do rose bushes that are planted alongside each other produce rose buds that unfurl at different times?
7. Don't expect that fellow travellers will experience the same emotions and frustrations and be touched in the same way that you may be by certain landscapes....stop comparing yourself and validating your experiences through other people's affirmation.
8. The stories at the start of each module serves as a metaphor for that particular part of the journey. Read them, play with them, write them out and place them where you can be reminded of your particular strength, challenge, learning curve, or simply to be inspired by the imagery it evokes within you.
9. Above all...**remember Rule no 6**....don't take yourself so seriously that you forget to risk new behaviours for fear of failure and judgement. Growth takes courage and courage does not imply the absence of fear but rather attempting new things despite being nervous and fearful!

## **10.SO WHAT IS MENTORING EXACTLY?**

11. Mentoring is a process of deploying experienced individual to provide guidance and advice that will help to develop the careers of mentees allocated to them.
12. For the purpose of this programme, mentoring will defined as:

**“A process of deploying experienced individuals to provide guidance and advice that will help to develop the careers of mentees allocated to them.**

**Mentoring is defined in a number of ways:**

**A mentoring relationship is a relationship between two or more people, (whether formalised or not) where the relationship has a specific purpose. The relationship is reciprocal and both parties benefit, albeit in different ways. The mentor-mentee relationship is dynamic with different stages or phases. Each**

**mentor-mentee relationship is unique although there may be certain general characteristics in all mentor-mentee relationships. This relationship transcends duty and obligation and often involves coaching, networking, sponsoring and career counselling". (Meyer, M 2006).**

From the above definition it is evident that mentoring is a learning partnership that is co-created by two parties, namely the mentor and the mentee.

**This definition highlights the following very important characteristics:**

- The mentoring relationship is dynamic, i.e. as it is focused on growth and knowledge transfer.
- It is a reciprocal relationship which suggests that commitment to the relationship comes from both sides as does the growth. It is a learning partnership in which both parties are learning and growing.
- The relationship takes place within the context of the work environment.
- The mentor is the wise career incumbent.
- The mentor is focused on helping the mentee develop his or her potential.
- The mentee is the less experienced but has development potential.
- The mentor is not the direct supervisor of the mentee, but a third party such as a manager in a different department.
- The mentee is developed in some specified capacity in other words there must be a clear purpose and focus for development through mentoring.
- Mentoring is not about being sponsored for promotion.

The role of the mentor is not merely to provide guidance and advice on how to accomplish certain tasks skilfully. **The mentor's primary role is twofold:**

- To provide career development behaviours such as coaching, providing challenging assignments and fostering the mentee's visibility.
- To provide psychosocial support such as counselling, support and role modelling.

**The role of the mentee** is to assume responsibility for his or her own growth and to see feedback from the mentor as an opportunity to grow and improve their skills.

For mentoring to work the mentor co-creates a learning partnership with a mentee.

Goodman (2004) defines a mentee as:

*“a person who takes charge of their own development and sees real value in learning from others”*

Thus Mentoring is the transfer and exchange of information between a mentor and a mentee as they develop a long-term relationship. Clearly the focus of mentoring is the transfer of knowledge throughout the organisation.

### **13. WHAT ARE THE BENEFITS OF MENTORING?**

Mentoring is a very powerful tool and can have many benefits, as an intervention within the Public Finance Management sector. For this reason it requires much planning, effort and energy which should all be directed towards attaining specific benefits for your organisation. Some typical benefits of implementing a mentoring programme are:

- It can be used for leadership and management development. Jack Walsch, as one of the most influential CEO's and the world of leadership has on many occasion stated that his most important role as a leader is to mentor talent and that this consumes about 70% of his time.
- It supports and reinforces training and skills development interventions
- Mentoring, when combined with training increases a manager's productivity by 88% according to the American society for Training & Development.
- It facilitates learnerships by appointing workplace mentors and coaches to support learners with the application of skills after training
- It aids in the induction and orientation of new employees or managers
- It assists with career development
- It promotes succession planning and skills transfer
- It promotes teamwork and sound working relationships
- It assists with the implementation of performance management
- It contributes to job satisfaction
- It accelerates employment equity
- It builds competence within the organisation

- It contributes to employee retention. Business week reports that over 35% of employees who are not mentored within the first 12 months after they are hired are actively looking for a job!(career systems internationals, 2003). According to Louis Harris & associates only 16% of those with mentors expect to seek other employment (Sukiennik,2004)
- It harnesses the full potential and talents of employees
- It promotes a learning culture in an organisation
- It helps a company to achieve its business objectives

**Figure 1. Benefits to all parties**

<b>Mentors</b>	<b>Mentees</b>	<b>Organisation</b>
Get more opportunities to apply leadership skills	Learn from experienced people	Pool of talent for professional & management jobs is increased
Develop leadership skills	Acquire skills for career progression	Effective skills transfer
Self-fulfilment to see mentees perform	Disadvantaged employees are empowered	Future leaders of organisation are shaped
Learn from mentees	Adapt quicker in new jobs & roles	Supports fast tracking
Improved credibility	Develop networks	Image of organisation is enhanced
Expand opportunities for dialogue at all levels of the organisation	Enhanced interpersonal skills	More co-operation between staff & departments
	Enhance professional development	

## 14. IS THERE A DIFFERENCE BETWEEN MENTORING AND COACHING?

According to Meyer & Fourie (2006), Coaching can be defined as:

***“The systematically planned and direct guidance of an individual or group of individuals by a coach to learn and develop specific skills that are applied and implemented***

***in the workplace, and therefore translates directly to clearly defined performance outcomes that are achieved over a short period of time”***. From this definition it is clear that coaching is a form of on-the-job training. In order to be a good mentor, one must already be a good coach. Please refer to table 2 for the distinctions between mentoring and coaching.

**Figure 2. Differences between Coaching & Mentoring**

<b>COACHING</b>	<b>MENTORING</b>
Provides day to day skills to be used on the job	Provides medium to long-term skills development
2 parties are involved, i.e. the manager and the employee	3 parties are involved, i.e. manager, employee & mentor
Coach is usually the direct line manager	The mentor is an independent third party
Maintained by performance appraisals	Maintained by development agreement
Driven by individual coaches	Driven by steering committee
Usually no policy framework for coaching	Guided by policy framework
Coaches are appointed	Mentors are nominated or are volunteers
Occurs on the job	Occurs off the job
Is training focused	Is development focused
Relationships are formed due to supervisory role	Relationships are formed via matching
Goals, objectives & tasks are normally not documented (informal)	Goals, objectives & tasks are documented

Job outputs are measured	Developmental outputs & the overall mentoring process can be measured
Used to develop individual competence	Used for a variety of reasons, e.g. career management, fast-tracking, equity
The relationship continues as long as there is a supervisory-employee relationship	Once goals are achieved, the formal relationship is terminated

From this list of differences one can summarise the core difference between mentoring and coaching in the following:

***“Coaching aims to achieve and empower performance today whereas mentoring aims to achieve performance and empowerment tomorrow”***

## **15. THE ORIGINS OF MENTORING: AN AGE-OLD TRADITION:**

Much of the literature on the subject of mentoring suggests that the discipline of mentoring originated from a character in Homer’s *Odyssey* called Mentor. Mentor was actually the goddess Athene in disguise and her role was to accompany and guide the young man Telemachus on a quest to find his father, Odysseus.

However further research takes us back to 1689 in France, where a French prelate, Francois Fénelon, the archbishop of Cambrai and foremost intellectual luminary in the country at the time, was nominated as the tutor of Louis the XIV’s grandson and heir to the throne, Louis, Duke of Burgundy. When this mentoring relationship began, Louis was a mere 7 years old!. Although extremely proud of his grandson’s intellect, Louis the XIV felt that his rather unruly and unbalanced heir would benefit from the guidance of Fénelon, as the child’s behavior seemed to be governed by his instincts. By the time Fenelon completed his work as educator of the duke in 1699, the young man had been transformed into a model potential ruler. How did Fénelon carry out this transformation in the young nobleman? In addition to formal training in the classics, Fénelon stimulated his charge’s imagination by composing texts that one would today label as ‘edutainment’. Among these was a series of fables, witty ***Dialogues of the Dead***, where among many others, Socrates and Confusius compare their respective cultures. Key to our subject matter, there is a mythological adventure novel called ***Les Aventures de Telemaque***,

The adventure of Telemachus, in which Telemachus, accompanied by the older and wiser Mentor, conducts a search for Odysseus. Like the young Duke, Telemachus is rash and impetuous, but full of potential and goodness, which requires channeling in order to manifest only positive consequences for himself and others. Mentor/Athene is the real hero of the story and serves as an autobiographical character, whose role it is to steer Telemachus through his journey of transformation, so that he can best learn about the arts and crafts of enlightened rulership. At the end of the story, he is prepared & empowered to return to Ithaca and replace his father on the throne, should the latter wish to wander off again.

First published in 1699, *Telemaque* had a phenomenal success first in France and then across Europe. With eight hundred editions of the text appearing in the eighteenth century alone, it was apparently the most widely read book of the age, so much so that, by 1749 in France and 1750 in England, the name Mentor had become a label that one applied to a skilled advisor.

**a. Lessons from Athene/Mentor:**

There is much that can be learnt by returning to Fenelon's original tale that would be pertinent to your requirements as a mentor. Athene is the goddess of Wisdom (and also of war). She knows everything that Telemachus might need to know. Does she appear to him as herself and impart her wisdom to him wholesale? Of course not, since the boy wouldn't learn anything through this and he would forever dependant on her instructions. Instead she veils her splendour and assumes the role and position of somebody else, a wise elder who has seen life, "been there and done that", and literally got the mantle, as she feels that this familiar person will be better able to foster the spirit of self-reliance in the boy, than an all-knowing busybody. Instead of imparting her wisdom wholesale to him, she gives him only the components that are strictly necessary to enable him to find out more for himself.

As a goddess, she would be most able to protect him well against any danger, but what would the boy learn from this? Instead, as Mentor, she lets him make mistakes so that he see the consequences of his actions (or inaction) and thereby learn to do things better next time. Should the worst come to the worst, she can always rescue him, and does so once or twice, but only in extremes and without ever 'getting out of the role'. She actually creates for him an environment where it is permitted to err, as



the education of Telemachus will acquire as a result of his mistakes will benefit him in the longer term.

Indeed much of their conversation actually enables the boy to review what's happened, what went well, what went wrong, what he has learnt, how to do things differently next time, how to apply it back home and so forth. All good questions you, in turn, could ask your protégé/mentee and even yourself when reviewing your own interaction with them.

In addition to all that Athene offers Telemachus, there is much she offers us regarding how we can all become good mentors. The archetypal mentor, she is the one that we should seek to emulate and model ourselves upon in order to mentor well without blinding our protégés/mentees with science or making them dependant on our wisdom.

## **b. The 10 Principles of the Zen of Mentoring**

The Zen of mentoring really reflects a specific approach or attitude that a mentor needs to assume. The lessons learnt from the story of Athene and Telemachus are valuable as they guide and inform mentors as to the mental attitude required of a mentor to facilitate growth within both the mentoring relationship as well as within the mentee! The meta-perspective is summarised in the following 10 lessons!

### **Principle #1**

Mentoring is a journey towards empowerment not only through the transfer of knowledge but through the commitment to relationship building as a vehicle through which knowledge, wisdom and skills are transferred. As such, mentoring is a process driven rather than end-product focused endeavour. It is about relationship-building to facilitate growth on three levels:

- Building a relationship between a mentor and mentee to facilitate growth and empowerment within the mentee
- Building a relationship between the various levels of personal and leadership mastery that the mentor is faced with in his or her next phase of career development, i.e. “sustainability Hero’s/guardians”
- Building a relationship that facilitates growth and sustainability within the organisation

**Principle #2**

Mentoring is about transformation, not only of the mentee but of the mentor too. Baring this in mind, expect to be surprised! At the start of the relationship the goals that are initially set as the parameters by which we measure or see growth might be limiting in terms of the actual growth that has taken place. Thus these initial goals serve only as a guiding principle rather than the carved in stone measurements of success. Be open to and expect to be surprised!

**Principle #3**

Mentors depart from the point that the mentee is a diamond in the rough that has enormous potential to shine. Thus the mentors journey/purpose is to unearth and passionately inspire the mentee to empower him or herself to manifest this potential.

**Principle #4**

Every situation is a learning opportunity, regardless of the context....so be resourceful!

**Principle #5**

Successful learning opportunities are created by finding a balance between learning from the traditional contexts of information as well as from the unconventional contexts of information. So do not be afraid to be creative!

**Principle #6**

Successful learning opportunities speak not only to the logic of the mentee but to his or her heart, imagination and curiosity as well.

**Principle #7**

Mentors empower rather than enable their mentees! Empowerment is about giving the mentee hope and building the confidence that he or she can actually get it right with or without the mentor. Empowerment is an invitation to assume responsibility for actualising potential, whereas enablement is about creating a dependence on the mentor that is fuelled by the underlying message and fear that the mentee is not capable of getting it right without the mentor.

**Principle #8**

Mentors do not just provide answers and solutions to all their mentees questions and problems/obstacles. Mentors share the basic components of the learning and thereby encourage their mentees to explore, grow and generate their own ideas and solutions. This process encourages maturity, resilience and independence within the mentee.

### **Principle #9**

Mentors encourage and guide their mentees in the process of reflecting on their endeavours. The latter facilitates and internalises the learning to be had from that particular endeavour.

### **Principle #10**

Mentors live by rule no.6! What does this mean? And what are the other rules? Rule number 6 is about not taking themselves too seriously or others for that matter. In so doing, mentors create an environment in which both the mentee's and mentor's mistakes are seen as learning opportunities to start again but with greater wisdom and intelligence!

## **16. WHAT ARE THE OBJECTIVES OF THE MENTORING RELATIONSHIP**

- **To drive a high performance organisation:** To ensure a learning environment, which drives a high performance culture within the Public Finance Management (PFM) sector, is created, a climate of being supportive needs to be embedded
- **To promote skills and knowledge transfer:** Creating the capacity for the duplication of knowledge and skills is paramount to the longevity of the PFM sector and is considered part and parcel of the strategic thinking of the organisation. **To enhance leadership capabilities:** Mentoring is a core competence of any leader's profile and as such should be used to provide PFM with a platform to enhance and leverage leadership capabilities of existing and potential leaders
- **To embed transformation which encourages a diverse workforce:** To foster relationships within PFM that encourages the acceptance of diversity whilst promoting personal development and growth
- **To reinforce learning and development:** Mentoring combined with training increases application of knowledge and skills within the workplace
- **Driving organisation change within PFM:** To ensure that the change is reflected deeply within the way people both internally and externally perceive the change to be rooted in the culture. Do the values of the

businesses identified in the strategic thinking; firmly secure the brand of “service beyond expectation”? A solid mentorship programme embedded as part of the culture of PFM is in order to build the future, promote teamwork and sound working relationships that contribute to job satisfaction

## **17. WHAT ARE THE DYNAMICS OF THE MENTORING RELATIONSHIP?**

As previously stated, every relationship, regardless of context is driven by its unique dynamics. The mentoring relationship is borne out of a need for growth, development and sustainability expressed by three parties, namely, a mentor, a mentee and the organisation. The mentee is the aspiring career incumbent who is eager to establish a career path, whereas the mentor is usually the more experienced career incumbent who has already achieved the latter and is at the stage where he or she wants to make a difference within the organisation. The organisation wants to ensure its sustainability.

The Tree whisperer growing trees serves as a powerful metaphor to describe the underlying dynamics of the mentoring relationship. First and foremost one must acknowledge that different people are attracted to different trees and as such will choose to grow these varieties over others! To be able to grow healthy strong trees, one has to, not only, select a good location, but one also has to ensure that the conditions of the environment in which the trees will grow, are optimal. If this is not the case, one might be able to grow a tree but it will not unfurl its true essence and actualise its full potential. If however the conditions are good, not only will the trees grow and perhaps produce healthy fruit but they will also create more oxygen ensuring the sustainability of the entire ecosystem! So clearly it's all about the ***quality of location, location, location or in other words, environment, environment, and environment!***

The metaphor suggests that a mentoring relationship is usually formed through a process of matching a mentor to one or more mentees. The initial stages of the relationship, are marked by attempts to become a more cohesive dyad and revolves around getting to know one another and establishing a degree of safety, trust and comfort within the mentoring space. These processes are crucial in the establishment & relationship building phase and ask the following 2 questions:

- ***“What kind of expectations & boundaries within the relationship will empower us to create a safe space in which growth can take place?”***
- ***“How can we co-create a safe space/environment that encourages the mentee to grow?”***

Once the location for your forest is chosen and you have created the best possible conditions within the environment, not only to encourage and sustain the growth of your trees, you are ready to begin exploring the lay of the land. Here you, as the tree whisperer will dig deeply to ascertain what nutrients and water conditions are already present in the soil and what you still need to provide, so that the seed can grow. You should closely inspect the seeds you hold in the palm of your hand to determine what that seed wants to become! What heights and breaths do you have to go to, so that the seed can grow into a strong, healthy wise tree with deep roots which will anchor it regardless of the weather conditions it will be exposed to in the future? How long will it take for this tree to reach this level of maturity?

In the language of mentoring, the metaphor is reflected in an established relationship, where both parties define the relationship as a constructive and productive one in which they focus their attention, energy and efforts on identifying the mentee’s skills gap, setting goals i.t.o. the latter and then creating opportunities to develop these skills. This phase of the relationship highlights that the relationship has a definite purpose and asks the next 3 questions:

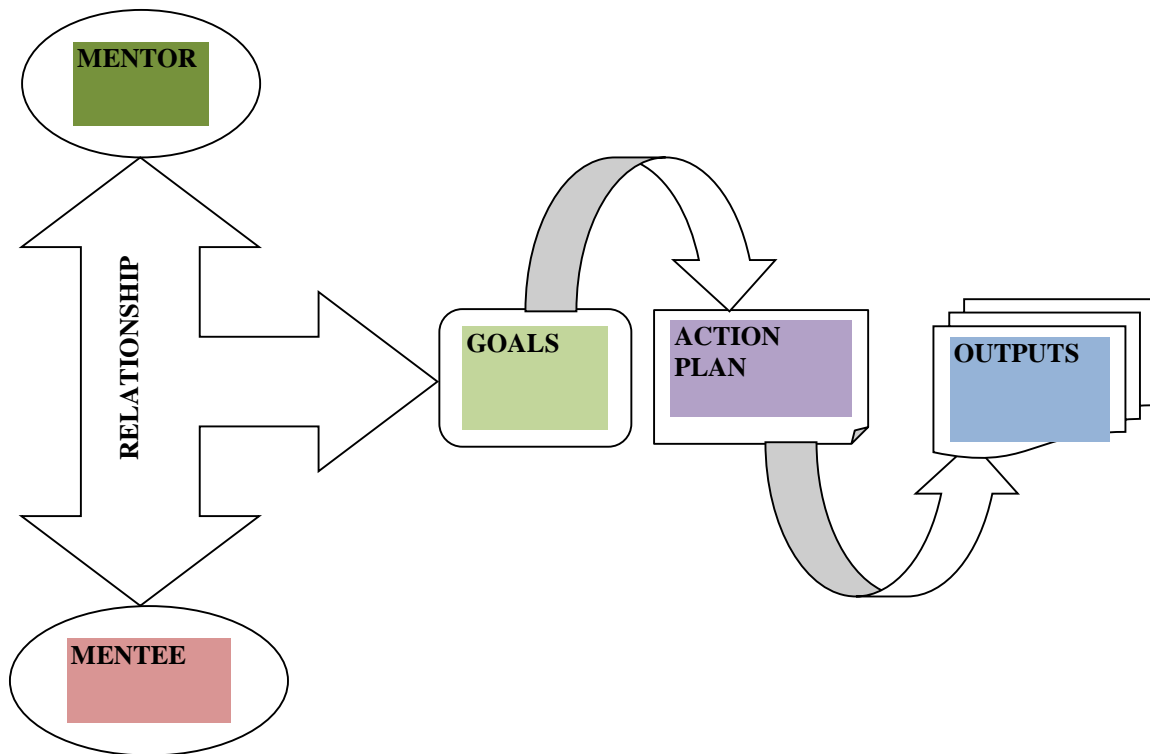
- ***“What do we want to achieve with the relationship?”***
- ***“How will we go about achieving these goals?”***
- ***“In what time frame do we intend to achieve these outcomes?”***

Clearly, these questions are aimed at identifying very specific outcomes/action plans. The purpose of the latter is to ensure that the mentee has a clear understanding of what to expect and where he or she is going. It also empowers the mentor prepare for the kind of support he or she will have to provide the mentee with, during the various stages of the growth process.

**a. Goals that often characterise the mentoring relationship outputs are:**

- The achievement of specific work goals such as the completion of a project to achieve a business target.
- The development of leadership, management, professional or life skills.
- The attainment of work-life balance, especially for senior managers.
- Finding solutions for complex business challenges or problems.
- The career development of the mentee.
- Adapting to new situations or circumstances.
- Managing corporate change and transformation.

**Figure 3. The mentoring relationship**



**Figure 4. Dynamics of Mentoring Relationship**

TRANSLATION OF MENTORING DYNAMICS INTO OUTPUTS		
GOALS	ACTION PLANS	OUTPUTS
Development of leadership skills	Attend management development programme at a	Appointment in a senior management position

	university to improve leadership skills	
Attaining greater work-life balance	Spend more time with family	Diarise & book long week end away with family
Manage corporate change	Organise team-building session in order to improve team work	Improved teamwork as measured by team-effectiveness instruments

## 18. MENTORING AGREEMENT

To ensure that the dynamics of the mentoring relationship are effective and its goals are achieved, it needs to be cemented within a mentoring agreement. The purpose of the mentoring agreement is 4-fold:

- 18.1 To signal both parties commitment to the mentoring relationship in terms of time, space, focus, resources and energy
- 18.2 To signal both parties commitment to the mentoring space as an environment driven by development not performance performance appraisals.
- 18.3 To set boundaries around the environment that fosters safety and clarity about what is to be developed and achieved
- 18.4 To clearly identify and guide the mentor and mentee in terms of what is to be achieved within the mentoring relationship.

The success of the mentoring agreement rests not only on the commitment of each party but also on the degree to which the mentor and mentee are able to co-create and set SMART goals. These goals need to be very specific. SMART goals are characterised by:

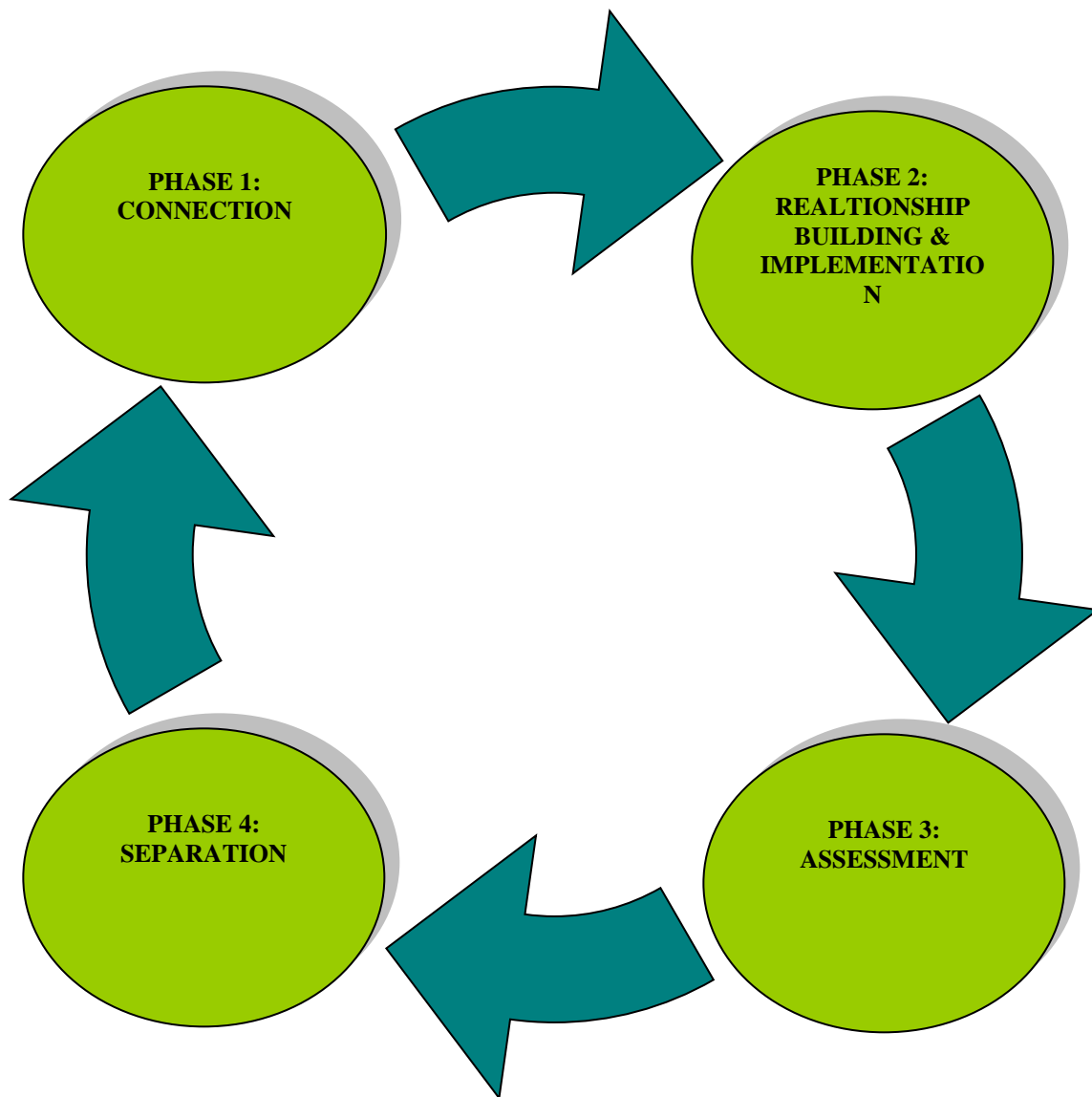
- **S= Specific and Stretched.** The goal should be written in a language that relates to the specific and that would “stretch” the mentee to perform
- **M=measurable.** There needs to be a way to ensure that the goal has indeed been achieved or that progress has been made in this direction

- **A=Achievable.** The goals of the programme must be realistic and achievable
- **R=Relevant.** The task or activity needs to be relevant to the mentee. Where there is a lack of clarity as to what is to be achieved, the mentee will struggle to complete what needs to be done.
- **T=Time-Framed.** Realistic time frames need to be co-created or else the mentee will struggle to achieve goals that are achievable but sabotaged from the start.

## **19. Phases of the mentoring relationship**

Any relationship, regardless of the context in which it is formed, is a complex exchange, driven by interactional patterns from both parties. As such relationships are characterised by their unique dynamics. Mentoring relationships can span anything from a few months to 24 months in duration and is characterised by four phases. Each phase has a specific focus that can elicit many relationship dynamics. More importantly, the same mentor can mentor two different mentees and each of these people can have very different relationship dynamics which are elicited in the same phase of the mentoring relationship. The four phases or stages through which the mentoring relationship will pass are as follows:





**a. Phase 1: Connection**

This phase is characterised by getting to know each other. Typically mentor's and mentees alike explore their interests, motivations, needs, concerns and expectations. Of critical importance in this phase is your ability as a pair to build rapport and you might have to meet quite often to achieve this. In this phase the mentor should have a personal development discussion with the mentee which should broadly cover the following areas which help to establish the initial boundaries of the relationship:

- The mentee's strengths, development interests and areas needing enrichment.
- The specific skills the mentee will need to develop.
- The development plan.
- The roles and responsibilities of both parties.

i. **What the mentee can expect during this phase**

- **Coaching:** The mentee will have a skills gap and be unsure and uncertain of him/herself. So they will require more **coaching**.
- **Feedback:** Mentees are there to learn and grow so they will require a lot of **feedback** at this stage.
- **Role modelling:** As this is new to them, they will require a greater degree of **role modelling** during this stage.
- **Acceptance & Confirmation:** They will have a greater need for **acceptance and confirmation** than when they are more adept at the necessary skills they wish to develop.
- **Challenges:** The mentee will need **challenging assignments and other learning opportunities**, which in turn could make them more anxious and uncertain of themselves. Remember that mentors will have to **normalise these feelings** and reassure them that the path to doing a task automatically and effectively starts with a single step and many attempts! So predict initial failure as a sign of courage, tenacity and a journey towards excellence!

b. **Phase 2: Relationship-building & Implementation**

This phase of the process focuses on working at the relationship at a deeper level. This is reflected in the increased interaction and level of self-disclosure, between the pair. Through these processes, there is a definite shift on the continuum from dependence to interdependence and usually both parties are willing to demonstrate greater levels of commitment to the mentoring space through increased efforts and time being spent on the relationship, as well as its core purpose.

i. **What the mentee can expect during this phase:**

- **Guidance & Support:** This may go beyond the technical context and learning of new skills that was initially contracted between mentor and

mentee. When people are put into a growth process it usually elicits many unconscious expectations, feelings and fears within both parties. For this reason, it is important to normalise these fears and feelings and provide an accepting and safe space in which the mentee can be guided through these experiences.

- **Instruction:** Providing the mentee with clear instructions which are communicated clearly, is vitally important during this phase, as it helps reduce fears, anxieties and frustrations that could arise if this is not done correctly.
- **Feedback:** A mentor acts as a mirror in which the mentee's growth, learning and strengths and weaknesses should be reflected. Mirroring to mentees what the mentor sees and witnesses is a very powerful form of communication and feedback that empowers the mentee to respond to those reflections, so that he or she can choose to grow. From the start mentors should prepare the mentee for the ritual of giving and receiving feedback as a mechanism for growth and development. Bare in mind that growth in the mentoring relationship is a choice and if a mentee chooses not to accept the mentor's feedback and grow from it, the mentor should reflect that choice back to the mentee and address the possible lack of commitment to self-development, a core role of the mentee, or a lack of readiness for the process.
- **Encouragement:** A mentor should always speak to the mentee in the language of possibility, especially when mentees attempt to learn a new skill. Think about having a toddler who is about to take his first steps. As he does so and inevitably falls on his bum, do you cheer, clap and take out your camera or do you haul out your clipboard and start analysing why he fell? Would your dialogue sound something like: "Well junior, you certain are not a chip off the old block. I managed to get up and run across the lounge floor in just under 20 seconds flat! I can see where you went wrong. Firstly your legs got a little wobbly just as you...." If the mentor had done the latter, no child would ever risk getting up and trying to do it again and we would have many adults shuffling around on their nappies instead of

walking everywhere! So remember rule number 6...don't take yourself too seriously!

### **c. Phase 3: Assessment**

As the end of the relationship draws nearer a comprehensive assessment of the mentoring journey and the mentee will take place. This assessment is to determine whether the objectives of the relationship have actually been met as well as the level of competence and growth that you have both reached. To ascertain this information, the following crucial questions need to be explored:

- To what extent have the goals been met?
- Is the mentee competent?
- What have the mentors and mentees learnt?
- What unforeseen outcomes have occurred?
- How, if at all, has the mentorship journey affected the organisation?
- What obstacles were encountered in the process?

### **d. Phase 4: Separation**

At this stage of the relationship, the mentee requires less guidance from the mentor due to an increase in levels of confidence and competence. The mentor begins to play a less directive role in the mentee's ability to make decisions and the latter initiates actions to further his or her growth and development. Termination is evident and during this time opportunities should be leveraged to publicise achievements in these mentoring relationships. Such publicity should form part of the feedback given by the participants and should be included in the organisation's internal communication channels. The latter usually motivates others who have yet to enter into the mentoring partnership.

## **20. CHARACTERISTICS OF SUCCESSFUL MENTORSHIP**

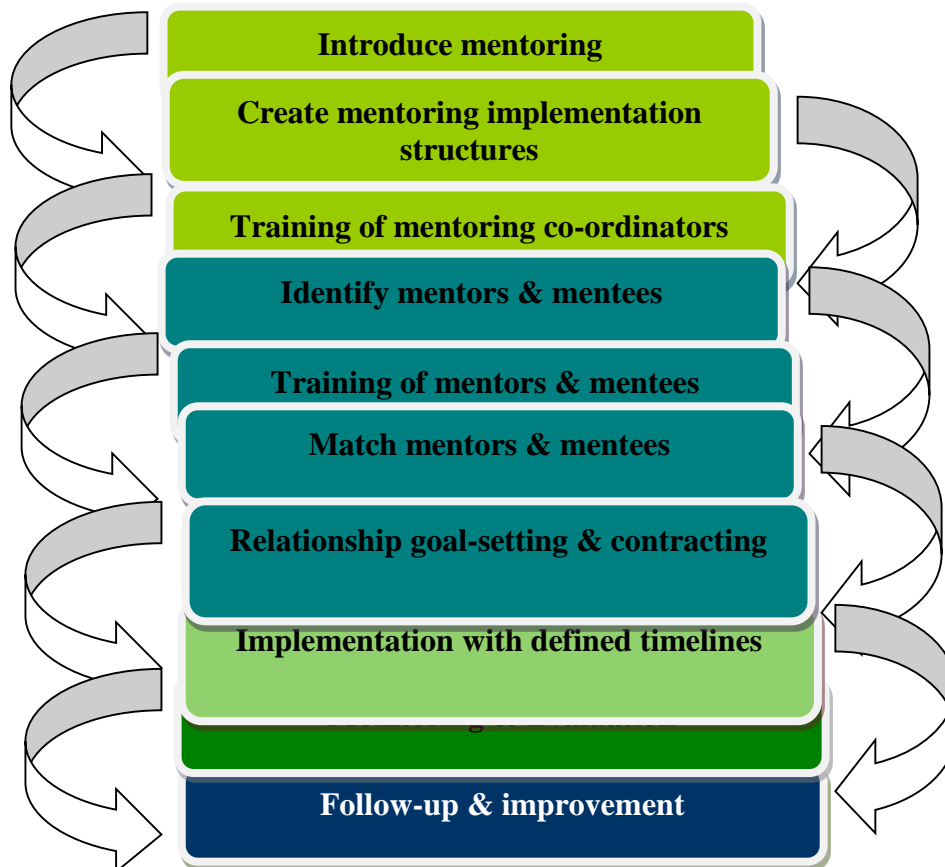
Mentoring programmes that are successful in achieving their main objectives, maintain the following characteristics:

- They obtain commitment based on sound business principles.

- Keep line managers on board (don't undermine authority).
- Proper identification and screening of mentors.
- Correct identification of mentees.
- Training of all mentoring parties.
- Integrated systems of mentoring.
- Consultation and involvement throughout the organisation.
- Sound relationships.
- Sound communication.
- Openness to diversity.
- Mentoring & evaluation.

## 21. THE MENTORING IMPLEMENTATION PROCESS:

As a mentor it is vitally important that you be informed of the actual mentoring implementation process. The process is as follows:



## 22. ROLES OF MENTORS & MENTEES:

According to Meyer & Fourie (2006), the mentoring relationship is an interactional one, filled with expectations from mentor and mentee alike, and as such elicits a complex web of conscious and unconscious needs within both parties. These needs give rise to various roles that both mentor and mentee are constantly negotiating within the context of the relationship. The success of any mentoring relationship is largely dependent on the **EQ skills of Intrapersonal Self Awareness and Interpersonal Awareness**. The former refers to both parties raising their awareness of their internal emotional and thinking landscapes, while the interpersonal realm requires of each party to raise their awareness of their partner's needs and expectations. The success of manoeuvring through these landscapes and the mentoring relationship itself is driven by identifying the key roles of both mentors and mentees. According to research conducted by Meyer & Fourie (2006) the following roles are crucial for mentors and mentees:

**Figure 5. Various Roles of Mentors & Mentees**

<b>Roles of Mentors:</b>	<b>Roles of Mentees:</b>
1. Father	1. Learner
2. Mother	2. Reflector
3. Sounding Board	3. Researcher
4. Advisor	4. Self-Developer
5. Inspirer	5. Communicator
6. Developer	6. Listener
7. Role Model	7. Interpreter
8. Networker	8. Implementer
9. Champion	9. Relationship Builder
10. Knowledge Broker	10. Innovator
11. Communicator	11. Problem-Solver
12. Listener	
13. Storyteller	
14. Teacher & Coach	

**a. Roles of Mentors:**

In our experience, the ability to fulfil these 14 roles and the functions they serve, is the responsibility of all great mentors and mentees. The success of the mentoring programme is squarely placed on the mentor's and mentee's ability to apply these roles professionally and ethically. A more detailed explanation of each role, its function and the boundaries within that role will ensue.

**i. Father**

**a. *The function of this role is for the mentor to create the following:***

- A safe and comfortable space in which the mentee feels free to grow.
- Empowers the mentee to make decisions.
- Provides direction and focus to all interactions with mentee.
- Shares life lessons.
- Shows mentees how to do things.
- Steers mentee towards his or her goals if deviations occur.
- Builds the mentee's confidence.

**ii. Mother**

The archetypal role of a 'mother', regardless of the context of the relationship, is to provide nurturance, comfort, emotional and physical support to those entrusted into 'her' care to grow and develop.

**a. *The function of the mentor in this role is to:***

- Create & maintain mutual feelings of respect.
- Create & maintain mutual feelings of admiration.
- Create & maintain mutual feelings of trust.
- Create & maintain mutual feelings of appreciation and gratitude.
- Provide resources for mentees.
- Share personal values and other aspects of the relationship.
- Provide affection.
- To demonstrate authentic care for the wellbeing of their mentee as human beings.

- To encourage mentees during periods of high stress and difficulties.
- To be a container for the feelings generated during high periods of stress and difficulties.
- Provides wisdom and food for thought.

### iii. Sounding Board

Mentors are sounding boards. This means that they should pay attention to and reflect on the mentee's behaviours, thereby providing the mentee with feedback and personal impressions, which enable the mentee, in turn to reflect on his or her weaknesses and strengths. The safe environment created by the mentor, in which this kind of feedback can be delivered and heard, is driven by the mentor's ability to non-judgementally allow mentees to express their frustrations freely and share their difficulties. To be a good sounding board requires of the mentor to be authentically open to the mentee's ideas and then provide appropriate feedback, which is frank, honest and empathic. The feedback should be driven by the cardinal rule: **Firstly, do no harm!** The latter is focused on building up mentees rather than breaking them down. Often mentors confuse being honest with being harsh and extremely verbally critical.

#### a. *The function of the mentor in this role is to:*

- Be open to fulfilling this role when the mentee asks you to.
- Listen carefully to what the mentee has to say before you express an opinion.
- Consider the feasibility of the particular idea of the mentee. This might mean that you have to step out of your own comfort zones and ways of doing things!
- Encourage the mentee to think systemically by considering an issue or problem from different angles.
- Encourage the mentee to be creative and consider different alternatives before making a decision.
- Help the mentee to find an effective solution.
- Recognise the good ideas of the mentee.



#### **iv. Advisor**

As a mentor you will be expected to provide the mentee with advice on particular issues and courses of action. It is important to safeguard against being in this role continuously as this could encourage the mentee to relinquish responsibility for his or her own decision making and from building a sense of trust in their own capabilities.

##### **a. *The function of the mentor in this role is to:***

- Provide advice and guidance when the mentee requires it.
- Communicate the informal and formal realities of progression in the organisation.
- Help the mentee to make the best decisions possible.
- Assist the mentee with ideas to execute a particular project or task.
- Recommend appropriate strategies for career direction and advancement.
- Assist the mentee to implement actions from lessons learnt.
- Review the mentee's development plan on a regular basis.
- Help the mentee to identify obstacles to goal achievement and career progression and to take appropriate action.

#### **v. Inspirer**

According to the highly successful CEO Jack Welch and Meyer & Fourie (2006), one of the most important roles that a great mentor plays is to inspire those they mentor to actualise their own greatness. How do they achieve this rather difficult task? They inspire mentees to take action by saying, doing or demonstrating something that can ignite the mentee's initiative. They encourage and motivate their mentees to achieve their goals. A strategy that can be beneficial in this endeavour is stimulate the mentee to discuss impressions, ideas, visions and creative concepts that are inside or outside of their work context. When the mentee becomes demotivated, the mentor's responsibility is then to inspire the mentee to regain focus and motivation.

##### **a. *The function of the mentor in this role is to:***

- Challenge the mentee to set goals and objectives that will encourage him or her to stretch themselves somewhat.
- To motivate the mentee to meet and exceed objectives.

- Provide encouragement when things go wrong.
- To speak about the set goals and the mentee's ability to meet them in the language of possibility.
- Praise the mentee for a job well done.
- Does not allow the mentee to get caught up in the things that have not gone well and encourages the mentee to shift his or her focus on the present and what he or she can do differently.
- Focuses mentee on matters of importance.
- Is positive and enthusiastic.
- Speaks about the learning gaps as an adventure or the opportunity to grow rather than as obstacles that the mentee should fear.

## **vi. Developer**

The purpose of a mentoring programme is to foster and promote the growth and development not only of the mentee but of the mentor and organisation alike. Thus the mentoring relationship leans heavily on the mentor's ability to identify and focus the interaction with the mentee as a developmental process on these three levels. Accordingly, the mentor must highlight the importance that development is a process and not merely a destination to be reached in a set period of time. Each relationship has its own dynamics which influence the rate at which growth and development occur. Stay focused on the metaphor that development is similar to a baby developing over a period of time, which the womb, for it to be healthy. If it is born prematurely, the new-born will be faced with all sorts of physiological, neurological and emotional challenges!

### ***a. The function of the mentor in this role is to:***

- Identify opportunities to develop the mentee.
- Allow the mentee freedom to make mistakes without fear of serious repercussions.
- Demand high standards of performance and encourage mentees to have high expectations of him/herself.
- Encourage the mentee to acknowledge his/her strengths, abilities, talents and promote his/her feeling of competence and self-esteem.

- Help the mentee to deal with and work on weaknesses.
- Encourage and coach the mentee.
- Compile a logbook to capture all development interventions.
- Collaborate with the mentee on a workplace project.
- Review the development of the mentee on a regular basis.

## **vii. Role Model**

The very nature of the mentoring space and relationship creates a context in which the mentee will be very focused on the mentor's level of emotional intelligence, attitudes, value systems, beliefs and behaviours. As such the mentor's most important role is that of modelling to the mentee what he or she expects to develop within the mentee!

In which way can the mentor empower him or herself to achieve this rather arduous task of being the emotionally intelligent role model? Research conducted by Cary Cherniss highlights that the mood and attendant behaviours of the mentor/leader will fuel and drive the moods and behaviours of those he or she leads and mentors. The most powerful way in which to develop this primal leadership task is to increase your intrapersonal self-awareness by turning inward and reflecting on your own experiences with employees and then demonstrating to the mentee the cherished values and expected actions. Values such as receiving respect is encouraged by congruently demonstrating respectful behaviours towards others. If mentors preach one thing and demonstrate another with their behaviour, the latter will only result in distrust and disrespect on the mentee's part.

### ***a. The function of the mentor in this role is to:***

- Be open and share your values and beliefs with your mentee.
- Be sure to share the organisational values with the mentee. Above all ensure that you demonstrate these values in all that you do.
- Share what strategies you have used to achieve success in as many context of your life.
- Share the lessons you have learnt with your mentee.
- Model the behaviour you are trying to develop in your mentee.

- Always treat the mentee with dignity and respect.
- Highlight the importance of striving to achieve excellence in everything you do.
- Focus your energy and emotional thermometer on staying professional, calm and centred, even in difficult situations.

#### **viii. Networker**

A core characteristic and responsibility of the mentor is being a good networker. Connecting the mentee with other professionals, both within and outside the organisations is a perfect way in which to leverage learning opportunities for the mentee. This also encourages resourcefulness, collaboration and cohesion across departments and service business units within the organisation.

##### **a. *The function of the mentor in this role is to:***

- Identify networks that the mentee could benefit from.
- Introduce the mentee to others whom you think he/she can benefit from.
- Encourage the mentee to join other professional associations or societies.
- Create support structures for the mentee.
- Arrange meetings or discussions with other people you admire.
- Include networking in your mentoring agreement with the mentee.

#### **ix. Champion**

Mentors act as champions of their mentees by creating opportunities for specific learning experiences and by championing the ideas and interests of the mentee so that the latter gains visibility and exposure. Due to mentoring being perceived as a tool for fast tracking certain individuals, the mentee may be confronted with much resistance from others within the organisation. At these points, the mentor should step in to defend the mentee but also empower the mentee to deal with the resistance independently as well.

##### **a. *The function of the mentor in this role is to:***

- Create opportunities for growth and learning.

- Champion the cause of the mentee where ever you go.
- Take the mentee with you to important meetings.
- Defend the mentee if others, due to resistance, treat him/her badly or unfairly.
- Protect the mentee from people who may be a negative influence on his/her development.
- Help the mentee to work through difficulties and failure.
- Share with others your mentees successes and achievements.

#### **x. Knowledge Broker**

The very definition of mentoring implies that the mentor is an invaluable source of information, skills and wisdom, from which the mentee can unearth and enrich his or her own value proposition for the organisation. As such the mentor may repeatedly be tempted to merely share all this information, skill and wisdom, without the mentee making any real effort to actually do the ground work for internalising the learning. The role of knowledge broker requires of the mentor to find the balance in sharing information spontaneously and encouraging the mentee to search for the information on their own. In the latter scenario, the mentor should direct the mentee in the right direction to explore and gain the information necessary so as to be able to have an informed conversation once the information has been gained.

##### **a. *The function of the mentor in this role is to:***

- Keep up to date on the latest trends and developments in your field.
- Create a library with good books and articles.
- Use the internet as a resource in terms of information in your field.
- Create a file with the best practices in your field.
- Show the mentees the technical aspects of the job.
- Give feedback and constructive criticism and praise when merited.
- Set high professional standards which the mentee is encouraged to follow.
- Share knowledge and information on the norms and standards of the organisation, profession or position.
- Tell the mentee where s/he can find information.

- Challenge the mentee by giving him/her challenging and meaningful work or projects. This should be utilised as an opportunity for the mentee to display his/her talents and improve knowledge and skills.

## **xi. Communicator**

The essence of mentoring revolves around building a relationship in which people feel safe enough to be vulnerable, make mistakes and grow from those encounters. Thus mentoring is negotiated through a continuous interactive process of feedback and communication. We have all had the experience of the extremely brilliant teacher who for all the wealth of information in their brains could not communicate that information in a way that others could relate to and grasp! Information is only truly valuable if it can be learnt from and sustainably applied. If the mentor is not a good communicator, the information and the potential it holds to transform systems and the world around us is forever lost! Relationships and the endeavour to successfully create a developmental space rests on the mentor's ability to be a good communicator. Often people believe themselves to be good communicators and the yardstick by which they measure their success in this regard, is unfortunately the amount of 'talking to' that the mentor engages in with the mentee! It is not the amount of one sided discussion, nor the amount of information that is relayed by the mentor, that determines the mentor's success at communication. The core characteristics of good communicators is their ability to both clearly, verbally communicate and be aware of what is non- verbally communicated by both the mentor and the mentee in relation to the information being relayed.

### ***a. The function of the mentor in this role is to:***

- Speak clearly so that the mentee can understand and follow you.
- Always check to see if the mentee has actually understood what you communicated.
- Communication is a two-way process driven by speaking and listening...so be sure to share the communication space and time with the mentee.
- Adopt and encourage the mentee's use of an open door policy with you.

- Set strict boundaries around the time and space in which the mentoring sessions will take place. Make sure that you minimise the potential interruptions that can detract from good communication.
- Always provide opportunities for feedback.
- Encourage the mentee to develop and practice his/her communication skills.

## **xii. Listener**

*“Ask fifty people who had mentors what attribute they found most crucial, and forty nine will probably mention their mentor’s listening”-Chip Bell.*

From the previous role it is evident that being a good communicator goes hand in hand with being a good listener! Sound listening skills are vital for mentors! Mentors have to develop the ability to “listen” to their mentees to determine how they experience the relationship and to obtain feedback on the progress made. Listening occurs on two levels:

- i. The direct verbal feedback from the mentee
- ii. The meta-communication: this refers to the message and feelings hidden in the subtext of the verbal message. This type of listening give the mentor a greater insight into the mentee’s actual feelings, expectations and fears regarding the information being verbally exchanged!

### **a. The function of the mentor in this role is to:**

- Concentrate and be attentive when the mentee speaks.
- Use your body language, eye contact, nodding and other non-verbal communication to demonstrate that you are actually listening to the mentee.
- Do not interrupt the mentee and allow him or her to complete what they are saying before you jump in with questions and comments.
- Encourage the mentee to express him/herself even though s/he may struggle. Be patient!

- Praise the mentee for expressing their thoughts, ideas and feelings, especially when they are anxious.
- Make notes of the important points the mentee has made.
- Listen to the meta-communication or between the lines.
- Observe the mentee's body language.
- Be open to the mentee's ideas and opinions.
- If you do not agree with the mentee's opinions, do not criticise them. Rather accept the uniqueness of each person and then ask them what they think or feel about your ideas or opinion on the subject.
- Give the mentee feedback about your understanding of what they have communicated.

### **xiii. Storyteller**

As a leader in today's world of work, you should develop story-telling as a tool, not merely to communicate information but also to inspire, motivate, bring about transformation, transfer values and skills and encourage self-reflection within the mentee as well as within the self and the organisation. Story-telling can be grounded in actual historical events that the mentor has experienced or they may be drawn from cultural or archetypal stories. When you use story-telling as a tool, remember to always reflect on the mentee's feedback in terms of understanding and learning.

#### **a. *The function of the mentor in this role is to:***

- Try to relate particular challenging events in the life of the mentee to an historic event or story that the mentee can learn from.
- Translate particular stories to clarify learning points for the mentee.
- Tell stories that the mentee will be able to relate to.

### **xiv. Teacher & Coach**

As a teacher, the mentor is responsible for teaching the mentee new skills and as a "coach", the mentor shows the mentee how to do certain tasks

#### **a. *The function of the mentor in this role is to:***

- Clarify performance goals and development needs.



- Teach specific skills the mentee will need in order to do a particular job.
- Educate the mentee about important values, principles and issues.
- Show the mentee how to do the task or job.
- Provide on-the-job training.
- Reinforce effective on-the-job performance.
- Recommend specific behaviour in which the mentee needs improvement.
- Clarify and communicate organisational goals and objectives.
- Provide feedback about performance.

## **xv. ROLES OF MENTEES**

### **xvi. Learner**

The most important role for any mentee is that of being responsible for their growth. Learning is the most powerful way in which to develop new skills, competencies and ways of being and as such mentees should embrace learning as a lifelong process. The mentee's primary responsibility is not circumscribed to learning from the mentor exclusively but the mentee should undertake to look at his or her skills and knowledge gap not as a shortcoming but as an opportunity to learn and acquire new skills from a more experienced person, such as the mentor. Learning can cover as many areas as both mentee and mentor are prepared to and comfortable, exploring. These learning areas can range from work-life balance to very specific and technical skills.

#### **a. *The function of the mentee in this role is to:***

- View each interaction with the mentor as a precious learning opportunity.
- Listen to the advice, ideas and guidance of the mentor.
- If there is anything you do not understand, do not be afraid or ashamed to ask the mentor to explain it. If you already knew everything, you would not have volunteered to be a mentee.
- Develop a learning plan to assist you in the implementation of key learning points.
- You need to embrace the idea that mistakes, problems and challenges are not wrong but opportunities to begin again but with greater wisdom!

## **xvii. Reflector**

A critical skill for all mentees to develop is the ability to reflect on all their interactions with their mentors and identify patterns of learning opportunities from those interactions. These identified patterns do not only pertain to the technical skills that the mentor is sharing with the mentee, but also to the patterns identified within their interpersonal interactions. Being able to reflect on their learning process allows the mentee to internalise the observations about the learning in such a way that it will facilitate better judgment for future situations

### ***a. The function of the mentee in this role is to:***

- Keep a learning journal with key points you have learnt from the mentor.
- Reflect after each meeting with the mentor and think about the session in a calm and open manner.
- Focus on the goals of the mentoring relationship.
- Turn negative feelings or ideas into positive opportunities.
- Speak to yourself in the language of possibility.
- Test yourself to think outside the box which is your comfort zone.
- Ask other people who do not always think in the same way as you about their take on the things you are trying to think differently about.
- Always ask yourself this key question: "What can I do differently to improve in all I undertake to do?"
- Review your progress towards your goals regularly.

## **xviii. Researcher**

To empower your learning abilities as a mentee you must also take on the responsibility of doing research. Research in and of itself suggests that curiosity, exploration and the search for understanding are at the heart of learning. It implies certain openness to new information, knowledge and ways of perceiving the world around you.

**a. The function of the mentee in this role is to:**

- Follow up on suggestions by the mentor on where you can find the right information and knowledge.
- Collect as information as possible in the areas you need to develop.
- Do regular internet searches to find the latest information and articles on the particular topic.
- Read many books and articles in your field of expertise about the skills the mentor wants you to develop.
- Analyse and categorise the information you collect.
- Draw conclusions from your research.

**xix. Self-Developer**

It is very important at the start of the mentoring relationship for the mentee to assume responsibility for expressing his or her development needs to the mentor, as the mentor does not know the mentee well enough to be able to determine developmental goals. Although it may be the mentor's responsibility to create opportunities for development, it is the mentee's responsibility to initially determine what he or she would like to learn

**a. The function of the mentee in this role is to:**

- Set goals for your self-development.
- Ask the mentor for input about self-development opportunities.
- Be open to further study opportunities to improve your current level of knowledge and skills.
- Empower yourself by reading extensively on topics of self-development, life skills and motivation.
- Identify and specific life skills you would like to develop.
- Invest time and energy developing those identified skills.
- Commit yourself to regular self-assessment in terms of progress made toward your identified goals.

- Make it a bi-annual ritual to rewrite your curriculum vitae to ascertain the progress you have made in the self-development goals you set for yourself.
- Make it a habit to keep records of all your self-development attempts.

## **xx. Communicator**

Communication and the ability to do it effectively, is at the heart of any mentoring relationship. This is a skill that falls on both mentor and mentee to develop and invest in doing. However, in the case of the mentee, he or she must be able to communicate their needs, ideas challenges and problems to the mentor, so that the latter can effectively assist the mentee. Mentees can also learn communication skills from the mentor.

### **a. The function of the mentee in this role is to:**

- *Always speak clearly when communicating with the mentor.*
- *Establish the purpose of your communication.*
- *Do proper planning before you communicate with the mentor.*
- *Ask the mentor to help you develop and improve your communication skills.*
- *Do not be afraid to openly share your ideas and opinions with the mentor. Learning can only take place if there is a meaningful dialogue and exchange of ideas between the mentor and the mentee.*
- *Express to the mentor how you perceive the mentoring relationship.*
- *Display gratitude when the mentor meaningfully contributes to your development.*
- *Do not be afraid to give your mentor feedback when he or she requests it. Mentors are also developing their leadership skills which requires of them to embrace the idea of reverse mentoring and continual learning.*

## **xxi. Listener**

Listening skills form the cornerstone of the mentoring relationship. This role is as vitally important for the mentee as it is for the mentor. Without good listening skills,

the mentoring relationship is rendered ineffective and opens the door for many misunderstandings, eroding trust and which result in a waste of time and energy for both parties. If the mentee does not listen to what the mentor is imparting for his or her growth, resulting in high levels of frustration for the mentor. The latter situation results in then the level of commitment and energy that the mentor invests eroding.

**a. The function of the mentee in this role is to:**

- Try to be attentive and concentrate on what the mentor is sharing with you.
- *Demonstrate that you are actually listening to your mentor through your body language such as maintaining eye contact, nodding your head and other non-verbal behaviour.*
- *Try to listen all the way through to what the mentor is sharing with you before you start asking questions and interrupting.*
- *Remember that you are there to learn. If you had all the answers, you would not need a mentor...so demonstrate that you are listening and want to learn through listening and asking questions!*
- *Ask questions as a means to clarify your understanding of what the mentor is sharing with you.*
- *Keeping notes of what you are learning is very important...so start a learning journal and carry it with you all the time.*
- *Pay attention to your mentor's body language.*
- *Embrace the value of learning as an ongoing process and as such open yourself up to the ideas and suggestions that your mentor makes.*
- *Do not criticise the mentor if you do not agree with him or her. A diversity of opinions and ideas is what stimulates new ideas and learning possibilities. Emotionally intelligence mentees are aware of the latter and demonstrate this by being open to the idea that he or she will differ in opinion from the mentor at some point in the mentoring journey.*
- *Always make sure that you provide the mentor with feedback about your understanding of the process and what you are learning from your interactions with the mentor.*

## **xxii. Interpreter**

The primary focus of mentoring is to demonstrate growth and learning through a change in our behavioural and skills repertoires. However, to be able to do the latter, the mentee must firstly, demonstrate that he or she is able to interpret not just what the mentor says, but all what he or she does. Secondly, the mentee must be able to translate that understanding and interpretation into action. The quicker the mentee is able to understand and interpret what the mentor is saying and doing, the faster the mentee will learn and grow as an individual.

### **a. The function of the mentee in this role is to:**

- Listen very attentively to what the mentor is saying.
- Double check with yourself and the mentor that you have clearly understood what the mentor is sharing with you.
- Do not be afraid to ask the mentor to repeat him or herself if you have not clearly understood what he or she has shared with you.
- Do not expect that the mentor will always readily supply you with all the answers to your questions! Sometimes he or she will deliberately not do so to ensure that you can make your own deductions and optimise every learning opportunity!
- Translate stories and shared information into clear learning points and action plans.

## **xxiii. Implementer**

Ultimately the true measurement of successful growth and the effectiveness of the mentorship programme, is the mentee's ability to translate the information and skills the mentor has shared with him or her, into action and clearly demonstrable behaviours. To be implementer means to translate the action plans that you have arrived at with the guidance of your mentor, into activities and actions in your everyday life and job.

**a. *The function of the mentee in this role is to:***

- It is your responsibility to ensure that you translate each discussion you have with your mentor into implementable actions.
- *Set clear goals, objectives, actions and target dates.*
- *Prepare and ensure that you have enough resources to implement the action plans.*
- *Ask your mentor for assistance in implementing some of your action plans.*
- *Demonstrate a high level of commitment to implementation.*
- *Be open to ideas and suggestions from your mentor with regards to implementation.*
- *Channel your focus in the direction of what it is you which to achieve and implement.*
- *Always check to see if you are making progress in terms of the goals you which to implement.*
- *Remember that what distinguishes great leaders and learners from those that are not is their determination and ability to keep trying regardless of the obstacles that are placed before them...so never throw in the towel and keep on persevering!*

**xxiv. Relationship Builder**

Although the mentoring relationship is a dynamic and reciprocal one, the mentee should never lose sight of the fact that he or she needs the mentor more than the mentor needs him or her. Thus it is the mentee's responsibility to build an effective relationship with the mentor. The mentor is a networker and as such will open many doors and opportunities for the mentee, who should grasp these opportunities with both hands. He or she does the latter by building effective, and ethical relationships with everyone the mentor introduces him or her to.

**a. *The function of the mentee in this role is to:***

- Make it a priority to remember the names and roles of all the people the mentor introduces you to.

- Double check with yourself and the mentor that you have clearly understood what the mentor is sharing with you.
- Do not be afraid to ask the mentor to repeat him or herself if you have not clearly understood what he or she has shared with you.
- Do not expect that the mentor will always readily supply you with all the answers to your questions! Sometimes he or she will deliberately not do so to ensure that you can make your own deductions and optimise every learning opportunity!
- Translate stories and shared information into clear learning points and action plans.

## **xxv. Innovator**

Although the role of the mentee is to learn from the mentor, the true test of the mentee's growth is his or her ability to demonstrate that he or she is able to create his or her own thinking and style of addressing issues and obstacles. Here you should see that developing your own creativity in terms of new ideas and ways of learning and doing things is crucial to the role of being an innovator.

### **a. *The function of the mentee in this role is to:***

- See all the ideas that mentors share with you as the opportunity to create innovative ways to do the same thing. However, be careful not to communicate that you feel the mentor has nothing valuable or "new" to teach you because he or she might be more experienced and used to doing things in a particular way!
- *The ability to link different ideas and concepts is essential to exploring new solutions to existing problems.*
- *Embrace the value that everything can be improved and in so doing you communicate that you do not accept mediocre standards from yourself and others.*
- *Keep an innovations journal in which you just jot down new ideas and spur of the moment thoughts that come up with regards to solve existing obstacles and ways of doing things.*



- *Ask for inputs from your mentor and other people when you have an idea, but you are not sure whether it can work or not.*
- *Set clear goals for innovation and creativity.*
- *Be self-reflective in terms of ways in which you can improve on your ability to be creative and innovative*

## **xxvi. Problem-Solver**

It is not the mentor's responsibility to solve all of the mentee's problems and obstacles in terms of his or her learning gaps. The mentor's role is to empower the mentee to be able to resolve his or her own problems, obstacles and learning gaps. Initially the mentor might be more involved in structuring the mentee's ability to address the issues he or she is confronted with, but as the mentee develops greater problem solving abilities, the mentor plays less of this role. The latter enable the mentee to be able to 'fly on his or her' once he or she leaves the 'nest' or mentoring relationship.

### **a. *The function of the mentee in this role is to:***

- Define the problem within the particular context within which it has arisen.
- Spend time determining the possible causes of the problem. Ask out observers and people to add to the list of possible causes of the problem, you have already generated.
- Develop a systemic approach to problem resolution by breaking it down into smaller chunks of information, so as to ascertain the various contributing dimensions to the problem.
- Identify all the role players.
- Liaise with all the role players or people who can assist you with the problem.
- Try to obtain different perspectives on the problem.
- Use systemic thinking and analysis to generate different solutions to the problem as well as the consequences of those solutions.
- Decide on an action plan to implement the solution.
- Consult your mentor about your analysis of the problem and the proposed solutions.

### 23. COMPETENCIES OF MENTORS & MENTEES:

Although many experts have differing views and definitions of mentoring, there is unanimous agreement with regards to the core competencies of great mentors. According to these research studies the following core competencies have been identified, which range across 3 broad areas. i.e. the broad knowledge base as well as the technical expertise required of the mentor, skills of great mentors and values that support great mentoring. *As reflected (highlighted) in the table by M.Meyer, the majority of skills and values that mentors need to develop and incorporate into a philosophy of being, are grounded in **Emotional Intelligence!***

**Figure 6. Competency Profile of Mentor**

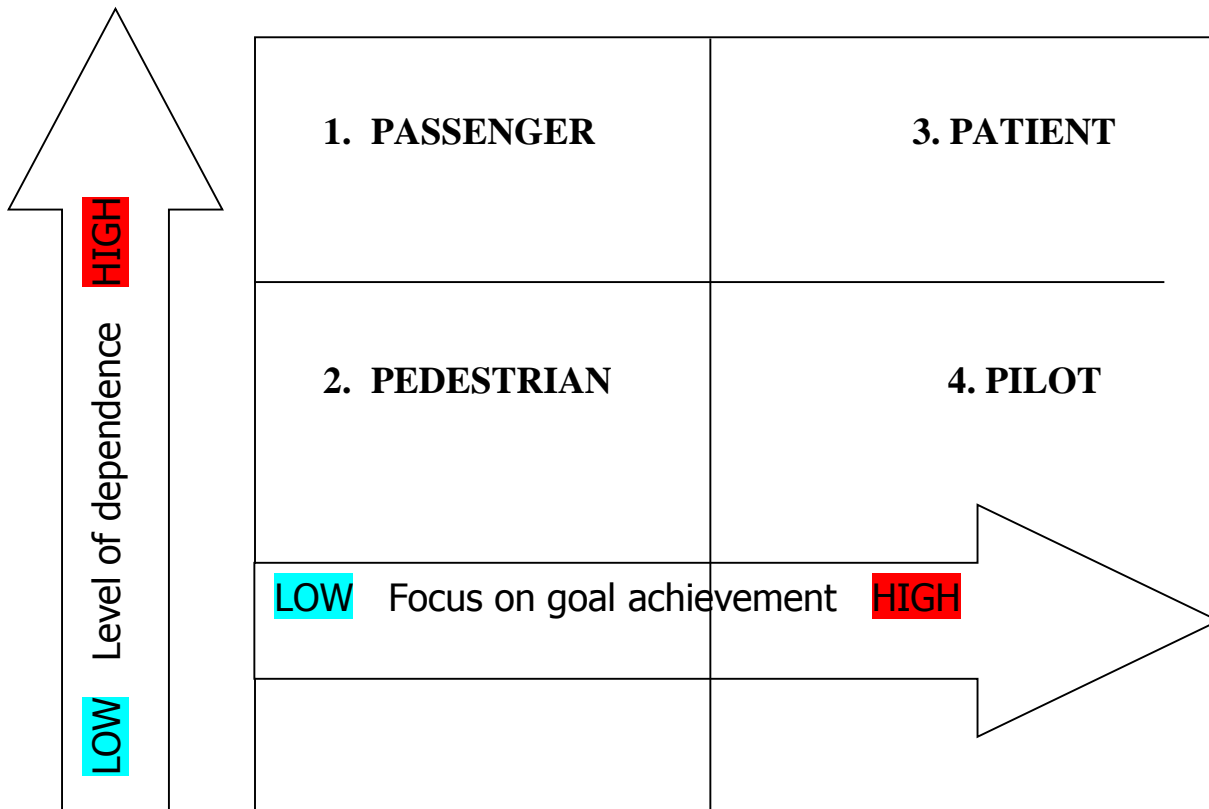
KNOWLEDGE AREAS	SKILLS	VALUES
➤ Leadership	➤ Analyse mentoring needs	➤ Fairness(EQ)
➤ Human resources management policy	➤ Build sound relationships (EQ)	➤ Openness(EQ)
➤ Training & development	➤ Communicate effectively(EQ)	➤ Empowerment
➤ Employment equity, strategies, policies & procedures	➤ Recognise & appreciate individual differences(EQ)	➤ Representativeness
➤ Diversity management	➤ Identify & address diversity issues(EQ)	➤ Objectivity(EQ)
➤ Individual & group behaviour	➤ Manage & adapt to change(EQ)	➤ Humility(EQ)
➤ Mentoring roles	➤ Resolve conflict(EQ)	➤ Learning
➤ Mentoring process	➤ Handle sensitive situations(EQ)	➤ Sensitivity(EQ)

➤ Options for mentoring & coaching	➤ Facilitate teamwork(EQ)	➤ Respect(EQ)
➤ Career management	➤ Compile mentoring action plans	➤ Empathy(EQ)
➤ Performance management	➤ Contribute to employment equity plans	➤ Multi-culturism
➤ Sexual harassment policy	➤ Give feedback(EQ)	➤ Anti-discrimination(EQ)
	➤ Interview mentees	➤ Self awareness(EQ)
	➤ Facilitate improvement(EQ)	➤ Awareness of others (EQ)
	➤ Counsel mentees(EQ)	➤ Equality
	➤ Confront mentees(EQ)	➤ Co-operation(EQ)
		➤ Critical thinking
		➤ Honesty & integrity(EQ)
		➤ Flexibility(EQ)
		➤ Confidentiality(EQ)

## 24. TYPES OF MENTEES

Many mentorship programmes focus quite heavily on the roles, skills and attitudes of the mentor, as the sole predictors of the success of the mentoring relationship. However, in recent studies conducted by some of the luminaries in mentorship programme development, the characteristics, attitudes and needs of mentees have been emphasised as equally important predictors of the relationship's success. These researchers have identified 2 crucial factors that govern mentee's behaviour in the relationship, which greatly influence the efficacy of the mentoring space, namely mentee dependency and goal-achievement. Meyer & Leon (2006) underscore this and state that "the level of mentee dependency on the mentor and orientation towards goal achievement play a vital role in mentoring relationships"(p.60)

**Figure 7. Mentee dependency & goal-achievement model**



**Interpretation of the types of mentees:**

**Type 1: Passenger**

This kind of mentee has a high level of dependence on the mentor, which suggests that he or she is will struggle to function on his/her own. Typically they will rely heavily on the mentor for support and guidance and the meta-communication is that they are unable to survive without the mentor and will battle to take initiative, actions and make decisions. These types of mentees have a low level of focus on goal achievement. The latter reflects in a mentee not being very focused on striving to reach targets and performance objectives. Thus the mentee is merely a passenger in the mentoring relationship, sitting back and enjoying the ride on which the mentor is leading them. They typically relinquish control of their mentoring vehicle, as well as the responsibility for their growth to the mentor.

## **Type 2: Pedestrian**

This type of mentee manifests with low scores on both axes, i.e. they have a low level of dependence on the mentor as well as a low level of focus on goal achievement. Comparatively speaking, the pedestrian has a lower level of dependence on the mentor than the passenger and can thus walk on his or her own. Unlike the passenger, pedestrians are able to make some decisions and take some actions and initiatives without the mentor driving the process. However, they have a low focus on achieving their goals, which could result in their attainment but at a rather slow pace! This happens as a result of walking only one step at a time!

## **Type 3: Patient**

The third type of mentee has a high level of dependence on the mentor but is much more focused on achieving his or her goals. Although a patient is largely dependent on the doctor to make a correct diagnosis and treatment plan for him or her, the patient does have a clear on what needs to be done to return to “health”

## **Type 4: Pilot**

The fourth type of mentee could be considered the ideal scenario, in which the mentee has a high level of focus on goal achievement, as he or she usually wants to excel. They typically are very dynamic and driven, assuming responsibility for flying or driving their own growth. They also have a much lower level of dependence on the mentor than the other types of mentees. In fact, the mentor assumes a very different role in the driving of the process, i.e. more like an air traffic controller or a driving instructor. However, the mentor must be aware that not all mentees will initially be able to be pilots and that as time passes and the mentee’s confidence in his or her abilities increases, they will be able to move in and out of the various types of mentees as discussed above. The goal of the mentoring relationship is always to move from a position of dependence and knowledge gaps to one of greater interdependence and strength. The mentor is responsible for identifying the type of mentee he or she is entrusted with and then look at potential pitfalls and strategies to move the mentee out of less productive positions.

## 25. CAPACITY-BUILDING SKILLS OF MENTEES:

There are capacity building skills that a mentor should develop within his or her mentee and these are:

1. Increase Self-Awareness:
2. Increase effective Communication skills
3. Encourage Systems Thinking
4. Emphasise Self-Development
5. Development Outcomes
6. Career Focus
7. Relationship-Building

## 26. PITFALLS OF A MENTORING PROGRAMME:

Although a powerful mechanism for growth and development, mentoring is often set up to fail in cases where it is considered the panacea to all the organisations ills and needs, especially with regards to growth and development of employees. The reality is that every mentoring programme will have its strengths and challenges. The key to ensuring it's success is similar to how we should view any relationship, namely that each person in that relationship is not perfect and the sustainability of that relationship depends on both parties ability to accept and acknowledge these challenges, rather than to sweep them under the proverbial rug. **If you raise Intrapersonal and interpersonal awareness, you will be better able to prepare for and respond to those challenges in a more dynamic and flexible manner.** As we are all very aware, when we are stressed, anxious and cornered, we tend to do more of what we always do but with greater determination! This often pushes people to be less flexible in their relationship problem solving attempts! Unfortunately, the mentoring relationship has many potential challenges, which if handled inappropriately can spell disaster. All emotionally intelligent mentors, mentees and organisations accept that these challenges may be inherent in the contribution they make to the relationship. They also know what pitfalls to expect and where to expect them from. Please refer to your toolkit for a detailed description of the pitfalls relevant to each party and solutions to those challenges.

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