
**MENTORSHIP AS MANAGEMENT TOOL IN THE
MODERN ORGANISATION**

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SUMMARY

The face of the modern organisation has changed. We are truly entering a global economy. This is evident from the mobility of the workforces in the South African organisation.

In the course of this study, theory is directed to ensure that information within the organisation is preserved. The aim is to investigate the concept of mentorship and how it can be utilised to ensure that information is retained by the organisation.

Finally, in having formed the holistic view of mentorship and the structure of a formal mentorship programme, the implementation of such a programme is discussed. Recommendations will then be put forward on how management should go about in implementing such a mentorship programme to ensure that it is to the benefit of the organisation.



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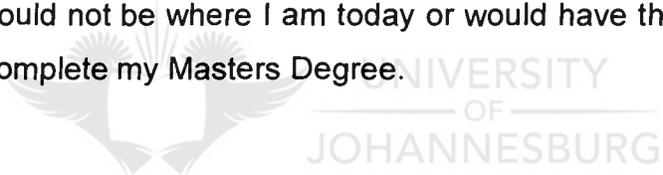


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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Background to the study

South Africa has for some time now been part of the global market. The playing field in the world has been leveled and South African organisations do not enjoy the luxury of protection by way of levies from the Government. Despite our fluctuating currency and regional problems, South African organisations need to compete on equal footing with its international counterparts.

To survive the competitive onslaught and to thrive, organisations need to perform in such a way that they have the competitive advantage over both local and international competitors. In order to be successful, organisations must build competitive advantage in the form of quality, speed and innovation. Managers must have the vision to think and act strategically and to ensure that a golden thread of knowledge runs through the organisation by way of skills-development and the cultivation of leadership. The organisation must constantly be aware of the strength and weaknesses and must ensure that they build a capable workforce and manage such a workforce in a way that delivers to customers the best possible value (Bateman & Snell, 1999:IX).

All organisations should focus on the maximising of its market value. This is the reward for the shareholders who are the owners of the enterprise. A quest for

greater value demands that scarce resources be allocated to the most promising areas. Nothing more so than the human skills an organisation possess. The pace of new innovations and the competitive nature of business do not allow for learning about the industry and organisation in the ordinary course of business. There is a need for the speedy transfer of knowledge and skills from more experienced employees and managers to the next generation of managers on all levels in the organisation.

The situation is exaggerated by the current situation where affirmative action and retrenchment of senior employees are at the order of the day. The need is now stronger than ever for skills from experienced managers to be transferred to less experienced individuals. A lot of organisations are currently in a process of transformation. An organisation's strategic management team, comprising of top level managers, is burdened with the tasks such as to promote efficient and effective service delivery. They have to promote the notion of developmental and transparent management, promoting employee participation, enhance performance in terms of pre-determined key performance indicators, and to introduce a profound change in terms of how people think, interact and perform. The vision, mission and corporate values of the organisation should be kept in mind. An organisation should be committed to realising its vision of building a smart, creative and developmental organisation, while its emphasis on development should be evident in its mission.

South Africa is in a position where its currency has over the past ten years shown a trend to devalue against other currencies. Because of this there seems to be a tendency for highly schooled individuals to not only go on early retirement, but for younger individuals to seek greener pastures overseas. This difficulty can establish itself in an organisation overnight. With the advancements in communication and world travel, it is possible to lose experienced employees in a very short period of time. These individuals then leave the organisation within a very short period of time and do not take the time or effort to transfer knowledge to those that need to take over their tasks. Because of this there is a need for a method of ensuring that the skills of these individuals are not lost to the organisation.

Few organisations have a formal mentorship approach to their employees. They choose to rely on a few highly knowledgeable individuals to ensure that the organisation builds a competitive advantage. This is evident from the fact that organisations that lose key employees thereafter go through a period of uncertainty. This is bad for morale and confidence of the remaining employees.

An attitude must be adopted to learn from knowledgeable individuals, while these individuals are still around. As is stated in the beginning, the main objective of an organisation is to make money and to create value for shareholders and various other stakeholders (Bateman & Snell, 1999:11). This is, however, not the only duty an organisation, through its managers, has towards its employees and the

community. Good values from business and corporate governance should be kept in mind. In order to learn from one's superiors and more knowledgeable managers and/or co-employees, one needs to be intrinsically part of their daily life at work, and sometimes even thereafter. The relationship needs to be placed on another higher level and not merely reduced to observation. One should also keep in mind that not all employees are willing, on an informal basis to take it upon themselves to learn, but that they are in most instances only trying to get through the day and receive their remuneration at the end of the day. There are, however, some exceptions. Strong leadership coupled with a strong mentorship programme is necessary to keep the organisation's competitive advantage.

1.2 Problem statement

Mentorship is an old concept (Bell, 1996:7). In a new corporate environment in South Africa, the need for the reviving of an active leadership and mentorship programme is imperative.

In many organisations in South Africa there are a lack of career and social support for employees. This may have a negative effect on especially newly formed organisations or newly formed departments. Senior members and leaders of the organisation should manage the change process correctly. This information needs to be shared in a structured way. This is becoming increasingly critical as the society is becoming more mobile and a lot of movement takes place between organisations on all levels.

From the outset of a transformational change effort, information must flow freely between and among the different divisions and levels of the organisation. All employees must receive information about vision, values, priorities and structure of the organisation from management. When information is not shared appropriately, mistakes can be repeated, and valuable time and other resources can be wasted. Inadequate information can also lead to morale problems. For an organisation to be competitive, proper techniques are needed to make the most of the human resources component. In doing this, however, the organisation should be able to remain committed to both its employees and shareholders.

1.3 Study objectives

1.3.1 Primary objective:

The primary objective of this study is to define mentorship as a management tool in the modern organisation. Furthermore, it aims at bringing about a practical way in which to implement and manage a formal mentorship programme to the benefit of the organisation.

1.3.2 Secondary objectives:

Firstly the aim is to establish whether an organisation can utilise mentorship as a tool to build or keep a competitive advantage. Furthermore, the study investigates whether an organisation can utilise culture to successfully implement mentorship programmes. Other secondary objectives include:

- To investigate the barriers encountered when attempting to implement a formal mentorship programme, and techniques utilised to overcome these barriers.
- To identify and analyse the aspects to be considered in the implementation of a formal mentorship programme.
- To draw conclusions as to the above study objectives from the literature consulted.

1.4 Research methodology

A study will be conducted from a literature point of view, and therefore relevant articles, books and discussion documents will be investigated as far as they relate to the study objectives.

1.5 Limitations of the study

Mentorship is a very broad concept, and it is found in all disciplines whether it be in family, sport, the military or business. To have regards to all of these disciplines is of such a nature that the study of each and every aspect of mentorship falls beyond the scope of this study. The purpose of this study is therefore not to give a comprehensive report on all aspects of mentorship and aspects ancillary thereto. The purpose is rather to bring the relevant aspects of this discipline to the forefront as far as they help to understand effective flow of knowledge and information in the organisation. The aforementioned is compounded by the fact that this is not an empirical study.

1.6 Chapter division

The chapters to follow will include the following:

Chapter 2 will focus on the principles of mentorship. A brief overview of mentorship's origin must be defined to place it into the context of the study. There must be an understanding of what problem needs to be solved in using a mentorship programme.

Chapter 3 will deal with organisational culture and career success through mentoring. It is discussed how mentorship and culture co-exist and influence one another. This influence can be positive or negative, and examples of these influences are discussed. The design structure of formal and informal programmes are taken into consideration.

Chapter 4 deals with the practical implementation of a mentorship programme. Certain recommendations are made on how to start the process of implementing the mentorship programme. Individuals are identified to fulfill the role of both mentor and protégé. In the end the programme is evaluated and recommendations for future programmes are made.

Chapter 5 provides a conclusion to the study and recommendations are made for the implementation of a formal mentorship programme.

CHAPTER 2

MENTORSHIP

2.1 Introduction

According to Bell (1996:7), the concept mentorship originates from “The Odessy” written by the Greek poet, Homer. As Odysseus is preparing to fight the Trojan War, he realises he is leaving behind his one and only heir, Telemachus. Odysseus recognises that Telie, as he was then known, needs to be coached on how to rule while his father is off fighting. He hires a trusted family friend, named Mentor, to be Telie’s tutor. Mentor is both wise and sensitive. Mentor had to become a father figure, a teacher, role model, trusted advisor, challenger, encourager and counselor. Since then the concept of mentor has come to mean someone who helps a younger person learn skills and values needed to succeed.

The greatest mentors through the ages for different religions were Jesus, Buddha, Moses, Mohammed, Confusius, Lao-tse, to name a few. Their influence was due in part to their ability to challenge their learners with thought provoking questions. The same is true of modern mentors. In a study done at the end of the previous century, fortune 500 organisations’ CEO’s were asked what contributed most to their success. Many listed an effective mentor as one of the key factors. What made these important people influential? They asked questions. Questions are therefore an integral part of mentoring (Bell, 1996:75). These questions are

the tools by which the information flow can be channeled down to the person asking the question. It also creates the tool for the mentor to have the protégé think about a specific situation, and to give their own views on the matter. This then sets the stage for the mentor to discuss it with the protégé and to debate the answers. It is thus not just asking questions for the sake of questioning. It is a valuable tool to facilitate the whole mentoring process.

2.2 Definitions

According to Johnson (2001:1) a mentor can be defined as a person who is tasked with helping a more junior person to work within the organisation. He or she is taught how to negotiate politically dangerous situations, and how to network. The mentor opens doors that the protégé could never have opened him- or herself. The mentor is tasked with not only transferring technical skills, but also skills in the day to day running of the organisation.

Mentoring is an approach to training and development in which the trainee is given the opportunity to learn on a personal basis from more experienced organisation members. The mentor is usually an older experienced executive who acts as a host, friend, confidant and advisor to a new member of the organisation. The relationships may be formally planned, or it may develop informally (Mondy, Noe and Premeaux, 1999:264-265). This of course can be utilised at all bases and all levels of the organisation. The higher the level, the

more senior the mentor figure will be, and the more influential the relationship will be for the individual and the organisation.

Mentors are established managers, who can support, help and advise less knowledgeable members of staff. A mentor should not be a direct line manager, but should have an understanding of the employee's job (Johnson, 2001:1). Ideally, the mentor and protégé should have the same gender and ethnic background, so as to ensure that advice is based on similar life experiences. This, however, as is described in the introduction, is not always possible. The mentor should be of mental capability to place him- or herself within the framework of reference of the protégé. This is to enable the mentor to realise these differences, and act accordingly (Price, 1997:341).

Mentorship is therefore an effective tool for employee development in a changing environment. In a recent study, Clutterbuck and Megginson (1999:3), suggested that mentoring is off-line help by one person to another in making significant transitions in knowledge, work or thinking.

Because of the concept being so old the definitions put forward by the relevant authorities do not differ substantially, but mostly compliment each other.

2.3 Coaching versus mentoring

One of the ways to describe mentoring, is to compare it with coaching. Mentoring, although containing aspects of coaching, is not synonymous with it. Coaching, mentoring and sponsoring are often linked together, but they are not the same. The coach helps you to find your way in the organisation or section thereof, but he or she is not in the same position. But a mentor is someone in the same position as that of the protégé. (Johnson, 2001:2). A mentor is doing things with the protégé, and shows him/her what should be done in the specific situation while it actually happens. A coach is the protégé's immediate superior, whose responsibility is to train and develop his or her sub-ordinates. A sponsor is someone at a higher level than the coach, generally the line manager's superior, who has the authority and ability to supervise the coaching relationship. Table 2.1 summarises various theories to distinguish differences between mentoring and coaching, as well as sponsoring. In Table 2.1 the concept mentee is used. This, in essence, is the same as protégé, and should be viewed as such.

**TABLE 2.1
DIFFERENCES BETWEEN MENTORING, COACHING AND SPONSORING**

Who, Where, How, What? & When?	Mentoring	Coaching	Sponsoring
Who is involved?	Mentor and Mentee	Line Manager and Subordinate	Line Manager & his superior
Where to be Found?	Across function	Own function	Own function
Nature of Relation?	Informal – cannot be imposed	Formally imposed	Formally imposed
Focus of relation?	Develop psycho-logical	Meet performance	Ensure coaching by line manager

Source: Johnson, 2001:4

Coaching and mentoring are vital tools for improving performance, loyalty and retention of the most talented people associated with the organisation. This can also refer back to various theories of realisation which places belonging to a certain group or organisation in high regard. Johnson (2001:2).

2.4 Possible benefits and risks of a mentorship project/ scheme

Mentorship like any other endeavour has risks and benefits. It should be weighed up, in order to find an optimum. This is to decide, first of all, whether a mentorship programme will be instituted and secondly, if instituted, what form it should adopt.

2.4.1 Benefits of mentorship

The benefits of mentoring have received a great deal of attention by researchers. Positive outcomes, which have been linked to mentoring, include a protégé's career attainment, early career success, work satisfaction, and a number of promotions received. Mentors benefit from career revitalisation, social recognition from peers and managers, and feelings of personal satisfaction (Young, 2000:611).

The benefits of mentorship to the individual, group and organisation make it a good development tool to use in learning organisations. (Whittaker & Cartwright, 2000:17-18). There are several benefits of a successfully implemented

mentorship programme. These benefits are threefold. There are some benefits to the Protégé, the mentor, and the benefits to the organisation as a whole.

2.4.1.1 Benefits to the protégé

The protégé gains a sense of self-worth and self-confidence. This is especially important, as the protégé in such a programme is usually somebody that has not been with the organisation for very long and will have a hunger for knowledge and belonging within the organisation. With this the protégé learns about the formal and informal culture within the organisation, its values, objectives and management styles. This should not be confused with learning the politics of the organisation. Politics are merely a power play game. With mentorship, the actual values and culture of the organisation is taught to the protégé. This allows him or her to know what framework can be operated in, in order to forward their careers and have a positive effect on the organisation. This will also prepare them for advancement to challenging assignments.

Mentorship teaches the protégé the basics. This they are going to need in order for them to concentrate on problem solving, rather than what can and cannot be done within the organisation. This will lead to some protégés coming up with possible problem solving methods within this framework. The mentor further increases the visibility of the protégé to senior management. Senior management will have regular feedback to evaluate the capability of the protégé. It can then be ascertained what needs to be done to overcome any shortcomings. Should a

protégé not fit into the culture of the organisation, it is an opportunity for management to ascertain whether the protégé or the organisation is at fault. In some instances the organisation is in need of a cultural change. On the contrary, so-called new blood, carefully explored, can actually lead to new ways of doing things and to larger profits for the organisation. (Whittaker & Cartwright, 2000:17)

2.4.1.2 Benefits to the mentor

The mentor is, after all, also part of the organisation, and should be operating at his or her full potential. Motivation of the mentor, both in the mentoring programme, as well as in his/her normal duties within the organisation, is of utmost importance. The mentor will be motivated if he/she receives recognition for successful efforts in a mentorship programme. The success of the protégé is, in essence, also a success of the mentor. This re-confirms the mentor's sense of belonging, and loyalty towards the organisation. A sense of pride is cultivated by a protégé's success. The mentor experiences a sense of self-realisation. This is achieved by a feeling that the mentor is helping the next generation.

It creates a feeling for the individual that he or she is making a difference. It offers an opportunity to be creative and positively influence another person's life and career. This then goes beyond the organisation and actually instills a sense of achievement. This can be achieved by improving the personal circumstances of the protégé. The successful development of the protégé thus creates a feeling of pride within the mentor. One should also not forget that the mentor in such a

situation needs to take a good look at its own knowledge and to revisit aspects that it has in all probability forgotten about. It is thus just as much a learning experience for the mentor, as it is for the protégé. The mentor can take the skills it has learned over years, and hone such skills. In this way the assurance is given that the knowledge is updated (Whittaker & Cartwright, 2000:18).

2.4.1.3 Benefits to the organisation

If one has cognisance of the benefits to the protégé and the mentor, it will equate to huge benefits to the organisation as a whole. With a protégé receiving knowledge and the mentor ensuring that its own skills are honed, the organisation will benefit even more.

An employee that is motivated and confident, and wishes for his/her career to excel, must in turn create value for an organisation, because the better the organisation does, the more the employee will benefit. There is the prospect of better communication if there is a proper structure for the mentors and protégés to meet. This improvement in communication ensures that problems are more easily identified and subsequently solved. The aspects already described under the benefits for the protégé and the mentor is also relevant to the organisation. Their increased productivity and standard of performance are pre-determined and clear and measurable goals that exist need not to be emphasized. This includes aspects of productivity and cost efficiency.

The mentorship programme is cost efficient because the training is taking place while the protégé and mentor is still productive. Therefore no working hours is lost due to usually expensive training programmes. These training programmes can continue for days and still then needs to be implemented. The small loss of time while the mentor answers questions from the protégé is soon outweighed by the improved productivity of both members after such discussion. This will manifest itself because in the next project the protégé will be able to do it alone or with less help from his/her peers. There is no need to set up special venues and intrigued logistics to arrange for a training session. The best training environment is the job itself.

In circumstances where the protégé was involved with a project from its inception, he/she will at a later stage be in a position to conclude such project. This may be of importance where senior members of the organisation are no longer involved with the project. If the protégé was properly managed by the mentor, such protégé can provide a meaningful contribution to the project. This will ensure that neither productivity nor knowledge is lost.

2.4.2 Risks in the successful implementation of a mentorship programme

Potential risk can be turned into challenges or opportunities for growth. Some risks are, inter alia, racism, sexism and favouritism.

2.4.2.1 Racial issues

South Africa is still characterised by racial tension. These tensions are a way of life for most people, reinforced by the upbringing and socialisation. Racism, in particular, is regarded as a contributor to problems experienced in the work place. It is therefore necessary to understand racism and how it manifests itself in order to deal with it effectively. The racial issues are compounded by government legislation, which force organisations to employ previously disadvantaged individuals. This leads to further tension. There are certain blockages to the challenge of understanding discrimination (Cronjé, Du Toit, Moll, Van Reenen, 1998:6-7).

- **Misunderstanding:**

A misunderstanding of the culture of a different race can lead to a blockage in understanding the person from the different race's attitude towards the work place. There are, however, ways in avoiding discrimination, without having to loose one's identity within the organisation. The establishing of good communication channels is essential. Through this, one can communicate freely on all levels, and talk openly about racial issues. Once these issues are out in the open, it can be dealt with. A good mentorship programme can lead to proper communication as well as a prevention of negative attitude in this regard.

It will be of value to show interest in other people. Not just show interest in their work at the organisation, but to show interest on the way they are doing things within the organisation. In order to understand how people think and operate, interest must first be shown in the person, which includes the person's culture and heritage (Hough & Neuland, 2000:71). It is advisable that each organisation should have a policy and practice, supporting anti-discrimination procedures. An open channel of communication needs to be established in order for people to report racial issues, without the fear of being victimised. Workshops dealing with this should be established.

2.4.2.2 Cross gender issues:

The number of women entering the work place has increased over the past years (Cronjé, Du Toit, Moll, Van Reenen, 1998:6-7). This is due to the changing role of women worldwide. From housewife and caretaker of children, to empowerment through various careers. For most women this is a large deviation from their traditional role. It is thus also important for women to be part of a mentorship programme. Some of the woman who has successfully completed mentorship programmes can go on to become mentors themselves. Some of the benefits of undergoing a mentorship programme for woman, includes improved self-confidence, increased visibility to senior management, focussing on career aspirations and help with work related problems. This is not limited to female employees, but can be beneficial to all groups including all genders and races.

There are, however, issues that need to be understood, in order to make cross-gender mentorship relations work. One needs to understand that the traditional role of woman in especially rural areas is to be obedient and submissive. In a mentorship relationship, the women can in some instances become dependant on the mentor. Care must be taken not to allow a mentor/protégé relationship to evolve into this. Because of the previous roles of men and women in the workplace, mentors are usually males. This is due to males traditionally being in positions of power for a longer period of time than women.

This is compounded by the fact that the numbers of female role models are limited. A female needs to find a role model in her own organisation, as well as role models that are removed from her place of employment. The role models that are far removed from the protégé can also assist, but the impact is limited (Hough & Neuland, 2000:85).



Not to be underestimated is intimacy and sexuality concerns as potential problems in the mentorship programme. Mentors that are not carefully considered may attempt to abuse their position of power to sexually harass the protégés. The threat of a lack of promotion or a promise of promotion or meaningful assignment in return for sexual favours can take place. Besides the legal implications for the organisation, it can have serious effects on the productivity and the culture in the organisation.

2.4.2.3 Other mentorship risks

There are a lot of other hazards contained in a mentorship programme. Employee jealousy and resentment in an organisation can establish itself.

Time demands of the mentorship programme may impact negatively upon the manager/mentor. Although the idea is to create an environment for continued training, it is possible that the mentor/manager is forced to find extra time in order to attend to mentoring within the organisation. Because of the fact that a mentor is usually chosen for his or her understanding of the vital roles within the organisation, these people have limited time at their disposal, and might not receive the mentorship duties well.

From the protégé's side, the protégé can become over-dependant on the mentor. This can either be because he or she is submissive, or because the mentor or protégé encourages same. The mentor should realise that although being in a position of power, he or she must leave enough room for the protégé to develop his/her own personal views on matters.

A clash of personalities between mentor and protégé is possible. This is more evident in forced participation in mentorship programmes. Therefore a voluntary mentorship programme where mentors volunteer to participate, is to be encouraged. The result of same will be that the possibility of personality clashes are decreased.

A protégé that is too ambitious and creates the impression that the mentor's position is in danger will have a negative impact on the mentorship programme. The mentor should be assured that its position is not to be taken over by the protégé. This will lead to the mentor sharing all knowledge with the protégé, and not hold back information as a safeguard to ensure that he or she knows more than the protégé at the end of the programme. The mentor and protégé should be open about his or her ambitions and same should be discussed. With this there should be a close relationship between the mentorship programme and the formal structures put in place by the human resources department. If need be career counseling should be undertaken (Beaumont, 1993:144).

2.5 Characteristics of a mentor

There are certain qualities that a mentor should possess. There are also certain personality traits that should be absent from a good mentor.

First and foremost, a mentor is a leader (Beaumont, 1993:145). He or she should instill the confidence as a leader in the protégé so that the protégé will be willing to follow and accept the mentor as a role model. The mentor should be a person that already has a good record for developing other people. This is something that goes hand in hand with being a good leader. A genuine interest in seeing younger people advance, should be a characteristic embedded in a mentorship's personality. The mentor should be able to relate to the problems of the protégé,

and have the ability to relate to any age group. This is more significant in instances where the mentor has a group of diverse protégés to lead.

The mentor should possess over a wide range of skills with which to lead and which to pass on to the protégé or protégé group. This will include a detailed knowledge of the organisation, how it works and where it is going. This will include the vision and mission of the organisation. A good combination of patience together with good inter-personal skills, as well as the ability to work in an unstructured or structured programme. The mentor should have sufficient time at his or her disposal to enter into such a mentorship programme. Being a good leader and mentor necessarily means that respect can be commanded from the protégé. Respect is earned by the knowledge the mentor has and not by fear instilled in the protégé. The mentor should have a well-established network of contacts and influence within the organisation to ensure that the protégé is provided with the best possible chances to succeed in the mentorship programme and in the organisation as a whole.

One should look for the pitfalls that will render a mentor unsuitable in the leadership position. An individual that is heavily engaged in organisation politics has his or her own benefits higher on the agenda than that of the organisation and the protégé. This will lead to the mentor utilising the protégé to position his- or herself more favourable within organisation politics. A mentor being a recently appointed member of staff should be avoided, even if he or she has strong

leadership potential. This flows out of the requirement that the individual needs a good understanding of the organisation, how it works and where it is going. Being a good leader, the mentor should not be involved in low profile work, but should actually be entrusted with projects that involve striving towards the vision of the organisation. As a leader in the organisation, the mentor should be a person with ascendancy in the organisation. Managers that have a high labour turnover in their department will lead to low morale, and should not be entrusted with the leadership programme of mentorship (Beaumont, 1993:145).

2.6 Stages of mentor/protégé relationship

The relationship between mentor and protégé is not static but develops through different phases. Both the mentor and protégé should be aware of the phases through which their relationship develop, in order to adjust them and to make a success of each phase. Classically there are four phases through which a mentorship relationship develops (Wunsch, 1994:21-23). These phases are the initiation, development, separation and re-defining phases. These phases are evident in various literature consulted.

2.6.1 Initiation phase

Classically the initiation phase lasts between three and six months. During this initiation phase, the mentor and protégé get to know each other. Enough time must be set aside for the mentor and protégé to familiarise. This is on both a work related and personal level. This includes knowing the other person's hopes

and fears. Care should be taken not to create a too familiar relationship, as this would irradicate the respect the protégé has for the mentor. The protégé should at all stages acknowledge the mentor as leader.

During the process of getting to know each other, trust develops. All activities, tasks, responsibilities, expectations and goals are defined, and it is ensured that these are communicated, integrated and in line with individual goals of both parties. Enough room is left for discussion of questions by the protégé. For both individuals, strong and positive attitudes are beneficial for a continual and meaningful relationship. Both gains experience by interacting with each other. The protégé turns to the mentor for support and direction. The mentor further creates opportunities that are beneficial for the protégé's personal development, as well as its development within the organisation. The pace, at which the protégé should operate, is determined by the mentor.

2.6.2 Development phase

The development phase can take between two and five years, depending on the level the mentorship programme takes place. The function and role of the mentor expands during this development phase. During this stage, both parties will benefit from the relationship. Certain expectations are fulfilled, and new expectations come to the fore and produce more challenges for both parties. A more structured opportunity for a more regular and meaningful interaction is created. Interaction is increased from the protégé, as the protégé starts to act on

his or her own. The mentor is still required to give guidance. Being a primarily leadership role, the mentor provides advice and guidance to the protégé.

A more emotional deepening between mentor and protégé occurs. At this stage the dangers of a too emotional bond between mentor and protégé needs to be addressed. This is especially so for a cross-gender relationship. If this is successfully dealt with, less conflict and uncertainty will occur. As less conflict and uncertainty occurs, the focus is placed more on the development of the protégé's knowledge and skills. The skills and knowledge refers to both life skills, as well as skills and knowledge within the organisation. The more the relationship grows, the more knowledge and skills can be passed on to the protégé with specific reference to the organisation, and the specific department the protégé find him- or herself in.



2.6.3 Separation phase

If the mentorship programme is successful, it is obvious that the protégé should be reaching a stage where he or she will be able to operate on his or her own within the organisation. This can, however, change due to structural changes within the organisation. The nature of the relationship is as such that changes in the structure will necessarily mean the separation of mentor and protégé. It is not always possible to accommodate this relationship in a structural change.

The protégé can also be given the opportunity to function independently. The protégé will have to choose same if given such opportunity. The opportunity for the interaction between mentor and protégé can also be restricted and come to an end through promotion and rotation. The protégé will become independent, and will no longer need the mentor to provide guidance. The protégé can be allowed to manage projects and/or divisions.

2.6.4 Redefining

After each mentorship programme has come to an end, an evaluation of the whole process should be taken. The positives and negatives of each programme should be taken into consideration, and the whole process be redefined. This is done in order to ensure that all mentorship programmes are improved from the previous to the next. The organisation learns from its mistakes, and also take satisfaction in successful implementation programmes. The award for both mentor and protégé should be considered. It is, however, also necessary to reprimand, if necessary. It should be considered that there will also be a necessity to enforce cultural changes from both the mentor and the protégé's side. Should an individual not perform in accordance with the organisation's expectation, forced change is inevitable.

2.7 Legal framework

No leadership and/or mentorship programme can be complete without knowing the parameters of the legal framework the organisation may operate in. The

organisation cannot afford (both from a time, money and corporate governance perspective) to institute programmes that are not according to relevant legislation. In order to develop and implement a comprehensive, effective and integrated mentorship project, the various legislation must be taken into consideration.

2.7.1 Labour Relations Act, 66 of 1995

Placing a senior person in the role of a mentor will mean that he/she will have a different job description from what was initially envisaged. According to the Labour Relations Act, 66 of 1995, an employer may not alter an employee's job description without proper consultation with the employee. Especially if such a change will place a greater burden on the employee than before. When a mentor is identified for the role, it must be taken into consideration that the job description of the mentor is going to change. This almost inevitably means that a greater burden will be placed on the mentor. The mentorship will be over and above the normal duties expected of the mentor within the organisation. Should the mentor not be properly consulted and the proper alterations made to the contract of employment, the organisation may encounter sanctions. A situation may arise where the mentor is, because of his/her mentorship duties, not giving enough attention to duties as described in his or her contract of employment. This will also lead to difficulties for the mentor in that he or she will be neglecting the duties that he or she was appointed to do. It is of utmost importance from the organisation, as well as the mentor's perspective, to make sure that the

guidelines provided are adhered to (Labour Relations Act, 66 of 1995). In this way sanctions from the State or from the organisation towards the mentor can be avoided. This is more conducive to creating an atmosphere of productivity.

2.7.2 Skills Development Act, 97 of 1998

The major purpose of the Skills Development Act, 97 of 1998, is to develop skills, which relates to the needs and demands of the economy, society and each learner. This should be done in a manner, which give effect to the objectives of the South African Qualifications Authority Act and the National Qualifications Framework. The Skills Development Act, 97 of 1998, encourages organisations (including employers and unions) to use the workplace as an active learning environment, and to provide workers with the opportunities to acquire new skills. This takes on the form of formal and informal training (Cronjé, Du Toit, Moll, Van Reenen, 1998:416). The aims of the Skills Development Act, 97 of 1998, are to develop the South African workforce in two different ways:

- through improving the prospects of workers within the organisation, and by way of proper education improve the quality of life of the individual. This in turn will lead to the individual having greater productivity in the workplace.
- by improving the workplace productivity and the competitiveness of the organisation. The Act furthermore promotes access to employment for the unemployed. This has a social impact on the total wellbeing of the country.

This will have a positive impact on the image of the organisation, especially as far as its relationship with the Government is concerned. Through improving quality of life, the quality of social services, education and training can be promoted.

The Skills Development Act, 97 of 1998, has taken a holistic view of where and how people will work, including the development of people for working in non-formal and small enterprises, and not only in the formal economy.

A set of coordinating structures is created (The Skills Development Act, 97 of 1998, Chapter 3, Section 10). These include the Sector Education and Training Authorities, the National Coordinating Structure and the National Skills Authority. (The Skills Development Act, 97 of 1998 read together with the Skills Development Levies Act, 9 of 1999) Requires the Sector Education and Training Authorities to comply with certain guidelines.

- The Education and Training Authorities are required to develop a Sector Skills Plan. This plan will include a comprehensive model that will set goals for developing a workforce in order to improve skill levels, which has as its major concern the upheaval of the workforce. This is done to not only increase productivity within organisations, but also to instill a sense of worth for the particular person.

- After the development of the plan, as abovementioned, the Sector Skills Plan needs to be implemented. In this the development and administration of mentorship programmes are of paramount importance.
- A further duty is to undertake quality assurance, which is something that will be integrated in an organisation having total quality management as an objective. There is also the task to distribute levies collected from employers in the respective sectors. This is an administrative function, but is integral to ensure that the money collected is spent at the best possible location for maximum effect.

A report on the progress needs to be given to the Director General. The Director General is appointed in accordance with the Skills Development Act, 97 of 1998.

2.7.3 The Employment Equity Act, 56 of 1998

The major purpose of the Employment Equity Act, 56 of 1998, suggests that education and training has a key role to play in irradicating current shortages of suitably qualified and experienced people from the designated groups of previously disadvantaged individuals. As such, the Employment Equity Act, 56 of 1998 and the Skills Development Act, 97 of 1998, are closely interlinked. It is also because of this Employment Equity Act, 56 of 1998, that organisations employ previously disadvantaged individuals. This is sometimes only done to avoid sanctions. These individuals are then neglected because they do not

possess the relevant skills. Instead of approaching the situation as abovementioned, a comprehensive mentorship programme can turn them into productive members of the organisation. This will avoid millions of rands being spent by an organisation to artificially satisfy the requirements of the Employment Equity Act, 56 of 1998.

The National Qualifications Act provides an opportunity for the development of career paths as seen both from the employer's and employee's point of view. In order to make an organisation an attractive place to work, it is important that high level officials, as well as frontline workers are motivated to acquire these skills and knowledge, and to convert these into work performance. Training in this context can also be used as a strategy to establish a more representative workforce by building the capacity of underrepresented groups within specific positions.



2.8 Conclusion

A mentorship programme is established through different phases of the mentor/protégé relationship. A very good understanding between the mentor and protégé is necessary. This includes an understanding of what needs to be achieved with the mentorship programme, as well as full knowledge of the origin of the concept of mentorship.

There are various difficulties that may be experienced in the implementation of the formal mentorship programme. These difficulties are unavoidable and will have to be dealt with as they occur. As long as all the parties involved realise the dangers and are prepared to rectify same, it should not hamper the implementation of the programme. All of this should be dealt with within the ambit of the relevant legislation.



CHAPTER 3

ORGANISATIONAL CULTURE AND CAREER SUCCESS THROUGH MENTORING

3.1 Introduction

In order for any organisation to successfully implement any programme it must fully understand all its strengths and weaknesses. A proper self-examination of all aspects that will have an impact on the programme should be considered and dealt with accordingly. One of the core aspects having an impact on any programme, including a mentorship programme, is the culture of the organisation. The culture is usually indicative of the way in which the programme will be received and implemented. Understanding the culture will help with the implementation of the programme and the successful completion thereof.

3.2 Organisational culture

In order to make use of a mentorship programme, the organisation must first of all understand its own situation thoroughly. None more so than understanding and analysing the culture of the organisation. This will have an influence on who is identified as becoming mentors, as well as those becoming protégés. The culture of the organisation will determine not only if a mentorship programme is feasible, but also what structure is to be utilised. If the organisation has a loose culture, it might be necessary to implement a more formal programme.

3.2.1 Definitions of organisational culture

The organisational culture is a set of values, beliefs and behaviours that become part of the social fabric of organisations. Culture is a major determinant of productivity. It shapes organisational responses to external pressures and suppresses or enhances the cooperative effort of the workforce (Davis, 2001:1). According to Price (1997:140), the organisational culture is the way the everyday tasks are done. Organisational effectiveness depends on a strong positive corporate climate. Values are at the heart of the corporate culture. They are made up of the key beliefs and concepts shared by an organisation's employees (Price, 1997:5). Organisational culture is a set of values, beliefs, norms and patterns of behaviour that are shared by organisation members and that guide their behaviour (Desimone et al., 2002:43-44). Individuals who understand an organisation's culture are better able to accurately interpret organisational events. They know what is expected of them and behave in appropriate ways in new or unfamiliar situations. Given the fact that in today's changing environment of the global economy, it is important that people are not scared of entering unfamiliar situations. A good understanding of the culture of the organisation will establish confidence to enter unfamiliar situations with a certain sense of reassurance.

3.2.2 Control and the role of empowerment and culture

Managers are increasingly discovering that control systems that are based solely on bureaucratic and market forces are insufficient for directing today's workforce (Bateman & Snell, 1999: 562). A new approach is needed.

The employees' jobs and job descriptions have changed. The nature of work is evolving. Employees working with computers, for example, have more variability in their jobs, and much of their work is intellectual, and therefore invisible. Because of this, there is no one best way to perform a task. Programming or standardising of jobs is extremely difficult. Close supervision is also unrealistic, since it is nearly impossible to supervise activities like reasoning and problem solving.

3.2.3 The changing nature of management

The culture of an organisation is evolving because of technology and changing socio-economic aspects. The role of managers is evolving too. It used to be that managers knew more about the job than the employees did. Today it is typical for employees to know more about their job than anyone in management. This is referred to as the shift from "touch labour" to "knowledge work". When real expertise in organisations exist at the very lowest levels, the hierarchical control becomes impractical. With this in mind, it is of utmost importance that the mentor chosen to lead the protégé, is a manager and leader that also has knowledge of the specific work to be performed by the protégé. Should the mentor not have

sufficient knowledge of the specific duties of the protégé, the mentor should him- or herself undergo training in order to familiarise his- or herself with all aspects of the protégé's job description. The mentor need not, however, be an expert, but must have a more than average understanding of all concepts.

3.2.4 The changing employment relationship

The work relationship has changed. It used to be that employees were most concerned about the issues such as pay, job security, the hours of work and the fringe benefits. Today, however, more and more employees want to be more fully engaged in their work, taking part in decision-making, deriving solutions to unique problems, and receiving assignments that are challenging and involving.

For the reasons stated above, the concept of empowerment of employees has not only become more and more popular in organisations, but it has become a necessary aspect of a manager's repertoire of control. The mentor should have this empowerment issues in sight whenever a protégé is taken under his or her wing. With no single way to approach a job, and no way to scrutinise what employees do everyday, managers must empower employees to make decisions and trust that they will act in the best interest of the organisation (Cronjé, Du Toit, Moll, Van Reenen; 1998:414). But this does not mean giving up control. Instead, it means that managers need to make better use of control, by ensuring that the people entrusted with the job knows exactly what to do and what is expected of them. This includes all aspects of culture. This is a form of control where the

person actually doing the job is acting in the best interest of the organisation and the manager has control in a different way. Not the same as in an authoritarian control system. This kind of control involves creating relationships built on mutual respect, and entails encouraging each individual to take responsibility for his or her actions. The employees work within a guiding framework of values, and they are expected to use good judgment. This is influenced by the organisation's culture. This good judgment can be inserted in the mentorship programme, as the protégé will be in a position to observe what the mentor's judgment is in certain situations. The emphasis in such an empowered organisation is on satisfying customers, not on pleasing superiors. Mistakes are tolerated as the unavoidable byproduct of dealing with change and uncertainty. It is viewed as opportunities to learn. The team members learn together.

It is necessary to understand culture's role in control. The organisation's culture is the foundation of control. Organisation culture is the set of important assumptions about the organisation and its goals and practices that members of the organisation share. It is a system of shared values about what is important and beliefs about how the world functions. In this way, an organisation's culture provides a framework that organises and direct people's behaviour in the workplace. This is the essence of control. Cultures can be strong or weak.

3.3 Evaluating the culture of the organisation

It is necessary to diagnose the culture of the organisation to understand what needs to be done. A variety of aspects will give useful clues about the culture of the organisation.

3.3.1 Corporate mission

The corporate mission statement and official goals are usually the starting point. It will set the parameters for the organisation's public image. One must ensure that these statements correlate and truly reflect how the organisation actually conducts its business.

3.3.2 Business practices

Observing business practices will indicate how an organisation responds to problems, make strategic decisions, and treats employees and customers. This will reveal what the values of top management are.

3.3.3 Symbols, rites and ceremonies

Symbols, rites and ceremonies give further indications about the culture of the organisation. Status symbols can give you a feel for how ridged the hierarchy is and for the nature of relationships between lower and higher levels. It indicates what behaviour is rewarded. This can be something as simple as clothing or the vehicles parked in the parking area. The stories that people tell can also be an indication of what the organisation's culture is. This gives a lot of information

about what is happening within the organisation. Every organisation has its myths, legends and true stories about important past decisions and actions that convey the organisation's main values (Deal & Key, 1998:71). Organisations may traditionally tell stories about service, quality and innovation. These stories often feature the organisation's heroes (those persons once or still active within the organisation). It tells of the qualities and characteristics that the culture especially values (Deal & Key, 1998:72). These individuals act as models for others about how to behave within the organisation. They are to be seriously considered for a mentorship role.

3.4 Cultural change: The paradigm shift

According to Captain (2002:3), cultural change requires changes in the vision and perceptions held by employees and customers about the organisation's mission, goals, management and performance. A successful culture change initiative requires top level commitment and leadership. It requires a vision that clarifies an organisation's missions and goals, and alignment of that vision with the organisation. It also requires a clear communication of that vision, and actual changes in the way that business is done. Most importantly, it requires a variety of steps that focus on individual employees, including utilising individual interviews, surveys and questionnaires to identify and address employee needs. This will assist in creating teams and leaders who will encourage the process.

Cultural changes therefore involve a complex process of replacing an existing paradigm with another. The organisation's transformation efforts should be focussed on articulating its new vision and paradigm shift. This is done with the purpose of redefining the desired organisational culture, mission and strategy.

Coaching and mentoring are some of the most powerful tools for effective cultural change. Culture is the DNA of the organisation, community, tribe or nation, its beliefs, preferences, and aspirations (Marshall, 2000:1). According to Greco (2000:1) corporate culture places an ever greater emphasis on learning. It places emphasis on interpersonal relationships, rather than traditional command and control leadership. This segment is growing at a strong pace. Executive coaching is so important because executive development has become paramount to gaining a solid competitive advantage.



3.5 A case study of corporate culture through formal mentoring

The following case study by Geiger-Dumond et al. (1995:1), proved that many organisations believe in structured formal mentoring as integral part of the culture. It is important that senior management should have a visible, frequent and continuing support of the programme.

In a long-term strategic plan published by the CEO of McDonald Douglas Corporation (based in St. Louis, Missouri) mentoring has been named as an important aspect. Mentoring has management support because the McDonald

Douglas Corporation's leaders are convinced of its benefits. They believe that mentoring improves the pool of talent for management and technical jobs, and helps to shape future leaders. They consider mentoring to be an effective vehicle for moving knowledge through the organisation from people who have the most experience to those that are still learning. They find the mentoring process to be a valuable source of objective feedback for participants. The mentoring process at the McDonald Douglas Corporation is part of the organisation's management development strategies. The process follows a basic outline.

The McDonald Douglas Corporation has, through a hands-on monitoring process, identified high performing employees. Those people who are introduced to the mentoring process are so introduced to help define development objectives. The organisation matches the required high performance with executives who can help them meet the objectives. Thus the team of mentor and protégé are both high performing individuals which will compliment each other in the achieving of the organisation's strategies and goals. This is done by providing the necessary resources in the form of knowledge and experience to the protégé who will then have the opportunity to draw upon this pool of knowledge and experience. This will forward the protégé's career and benefit the organisation. Together the protégé and mentor can determine the goals for the mentoring relationship.

3.6 Promoting career success through mentoring

Mentoring is an important aspect of organisational socialisation and career development (Hill, 1998:1). One must ascertain who the leaders are and identify them to be mentors in the programme. The protégé, however, in the process also becomes a better leader and in turn can enter a mentorship programme. The two-way flow of leadership abilities is important in that the mentor's leadership abilities are also honed during the process. This may lead to greater upward mobility for both mentor and protégé.

A mentor may be involved in one of four successive career stages. These are apprentice, colleague, mentor and sponsor (Hill, 1998:3). Each stage requires different tasks, types of relationships and psychological adjustments. Much of the research into mentorship has to date focussed on the career achievement of those employees who participate in career progression model by being a protégé early on and ultimately becoming a mentor or sponsor. Mentorship can facilitate career development for both the mentor and the protégé. It is thus not only the protégé that benefits from such a relationship (Hill, 1998:1). A 1992 study (Hill, 1998:4), found that both functions of mentoring were related to positive career outcomes.

Career mentoring is positively related to the rate of promotion. Social support (psychosocial) mentoring is positively related to salary level. In addition to

achieving positive career outcomes, protégés also learn many skills from their mentors, in particular professional, political and communication skills.

The question that needs to be asked is what type of mentoring programme should the organisation implement to improve corporate culture and support employees with career advancement. The organisation should support all employees in building supportive developmental relationships so that these relationships enhance careers, as well as provide the necessary psychosocial support. The organisation should look at situational factors that will enhance mentoring relationships, such as organisational structure, norms, reward systems, task design and performance appraisal systems.

If corporate culture is supportive of mentoring relationships, they will in all probability flourish. The International Federation of Professional Coaches and Mentors (IFPCM) is an organisation that exists to build, support and preserve the integrity of the coaching profession. This support includes the fostering of an ethos of continuous improvement. The organisation addressed a Management Development Seminar through its founding member, Dr. Denise Bjorkman, held in the city of Tswane on the 1st of November 2002. The theme of the seminar was "Mastering the future challenges". Bjorkman manages the national interest of the IFPCM. Through its select recruitment, training and accreditation programme, the Federation supplies, promotes and supports its members countrywide. These members represent most ethnic groups and cultures. Bjorkman's prime target

has been the accelerated development of credible leaders in government institutions and the private sector. This Bjorkman has done with specific reference to the Employment Equity Act, 56 of 1998.

Bjorkman is adamant that a transformational leader must connect and regenerate. To connect, the leader must be constantly visible to the people. Herewith management by walking around is emphasized. Communication with subordinates is important. The communication must be continuously in both directions. The mentor should have a constant passion for what it is trying to convey to the protégé. This passion must be visible and create a sense of what is being learned, is worth learning. The passion is contagious. To regenerate, one must in a sense become an outsider. This is necessary in order to regenerate and form an objective view, not only of the organisation's culture and structure, but also of oneself. It is necessary to access progress, measure and adjust course, where necessary. It is also important to celebrate and acknowledge success, both from the mentor and the protégé's side.

In the Sunday Times of 15th December 2002, Margaret De Paravicini, published an article on mentoring. De Paravicini investigated the organisation Lumka & Associates. Her research indicated that there was an urgent need for mentoring at Lumka's executive level soon after launching the organisation in 1994. The Chief Executive Officer of Lumka & Associates avers the following "In the past people would take time to climb the ladder and when they got to the top, they

were prepared for it. Now people are being pushed into positions in so short a space of time, that they are being set up for failure". Once again this illustrates the need for proper practical programmes in mentoring. (De Paravicini, 2002)

A mentoring programme must be established amongst the top people in all businesses. De Paravicini developed a model dealing with mentorship. The model was a world first. In a short space of time she has signed up about 200 mentors and 4000 would-be protégés. The protégés are charged a nominal fee, usually sponsored by their organisations. A trust has been formed, with mentors rotating as trustees. The funds will be used for executive development. From the same article, views of South African executives on the issue of mentoring were obtained.

3.7 Conclusion

The culture in the organisation plays an important role in the day-to-day running of the organisation. When specialised projects are initiated, like the implementation of a formal mentorship programme, culture becomes even more important. A good understanding of the principles of culture is important. This includes the broader spectrum of culture, as well as culture within the confines of the organisation.

Because of the ever changing employment relationship, culture is also constantly changing. By utilising the knowledge obtained through the study of organisational

culture, a programme can be designed specifically towards the needs of the specific organisation. Culture is an indication whether the time and place is right for the implementation of a formal mentorship programme. Not only does it indicate whether there is a chance of success of such a programme, but also the form it should be presented in. The issue of culture should be addressed, and if need be a paradigm shift is necessary before resources are allocated towards such a formal mentoring programme. Culture can be both the cause and the result of a change within the organisation.



CHAPTER 4

PRACTICAL IMPLEMENTATION OF A FORMAL MENTORSHIP PROGRAMME

4.1 Introduction

After an understanding of the theoretical aspects of mentorship, there needs to be a smooth transition to the practical implementation. There are several aspects that need to be taken into consideration in planning, implementing and managing a formal mentorship programme. A specific and detailed understanding of the state of the organisation is very important. This includes the structure of the organisation. The choice needs to be made whether the organisation is going to implement a formal or an informal mentorship programme. A formal programme is more structured and easier to manage. This chapter will be dealing with the practical implementation of such a formal mentorship programme.

4.2 Organisational cycle and mentoring

Whether or not the organisation is facing downsizing, resurgence or restructuring, these changes are likely to evoke different feelings about the organisation from all employees.

This perception of the organisational cycle and the resulting feeling about one's organisation and job are, in turn, likely to affect perceptions about job security, career advancement, and other career related issues such as mentoring.

Mentoring may be viewed very positively and used as a supplement to education and training to enhance career mobility during stable and strong times. Conversely, mentoring may be perceived as an impossibility in the case of extensive downsizing. Thus, the organisational cycle may encourage or hinder mentoring relationships (Allen, 1997) and the types of mentoring relationships that are formed (Eby, 1997).

4.3 Organisational reward structure and mentoring

Most researchers agree that mentoring yields more benefits to protégés than mentors (Kram, 1983). Because mentoring is more inherently beneficial to protégés, there is an even greater need for organisational support and encouragement for mentors. This is due to the mentor still having its normal duties within the organisation to attend to. Because of the fact that the mentor will not necessarily be promoted within the organisation because of his/her mentorship, more focus is placed on self-realisation of the mentor. This is not to say that the mentor cannot obtain further advancement in the organisation. To the contrary, if the mentor has dealt with the protégé successfully and the protégé does well, the mentor will also be placed in an advantageous position. The degree to which participation in a mentoring relationship is encouraged, influences the number of mentoring relationships formed in the organisation, and the extent to which partners become involved in shared projects (Kram, 1983). The reward structure must make it clear that the mentoring relationships are valued and will be beneficial to each participant (Kram, 1983).

4.4 The choice between formal and informal mentoring programme options for the organisation

Mentoring can be, according to Fracaro (2002:3) a policy adopted by an organisation or it can be a voluntary effort. As an organisation policy, it focuses on new employees and career development rather than personal skills.

Mentoring relationships take many forms, but most can be classified as either formal or informal. Formal mentoring focuses on skills a mentor uses to develop a protégé to perform to their highest potential, in turn leading to career advancement. Formal mentoring relationships are ones where the mentor and protégé are assigned to each other by their organisation, often with little or no input from the participants. Informal mentoring relationships are ones that develop relatively spontaneously through work interactions where potential mentors and protégés are able to meet and get to know each other.

Normally mentoring has been an informal activity. This can be an ineffective approach because informal mentoring activities are not carefully constructed or prepared. It is done on an ad hoc basis without any predetermined content or process. There are not any established goals and objectives. Informal mentors may not have any formal training on how to be an executive teacher (McCall, 2001:3).

4.5 The tangible benefits of formal mentoring relationships

Positive outcomes such as career advancement, job and career satisfaction, career mobility and salary attainment have been linked to a protégé participating in a formal mentoring relationship. Although research has focussed primarily on protégé outcomes, some researchers have contended that mentors benefit from career revitalisation, social recognition from peers and managers and feeling of satisfaction from helping a less experienced co-worker (Allan et al., 1997).

4.6 Organisational benefits of formal mentoring

Formal mentoring results in higher productivity (Silver Hart, 1994), greater information exchange and socialisation (Mullen, 1994), higher levels of perceived organisational justice (Scandura, 1997), high levels of organisational commitment (Aryee et al., 1996), greater job satisfaction and lower staff turnover.

In this instance Delphi Automotive Systems Corporation participates in an outside programme aimed at encouraging high school students to consider a career in engineering. It has created mentoring opportunities for its engineers. This is an example of an organisation that has a mentorship programme in its sight from a very early stage.

Formal mentoring schemes are important to structure the mentorship programme. However, when mentoring is effectively implemented in the organisational context, change is implemented (Conway, 1998:4). Mentoring on

its own does not bring change, but used in conjunction with other approaches, it can be a powerful agent of change. Mentoring alone is not going to solve all management and organisational problems. Organisational mentoring has to have a focus and a valid reason in order to gain support and create clarity of its purpose among participants (Conway, 1998:5).

Organisational formal mentoring is a complementary approach that must be used as part of a wider strategy to achieve excellence in corporate development. The organisation should therefore utilise employee development strategies such as formal mentorship. Such a project insures that individuals are in alignment with the core commitments, mission and values of the organisation.

Mentoring at its most effective is helping to change the management style and culture of an organisation and positively contribute to the competitive advantage (Conway, 1998:9).

4.7 Recommendations for the implementation of a formal mentorship programme

According to Dr. Linda Phillips-Jones (Phillips-Jones, 2001), certain key aspects need to be taken into consideration by the organisation before implementing a formal mentoring project. This is necessary to add structure to the process, as well as in order to have a logical flow of events. This is much the same as with managing any other project.

4.7.1 Support from top officials

Top officials need to give their blessing to the project as the existence through support and finance are usually channeled through these top officials and they formally or informally sponsor the project. Should the top officials not buy into the mentorship programmes, the project might lose some recognition because it is not ratified by such top officials.

4.7.2 Time and resources

The organisation should have the time and resources to spend towards the programme. All assigned to the project must be in a position to spend time to support the project. The resources includes financial resources, as well as resources relating to access to information and knowledge within the organisation.

4.7.3 Corporate culture

The organisational climate (corporate culture) should be healthy. In ascertaining the health of the corporate culture, a questionnaire is to be provided to relevant parties. (See Appendix A). Because of the basic nature of the questions asked, this more than 30 years old questionnaire still resembles the best source of information.

From this an evaluation can be made as to the health of the corporate culture.



4.7.4 Informal mentoring

It is a positive sign if there is already some informal mentoring in the organisation and such informal mentoring is indeed well received. This will show that the employers and employees are receptive to firstly wanting to learn more and secondly to do so in a structured manner.

4.7.5 Specific goals

Before attempting to implement a mentorship programme, the organisation must be in a position to ask itself what the goals are in such a programme. This will provide the participants in such a programme with a clear destination and will motivate these participants to work towards such a specific goal.

4.7.6 Time to meet and work

Mentors and protégés must make time to meet on a regular basis. Logistically it should be ensured that such meetings are conveniently structured as far as time and place is concerned. The organisation must ensure that this is done with the least disruption to either the mentor or protégé.

4.7.7 Start small

Proceed with a programme in a few isolated areas to ascertain how it is received and deal with difficulties before going on with a programme for the whole organisation. This serves as a test for the whole programme.

4.7.8 Plan ahead

Take at least six months to plan the initiative and get “buy in”. Make sure the groundwork is done and make sure that the employers, employees, managers and subordinates are willing to offer their time towards such a programme.

4.8 Mission and values

It is essential to link the goals to the mission and values of the organisation. Mentoring efforts that are not linked to the goals of the organisation, will not be taken seriously and will fail (Kram, 1983). In short, the goal should be a marker towards fulfilling the mission and values of the organisation. The mentoring is not the end, but the means to an end.

4.9 Dynamic task force

The organisation should create a dynamic task force that is excited about the mentoring idea. All members of the said task force should know what their key role and set off task are. This needs to be formally described to them.

4.10 Utilising of previous experience

Good materials for designing projects/programmes in mentoring and for training mentors and protégés may already exist. Utilise the good material in a formalised structure specifically tailored and/or altered with a mentoring programme in mind. Consider bringing in one or more consultants to help the organisation through the strategy. Train everyone, and evaluate the impact of the mentoring efforts.

4.11 Plan a structure

If the organisation requires a programme with mentor/protégé pairs (or mentoring circles), a lot of planning should go into the structure. Have a formal application process. There should be clear roles for participants, competencies on which protégés will focus, forms to fill in, formalised training, materials, scheduled ongoing activities and the like. What follows hereunder are some of the examples of, inter alia, possible workshops and practical guidelines. This is done to provide structure to the whole mentorship programme and to practically initiate and drive the mentorship programme. Before the mentorship programme is proceeded with on an organisational scale it is advisable to arrange mentor and protégé workshops. This will ensure that both mentor and protégé is familiar with the concept of mentorship, as well as the practical implementation thereof (See Appendix B).



4.12 Proposed guidelines for facilitating a formal mentorship programme

Objectives need to be set regarding the mentorship programme. This will ensure that the formal mentorship programme is dealt with in a structured manner. Various aspects need to be considered and same should be executed in a step-by-step manner (See Appendix C). In Appendix C various aspects are described in a condensed form from which the facilitator of a mentorship programme can ascertain steps to be taken.

It is important to ascertain from the beginning what the proposed scope of the mentorship programme would be. It is also important to convey this to the participants of such a mentorship programme. Certain aspects need to be brought under the attention of all participants and same should be done on a formal basis (See Appendix D).

4.13 Evaluation

Constant evaluation is needed in order to recognise shortfalls and do alterations to the programme and/or the culture of the organisation in order to ensure not only the smooth running of the mentorship programme, but also the organisation as a whole. This is imperative for keeping a competitive advantage, not only for a mentorship programme, but the organisation needs constant evaluation through, *inter alia*, bench marking, as well as other evaluation tools.



4.14 Actions to be taken by the organisation in the implementation of the formal mentorship programme

The following aspects outline actions to be taken in the implementation of a formal mentorship programme:

- Determine the formal mentoring project goals;
- Establish mentoring guidelines;
- Identify criteria for selecting mentor/protégé pairs;
- Establish matching processes;
- Provide proper training for mentors and protégés

Facilitators of the project must also provide all materials needed to operate the project successfully, provide ongoing support during the project, evaluate the project results, and the training of the mentors.

4.15 The three part mentoring pilot process

Three parts can be identified in the mentoring pilot process. These should be implemented and linked.

4.15.1 Design of the mentoring pilot process

The following aspect must be considered in designing a formal mentorship programme:

- Obtaining top management support for a structured mentoring project;
- Designing the formal mentoring project by creating a task force of six to eight employees who will work with a mentoring project manager to design a pilot programme;
- Implementing the mentoring project by recruiting, interviewing and matching mentors and protégés over the course of a few weeks.

4.15.2 Training of mentors and protégés

Several aspects of training are important and is listed hereinbelow:

- Training participants (mentors and protégés) to learn the dynamics of successful mentoring relationships. Both the mentor and the protégé

groups receive up to one full day of training (separate from each other) followed by half a day training together.

4.15.3 Pilot support / Evaluation

Support is essential in the successful implementation of the formal mentorship programme. The following aspects are to be kept in mind:

- Meeting with participants to provide support, answer questions and anticipate changes;
- Concluding the project by using a completion module, participants will bring to a close the formal mentor/protégé relationships and transition.
- Creating a final evaluation survey whereby participants complete a written assessment of their experience with the project.
- Collecting and evaluating participant survey data, reporting results and recommendations, if any and establish a time line for the future output of projects on an ongoing basis.

4.16 Evaluation and Recommendations

Evaluation is an important aspect when a formal mentorship programme has been finalised.

4.16.1 Evaluation of the mentoring project

In order to make the mentoring project efforts of the organisation as successful as possible, it is recommended to give additional attention to how the project is

being evaluated. Even if formal evaluation measures are not in place, those who participate in, observe, or hear about the efforts, are evaluating it informally.

The focus of the mentoring project should be on what happened to the protégés. The question should be: Did the protégé change for the better, as a result of being in a mentorship project?

Evaluation should also be focussed on the decision that must be made by the organisation's decision-makers. Usually these decisions include some of the following:

- Should the organisation spend money on a similar mentoring project?
- What should the organisation add to the mentoring project?
- What were the anticipated and unanticipated outcomes of the efforts?
- Should the type or number of participants be the same or different?
- Could the organisation get the same effect with a different approach?

4.17 Aspects that will assist the organisation in its evaluation and recommendation process

It is difficult to ascertain to what extent the mentorship programme contributed to changes in the organisation. The following aspects should be kept in mind:

- Project satisfaction
- Knowledge and skills acquired
- Protégés career progress (promotions, increases, career decisions)

- Protégé's self-confidence
- Employee retention
- Contacts established and people met
- Risks taken
- Mistakes avoided
- Money saved
- Products or processes created
- Best feature of the project
- Project weaknesses; and
- Recommendations for improvements

4.18 Individuals involved in the evaluation of the mentoring project

The project/implementation team should collect at least some of the data internally. Examples include aspects like numbers of mentors and protégés, participants' satisfaction with training they received, their satisfaction with the mentoring experience as a whole and whether or not planned activities actually occurred. Participants can report on what they did together, what they learned, and suggestions for improvement. The project/implementation team should also obtain short-term retention numbers (do participants stay with the organisation after completion of the project).

Evaluation should also be done outside the organisation. An outside source, which specialises in mentoring can be contracted to do an evaluation. The

organisation and the participants can communicate with the evaluators on data needed, items to be discussed, procedures to be followed, and what the report or reports should cover. The sooner the organisation thinks about evaluating the programme, the better. Designing the evaluation is one of the earliest tasks.

4.19 Mentoring as a future challenge for the organisation

The real purpose of mentoring for the organisation is to bring change within the organisation (Conway, 1998:30). The challenge for the organisation is to establish a culture of high orientation to change. A high orientation to change culture will encourage openness to new ways of working and more ready acceptance that mentoring can be used in a strategic way as part of the change process (Conway, 1998:30).

A proper evaluation matrix should be considered. This will ensure that mentoring as a future change for the organisation provides the desired benefits. Certain guidelines need to be followed in order to assure success (See Appendix E). Listed are aspects to be kept in mind for possible future mentorship programmes.

The evaluation of the project is of utmost importance and is the one factor that is mostly neglected by the business. The evaluation will ratify the existence of such a programme or it will be the sign to dismantle it.

4.20 Conclusion

A proper planning implementation and evaluation of a formal mentorship programme is of the utmost importance. All these phases need to be dealt with efficiently. It is an ongoing process and what was learned from the previous programme can be implemented in the next. In order to have a continuous flow of information, proper record need to be kept of the positive and negative aspects of each formal mentorship programme.

The individuals involved in such processes should be carefully selected. Each of the phases will need a different individual to ensure autonomy regarding the previous phase. This evaluation of the previous phases should be in writing. This is done to formalise the project.

The successful implementation of a formal mentorship programme depends largely on the individuals involved. Both mentor, protégé and evaluator should realise the importance of the formal mentorship programme and their involvement therewith.

CHAPTER 5

CONCLUSION & RECOMMENDATIONS

5.1 Introduction

In this concluding chapter, conclusions are drawn in relation to the study objectives. The objectives of the study are to show the importance and desirability of mentorship as a management tool in the modern organisation. Several theoretical aspects were investigated.

The practical implementation of the formal mentorship programme is one of the main objectives. Through the abovementioned, mentorship as management tool in the modern organisation can be established.

5.2 Conclusions

Mentorship is difficult to define. In business context, it is accepted that a certain amount of time is necessary for an employee to establish him- or herself within any organisation. It is of importance that the time utilised is not inordinate. Mentorship is a tool to assist employees and to ensure that they are members of the organisation that can provide a meaningful contribution to the organisation's competitive advantage.



There are difficulties in implementing any mentorship programme. An organisation must ensure that such mentorship programme is conducive to the competitive advantage and should not be a burden on all concerned.

To ensure that the programme is well received, the upper management of the organisation must ensure that the culture of the organisation is receptive to change. The mentorship programme in itself is a change within the organisation. In the event of the culture being conducive to change the task of the mentor and protégé will be easier. In the end the mentor and the protégé, as well as the organisation benefits.

In the event of the mentor and protégé benefiting from the programme, the organisation will benefit even more. This is due to the fact that the organisation will have both the mentor and protégé working productively. Strength breeds strength, and motivation breeds motivation.

There is no guarantee that the mentorship programme will be effective. Careful planning is required and structures need to be established. This is so, even for an informal mentoring programme.

In a highly competitive labour market, the challenge of retaining satisfied and productive employees has become a top priority. The organisation needs to examine mechanisms and opportunities to enhance personal learning. The

research indicates mentoring as an important source of personal learning. Implementation of a formal mentoring programme for the organisation is therefore recommended. Certain guidelines need to be followed.

- Mentors should assist employees to conceptualise their roles in a learning organisation.
- Mentors should become models of behaviours to improve protégés' skills development.
- Protégés should work in partnership with the mentor to manage their personal learning.
- Managers should facilitate learning by assisting with the development of mentors, their protégé, learning contracts and evaluate the learning process. The organisation should create structures that will enhance mentoring relationships, such as organisational structure, norms, reward systems and task design and performance appraisal systems. If corporate culture is supportive of mentoring relationships, they should flourish.

Mentoring is a powerful management tool, building the diverse organisation and guides the development of a protégé to advance his or her career. Benefits of mentoring are improved performance, enhanced organisation loyalties, greater retention of talented employees and a defined career path (Greco, 2000:5).

Mentoring is also an effective tool for employee development in a changing environment. The world is becoming a global village where trade occurs across

all boundaries and where changes in one country have an impact on the rest of the world. The changes impact directly on organisations because the strategies, plans and resources need to be adjusted to meet new challenges. Successful strategies, plans and resources need to be adjusted to meet new challenges. Successful organisations invest in the development of the people to maintain a competitive advantage.

The organisation therefore should take steps to produce an environment conducive to the formation and maintenance of mentoring relationships. By actively developing protégés today, the organisation develops tomorrow's mentors (Allan et al., 2000).

The difficulties experienced when implementing a formal mentorship programme should be dealt with as they occur. Proper preparation for dealing with such difficulties is important. Some of the issues are sensitive but needs to be dealt with in a professional manner in order to ensure that these difficulties do not negatively influence the successful completion of a formal mentorship programme.

5.3 Recommendation

Mentorship is to be utilised as a tool to build a competitive advantage for the organisation. The inputs in implementing a formal programme should be measured against the positive outcomes it produces. The formal mentorship

programme should only be considered if the positive outcomes are more than the inhibiting effect the implementation thereof has on productivity. It might be necessary to change the culture of the organisation to ensure that all participants are taking full responsibility for the success or failure of the formal mentorship programme.

In order to have proper control over the programme, proper structures need to be in place. Therefore the formal mentorship programme is to be favoured instead of an informal approach. This will allow for proper planning, implementation and evaluation. This will ensure that positive and negative aspects of such a programme is properly considered.

The individuals participating in the programme should be carefully selected. All personality traits of both mentor and protégé should be kept in mind when these individuals are sourced. These individuals so selected should undergo proper training even before the formal process has been implemented. It should be kept in mind that although the structure is very formal, all individuals are not the same and whoever is implementing the programme should be able to deal with mentors and protégés both on a group and individual basis. For this reason the individuals tasked with implementing the programme should be well-trained individuals themselves. These individuals should also have experience in being protégés and mentors themselves.

On evaluating the project, both internal and external experts should be utilised. The internal experts are utilised for their integrate knowledge of the organisation and its structures and culture. The external evaluators will in turn provide a more objective view of the success of the project. They will also provide an objective view of the overall condition of the organisation before and after the implementation of the project.

In implementing the project outsourcing of certain aspects are necessary. Regarding legal aspects there needs to be an expert on the field of especially labour law appointed. In creating the questionnaires, an expert in the field of research methodology needs to be appointed. Should the organisation not have these individuals at their disposal, they need to be employed full time or on an ad hoc or contractual basis.



Enough resources need to be allocated to the project. This includes money and personnel. If the decision is made to implement the formal mentorship programme, the resources need to be in place already. This will mean that enough resources to implement the project and evaluate it at the end. It is of no use to start the project without enough resources to finalise it properly. It will have a negative effect on morale if the project is initiated and not properly fulfilled.

The formal mentorship programme can be a great asset for the organisation if correctly implemented. If not totally committed thereto, top management should prevent the programme from being initiated. If, however, top management buys into the programme, the benefits to the organisation will in all probability be large.

5.4 Summary

It is established that mentorship is an important tool in the modern organisation. It is shown that culture can be utilised to guide the organisation in the implementing of a formal mentorship programme. The understanding of culture is utilised to overcome barriers and create techniques in successfully implementing the formal mentorship programme. It is shown that all barriers encountered can be managed in such a way that it does not negatively influence the formal mentorship programme. It is shown that by the implementation of such a formal mentorship programme, the modern organisation can ensure that no knowledge is lost. By doing this, the organisation can positively build on its competitive advantage. This is mainly due to the fact that knowledge is shared in a structured way.

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APPENDIX A

QUESTIONNAIRE EVALUATION : CORPORATE CULTURE

JOB DESCRIPTION			
YEAR OF APPOINTMENT			
HIGHEST QUALIFICATIONS			
AGE			
SEX (Male / Female)			
Instructions: Please indicate your response to each statement by making a cross (X) over that response which most accurately reflects your view. Your response to each statement should be an HONEST REFLECTION OF YOUR PERSONAL FEELING OR OPINION. There is no time limit, but you are requested to complete the questionnaire in an uninterrupted period.			
For example: Statement 1: The jobs in this organisation are clearly defined and logically structured. In this case, the respondent felt DEFINITELY AGREE with the statement.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
1. The jobs in this organisation are clearly defined and logically structured.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
2. We do not rely too heavily on individual judgement in this organisation; almost everything is double-checked.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
3. We have a promotion system here that helps the best man rise to the top.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
4. A friendly atmosphere prevails among the people in this organisation.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
5. You do not get much sympathy from more senior personnel in this organisation if you make any mistakes.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
6. In this organisation we set very high standards for performance.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
7. The best way to make a good impression around here is to stay clear of open arguments and disagreements.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE

8. People are proud of belonging to this organisation.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
9. In this organisation it is sometimes unclear who has the formal authority to make a decision.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
10. Around here management resents you checking everything with them; if you think you have the right approach, go ahead.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
11. In this organisation emphasis is placed on rewards and encouragements rather than on criticism.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
12. Management make an effort to discuss with you your career aspirations within the organisation.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
13. Our management believes that no job is so well done that it could not have been done better.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
14. The attitude of our management is that conflict between competing departments and individuals can be very healthy.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
15. I feel that I am a member of a well-functioning team.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
16. The organisational structure of the organisation has been clearly explained.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
17. Supervision in this organisation is mainly a matter of setting guidelines for your subordinates; you let them take responsibility for the job.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
18. In this organisation people are rewarded in proportion to the excellence of their job performance.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
19. Decision-making in this organisation is too cautious for maximum effectiveness.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
20. It is very hard to get to know people in this organisation.			

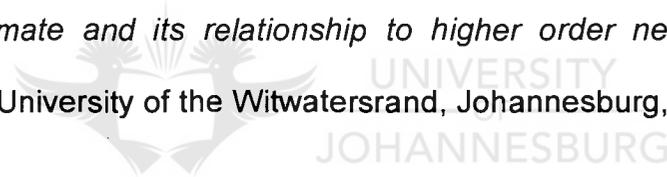
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
21. Around here there is a feeling of pressure to continually improve your personal and group performance.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
22. We are encouraged to speak our minds, even if it means disagreeing with our superiors.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
23. As far as I can see, there is not much personal loyalty to this organisation.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
24. Red-tape is kept to a minimum in this organisation.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
25. You will not get ahead in this organisation unless you stick your neck out and try things on your own.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
26. Our management is willing to take a chance on a good idea.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
27. People in this organisation tend to be cool and aloof toward each other.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
28. The philosophy of our management emphasises the human factor, how people feel, etc.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
29. In management meetings (in our department) the goal is to arrive at a decision as smoothly & quickly as possible.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
30. In this organisation people pretty much look after their own interests.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
31. Excessive rules, administrative details, and red-tape make it difficult for new and original ideas to receive consideration.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
32. There is not enough reward and recognition given in this organisation for doing good work.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE

33. There is a lot of warmth in the relationship between management and workers in this organisation.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
34. When I am on a difficult assignment I can usually count on getting assistance from my supervisor and co-workers.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
35. To get ahead in this organisation it is more important to get along than it is to be a high producer.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
36. If you make a mistake in this organisation you will be punished.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
37. In this organisation people do not seem to take much pride in their performance.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE
38. In some of the projects I have been working on, I have not been exactly sure who my supervisor was.			
DEFINITELY AGREE	INCLINED TO AGREEE	INCLINED TO DISAGREE	DEFINITELY DISAGREE

Gelfand, J. 1972. *The modification, development and application of a measure of*

organisation climate and its relationship to higher order needs. Unpublished

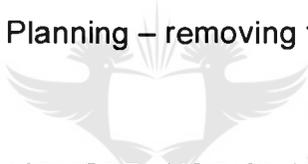
masters thesis. University of the Witwatersrand, Johannesburg, RSA.



PROPOSED MENTOR AND PROTÉGÉ WORKSHOPS

CONTENTS

- Role and Purpose of a mentor / protégé
- Communication
- Leadership
- The “Learning Curve”
- The mentor as coach, facilitator and mirror
- Effective behaviours (do’s and don’ts)
- Goal setting
- The role of personality and styles
- Barriers to Effective Relationships in the workplace
- Action Planning – removing the barriers

 UNIVERSITY OF JOHANNESBURG
THE MENTOR WORKSHOP : DURATION : 1 FULL DAY

PROPOSED PROGRAMME

SESSION 1:

1. What is mentorship?
2. The role of a mentor within local authorities
3. Qualities and traits of a mentor
4. Difference between mentors and coaches

SESSION 2:

1. Leadership and Learning People as Mentors
2. Leadership Styles
3. Understanding own style and understanding how this will affect others and impact on them
4. Situational Leadership
5. Action Plans to formalise commitment

SESSION 3:

1. Motivation
2. Motivation theories
3. Impact of motivation on others
4. Link between motivation and performance
5. Self analysis and individual action planning according to personal style

SESSION 4

1. Interpersonal Skills
2. Communication in the workplace
3. How to set tasks and obtain commitment and dedication
4. Conflict in the workplace
5. Conflict resolution techniques
6. Conflict resolution – different styles

7. Effect of styles on people and how to manage style in accordance to situation and personal action plans
8. Counseling techniques

SESSION 5:

1. Planning
2. Action Plans for the way forward:
 - Personal / Individual
 - Departmental
 - Logistical & Protégé specific

THE PROTÉGÉ WORKSHOP: DURATION : 1 FULL DAY

PROPOSED PROGRAMME

SESSION 1:

1. What is a Protégé?
2. Qualities of successful Protégé (actual case studies)
3. Factors influencing a mentor / protégé process

SESSION 2:

1. Interpersonal Skills
2. Effective communication in the workplace
3. How communicate effectively with my mentor and colleagues
4. Understanding and how this effects relationships

5. Assertiveness Techniques
6. Dealing with difficult people

SESSION 3:

1. Self-Management
2. Managing your role as protégé
3. Managing your job and responsibilities
4. Taking ownership for key responsibilities
5. Understanding difference between authority, responsibility and accountability
6. How to work in accordance to goals (personal and organisation : the organisation specific)
7. Creative thing and problem solving
8. Self-analysis and individual action planning
9. Review of programme and skills learnt

SESSION 4:

1. Planning
2. What to expect going forward – process
3. Planning for the introduction and selection of the mentors
4. How the first meeting is going to be run and what to expect
5. Post training action plans and the way forward:
 - Personal / individual

- Departmental
- Logistical and mentor specific

Formalising personal commitment and post-programme goals and aims.

Formalising a personal plan for self-development (number of meetings to be held the duration of the relationship; other possible Managers to act as mentors.

JOINT MEETING OF THE PROTÉGÉ'S AND MENTORS

A joint meeting (workshop) with the group representatives. To discuss any problems that have been identified and to address the way forward.

Facilitated by Department: Human Resources Management (Training and Development)

Protégé and mentors to attend together.

PROPOSED GUIDELINES FOR FACILITATORS FOR EFFECTIVE MENTORING WITHIN THE ORGANISATION

PRACTICAL GUIDELINES FOR FACILITATORS FOR EFFECTIVE MENTORING WITHIN THE ORGANISATION	
1. Setting objectives	<ul style="list-style-type: none"> • Describe what the scheme is about. • Don't keep people in the dark about the main purpose of the scheme. • Review objectives periodically.
2. Planning the introduction programme	<ul style="list-style-type: none"> • Pilot start. • Who will benefit most?
3. Key roles in mentoring	<ul style="list-style-type: none"> • Make sure key players know what is expected from them. • Think in a tripartite relationship and the role of the line manager. • The mentor does not need to be of high status in the organisation. • A good champion/sponsor is important.
4. Influencing strategy	<ul style="list-style-type: none"> • Work hard to influence others. • Accept that some people don't like mentoring for various reasons.
5. Mentoring and culture	<ul style="list-style-type: none"> • Go for objectives that fit the organisation's culture. • Sell these benefits to people with real influence.
6. The matching process	<ul style="list-style-type: none"> • Common ground in terms of interest is likely to help relationships in the early stages.
7. Training	<ul style="list-style-type: none"> • Invest in training. • Set training objectives and measure the success of training.
8. Administration	<ul style="list-style-type: none"> • As facilitator keep a check on appointments to ensure protégé's and mentors are meeting as agreed. • Review individual mentoring relationships.
9. Setting up support networks	<ul style="list-style-type: none"> • Encourage the setting up of a support network, which may involve mentors and protégé's or both. • Maintain confidentiality within mentoring relationships.

	<ul style="list-style-type: none"> • Use the network as a potential source of learning opportunities.
10. Monitoring and Evaluation	<ul style="list-style-type: none"> • Monitor individual progress but preserve confidentiality. • Review the mentoring scheme's overall progress against objectives. • Encourage the implementation of changes in line with needs arising from the evaluation.
11. What can go wrong?	<ul style="list-style-type: none"> • Accept there will be difficulties & mistakes but learn from them.

PROPOSED GUIDELINES FOR MENTORS WITH THE IMPLEMENTATION OF A MENTORSHIP PROGRAMME FOR THE ORGANISATION (Whittaker)

1. What is mentoring?	 <ul style="list-style-type: none"> • To provide the mentor and protégé with a cost-effective process of development that both meets their needs and fits into their time constraints; • A relationship between two people in which trust and respect enables problems and difficulties to be discussed in open and supportive environment. By sharing their experiences, issues and concerns within an open and trusting environment, each protégé is able to develop and grow and so maximise their respective potential; • It is a structured process that gives the protégé an agreed period of “unconditional time and space” to talk through issues, ideas and situations that are unique to them; • Use someone as a “sounding board” for new ideas and initiatives. It also provides an opportunity for constructive reflection with someone who will be open and honest with you. • It is an effective development tool for busy people.
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<p>2. The skills and qualities needed by the mentor:</p>	<p>Mentors need to possess and develop the following skills and abilities:</p> <ul style="list-style-type: none"> • The ability to listen and hear what is said; • The ability to question and challenge their own thinking and the thinking of others; • The ability to summarise and reflect back; • The ability to give and receive constructive feedback; • The ability to point out connections and contradictions; • The ability to display empathy and understanding; • The ability to encourage problem-solving and seek solutions; • The ability to recognise and acknowledge emotions; • The ability to trust other and be trusted by others; • The ability to be open and honest with self and others; • The ability to be a “tough friend”; • The ability to give as well as receive unconditional time and space.
<p>3. Selection & Matching Process</p>	<p>Selection of mentors: Proper selection of mentors and protégé’s is crucial to the success of Mentorship programme.</p> <ul style="list-style-type: none"> • The opportunities for mentoring should be advertised, clearly describing the outcome, knowledge, skills, attitudes required. • A committee consisting of representatives from various departments should be nominated to screen the applicants and interview them. • Successful candidates will become part of a mentorship pool from which matching should take place. <p>Matching mentors and protégé’s:</p> <ul style="list-style-type: none"> • Mentors and protégé’s are matched with the assistance of the HR

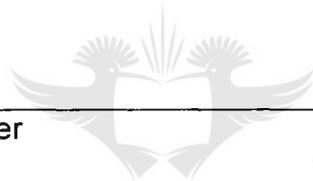
	<p>department.</p> <ul style="list-style-type: none"> • The participants will complete self-reports and have individual meetings with each other to formalise the relationship. • Different matching strategies can be used: <ul style="list-style-type: none"> (a) Protégé interview the mentors and then finally chooses the one she / he wants to work with; (b) Mentors interview the protégés and choose the protégé they want to develop; (c) Mentors are assigned to protégés depending on their particular development needs and circumstances.
<p>4. Competencies required of mentors</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Technical • Business understanding • Leadership • Career development • Cultural differences • Change Management <p>Skills:</p> <ul style="list-style-type: none"> • People Skills • Problem-solving • Decision making • Conflict management • Political skills • Influencing <p>Attitudes:</p> <ul style="list-style-type: none"> • Empathy & understanding • Open minded • Integrity • Flexible • Change oriented • Trustworthy
<p>5. The ideal mentor Profile</p>	<ul style="list-style-type: none"> • Commitment and willingness • Good interpersonal skills • Knowledge, skills and experience • Trustworthy • Natural leader • Flexible • Integrity

	<ul style="list-style-type: none"> • Drive to develop people • Adaptability
<p>6. Mentoring Sessions</p>	<p>Venue: Agree a mutually acceptable meeting place. If using either person's office remember to ensure that you are not disturbed; Agree an end time and stick to it as far as possible. Try to allow for some time to review the process on an ongoing basis.</p> <p>The Meeting:</p> <ul style="list-style-type: none"> • Protégé should take about five minutes to share and reflect on events that have occurred since the last meeting. • Protégé should identify issues or areas that they would like the mentor to focus on and/or provide feedback on. <p>Unless the protégé specifically asks for advice and guidance about a particular problem, the mentor should not offer advice or solutions. Where solutions are sought, the mentor should try to adopt a problem-solving approach, i.e. to encourage the protégé to:</p> <ul style="list-style-type: none"> - Identify the problem clearly - Explore the pros and cons of all possible solutions - Decide on the best course of action for the protégé at this time. <ul style="list-style-type: none"> • The mentor should challenge the protégé if they are continuously avoiding potential solutions. • Summarise and record all progress, decisions and agreed actions. • Take a view minutes at the end of the period to refocus protégé's attention back to what they will be doing after the session. This is especially important if the session was very emotional or difficult for the protégé.

	<ul style="list-style-type: none"> • Arrange the date and time of the next meeting and any actions that will be taken.
<p>7. Ground rules for the mentoring process</p>	<p>Confidentiality:</p> <ul style="list-style-type: none"> - To be successful a mentoring relationship has to be built on trust; - Both mentor and protégé have a shared understanding about what they want and what they expect from the relationship; - It may be helpful to spend the first session exploring this issue and agreeing a framework for future sessions. <p>Frequency, time-span and format of sessions:</p> <ul style="list-style-type: none"> - It is up to both mentor and protégé to agree the frequency, time-span and format of the sessions; - It is recommended that sessions should be held at least monthly and last for at least one hour; - Mentors and protégés can choose to meet more or less frequently, for shorter or longer periods; - The important element is that the protégé feels that they are being given and agreed period of unconditional time and space. - It is advisable to agree in advance as many dates and times of sessions as possible and to give each other a commitment that these dates and times will be only changed in an emergency. <p>Contents, behaviours and boundaries: The mentor and the protégé need to make it clear to the other if there are any issues they do not wish to discuss. For example:</p> <ul style="list-style-type: none"> - Some people are happier than other to discuss personal issues that may impact on their work; - Some people are also happier with sharing emotions or being touched

	<p>than others;</p> <ul style="list-style-type: none"> - At the beginning of the relationship it is important that the mentor and the protégé take the time to identify and share any boundaries or barriers. <p>Phone contact between sessions: Both the mentor and the protégé need to agree beforehand if they are willing and able to provide telephone support between sessions.</p> <p>Whatever is agreed should be recorded and can be reviewed and changed as necessary.</p> <p>Reviewing the co-mentoring partnership:</p> <ul style="list-style-type: none"> - It is useful to build in regular review times to ensure that the mentoring relationship is still meeting the needs of both the mentor and the protégé and is working effectively. - Reviews can be carried out at the end of each session or at agreed intervals; - It is recommended that a review be carried out at least every 3 – 4 months.
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Source: Whittaker



UNIVERSITY
JOHANNESBURG

PROPOSED SCOPE OF THE MENTORSHIP PROGRAMME FOR THE ORGANISATION

Target group:

A Mentorship Programme for the organisation should apply for all employees

- Cross discipline (all departments within the organisation);
- Priority must be given to AA candidates (all designated groups Blacks, women and the disabled);
- New employees, promoted and transferred employee – all employees whose work situation has changed

Duration

6 months – 2 years is a reasonable time to manage a programme.



PROPOSED ORGANISATION MENTORING PARTNERSHIP AGREEMENT FORM
 (Agreement between mentor and protégé)

This is a Mentoring Partnership Agreement between:

Name: (Mentor)

&

Name: (Protégé)

We have agreed on the following goals and objectives as the focus of the mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop and in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly
Our specific schedule of contact and meetings, including additional meetings is as follows:
2. Look for multiple opportunities and experiences to enhance the protégé's learning.
We have identified, and will commit to the following specific opportunities and venues for learning:
3. Maintain confidentiality of our relationship.
Confidentiality for us means
4. Honour the ground rules we have developed for the relationship.
Our ground rules will be
5. Provide regular feedback to each other and evaluate progress. To provide telephone/fax/e-mail support to each other between mentoring sessions as needed.

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentorship partnership, we may negotiate a basis for the continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

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Mentor's Signature and Date

Protégé's signature and Date

Adapted from Zachary J. Lois, 2000, *The Mentor's Guide: Facilitating Effective Learning Relationships*, Jossey-Bass Inc., Publishers, California, USA (Zachary: 110)

Evaluation Matrix : Mentoring as future challenge for the organisation

EVALUATION LEVEL	KEY ISSUES AND BENEFITS	CHALLENGES FOR THE ORGANISATION (Focus Areas)
ORGANISATION	<ul style="list-style-type: none"> • Mentoring can be formalised in the organisation • A well-designed mentoring project can help to develop competitive edge • Mentoring is not exclusive to one type of organisation or sector • Replicated individual management behaviour becomes organisational behaviour • The culture of the organisation will be crucial to the successful implementation of the mentoring project 	<p>Strategic Management Focus</p> <ul style="list-style-type: none"> ◦ Use Mentoring as a powerful strategic organisational development strategy to assist with the change process within the organisation ◦ Communication among all levels and sectors in the organisation improves ◦ Increased productivity if standards for performance are predetermined and clear measurable goals exists ◦ Cost efficiency, because learning take place "on-the-job" ◦ Useful tool to assist in HR processes such as: recruitment and selection, training, development, retaining and sustaining diversity. <p>Cultural DimensionsFocus: The organisation must adapt the mentoring scheme that fit business culture. The following aspects are important:</p> <ul style="list-style-type: none"> ◦ Legitimacy of mentoring <ul style="list-style-type: none"> - How does the organisation now progress the mentoring concept? - Is Mentorship within

		<p>the organisation really a strategic intervention, which support the change process?</p> <ul style="list-style-type: none"> ◦ Mentoring Agreement ◦ Mentoring Relationship ◦ Feedback style ◦ Line Manager Function ◦ Confidentiality
<p>CHANGE The transformation process within the organisation</p>	<ul style="list-style-type: none"> • Mentoring can assist in the leadership of Change 	<p>Transformation within the organisation Radical changes from national economies to global economy; from hierarchies to networking.</p> <p>Ultimate goal for organisation: Making organisation's managers more competitive in the global environment.</p>
<p>LEADERSHIP</p>	<ul style="list-style-type: none"> • Development of leadership has been a traditional reason for mentoring relationships in organisations • The willingness of mentors to take risks with people is crucial in developing leaders • The development of new leadership styles can be encouraged by the mentoring relationship 	<p>Leadership Styles and Skills Development Focus Mentoring as strategic organisational development strategy can help to improve leadership styles in mentors (and protégé's), which in turn can foster teamwork and cooperation in the organisation The organisation can utilise mentoring to build leadership</p>
<p>INDIVIDUALS</p>	<ul style="list-style-type: none"> • Senior Managers need to become aware of their potential role as mentors • A powerful relationship exists between mentoring and developing creative insights • Mentoring can assist in the transition from 	<p><u>Mentors</u>: as change agents They must understand their role as change agents. How can we build on this to help them?</p> <p>Mentors assist with the integration of the protégé into the organisation, re-</p>

	<p>middle to senior management.</p> <ul style="list-style-type: none"> • Mentoring can enhance individual and organisational learning. • Mentoring can help alleviate the stress caused by major organisational change. • Mentoring relationships can enhance communication within increasingly diverse workforces. 	<p>sulting in commitment and loyalty.</p> <p><u>Protégé's:</u> Do they understand the purpose and scope of mentoring as a change process?</p> <p><u>Managers of protégé's:</u> With sufficient briefing, they will understand that mentoring does not threaten line authority.</p> <p><u>Mentoring agreement:</u> It will be legitimate for all parties to mentoring to contract what is needed from the mentoring relationships.</p> <p><u>Effective Communication:</u> Important aspect of mentoring is that it involves communication outside the individual's direct reporting relationship with their boss. The organisation must accept that contact outside the hierarchy is necessary and valid for successful mentoring.</p> <p><u>Individual Learning Process:</u> A key challenge for the organisation is to build opportunities for reflection into the work of managers, as well as creating new activities for them to experience. The opportunity to reflect in dialogue with peers, coaches, mentors and other learning partners. The challenge is a career-long process of "becoming international."</p>
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