

**The growth of the mentoring movement
in South Africa -
meeting our transformation needs**



**Clutterbuck
Associates**

Outline

- Mentoring schemes in South Africa – a research study
- Examples and discussion
 - ❖ Corporate schemes
 - ❖ Entrepreneurs
 - ❖ Differently-abled persons
 - ❖ Youth at risk
 - ❖ Schools and tertiary education
- Future growth of the mentoring movement



2008 Research study



Findings

- No repository of information on mentoring
- 25 organisations
- Across South Africa
- Internal and external schemes
- Mainly structured
- Predominance of volunteer mentors
- Typically quite small and remain small
- Not much distance mentoring
- Fairly long lived

Is there a mentoring movement in South Africa?

- Experience from overseas
- Mentoring schemes in South Africa are widespread
 - ❖ Evidence that significant numbers of people are involved in some way in mentoring
- National strategy espoused but not enabled or enacted
- Informal mentoring probably occurs more than formal mentoring

Contribution to transformation

- Little convergence on meanings of mentoring
- Predominance of sponsorship mentoring
 - ❖ Urgency of skills transfer
- Objectives of schemes not often measurable
- Little modelling of empowerment
- Outcomes:
 - ❖ Nearly always rated very positively by mentors and mentees
 - ❖ Not as often rated successful by management

Major potential to contribute to real transformation
Much re-invention of the wheel and repeated mistakes
Little cross-fertilisation and support
Lack of training inhibits success



Mentoring across society

- **Professor David Clutterbuck** challenges mentors to cast their horizons wider than the workplace. “Effective, experienced mentors have a privileged position. They have an understanding and skills to build bridges of understanding - to replace argument and conflict with dialogue and harmony. They apply those skills to working with individuals, helping them to bring internal conversations into the open, resolving conflicts between needs within the client and between the client and the external world. “



Examples and discussion



Different types of mentoring schemes

- ❖ Corporate schemes
- ❖ Entrepreneurs
- ❖ Differently-abled persons in the workplace
- ❖ Youth at risk
- ❖ Schools and tertiary education
- ❖ Faith-based organisations



Corporate schemes - example



Talent management

The scarcity of skills in South Africa has resulted in a relatively high turnover at 15% in 2007. To retain skills, the Company has a talent management process to identify, develop and retain high-potential and high-performing individuals to sustain the success of our business. This process influences other human resource-related decisions such as recruitment, succession planning, rotation plans, career development panels and retention.

In 2007, Anglo Platinum continued its formal mentoring process. Coordinators at all operations are trained on the mentorship programme and are accountable for:

- identifying mentors;
- identifying mentees according to the mentorship policy;
- training mentors and mentees;
- matching mentors to mentees; and
- monitoring progress of relationships.

Corporate schemes - example

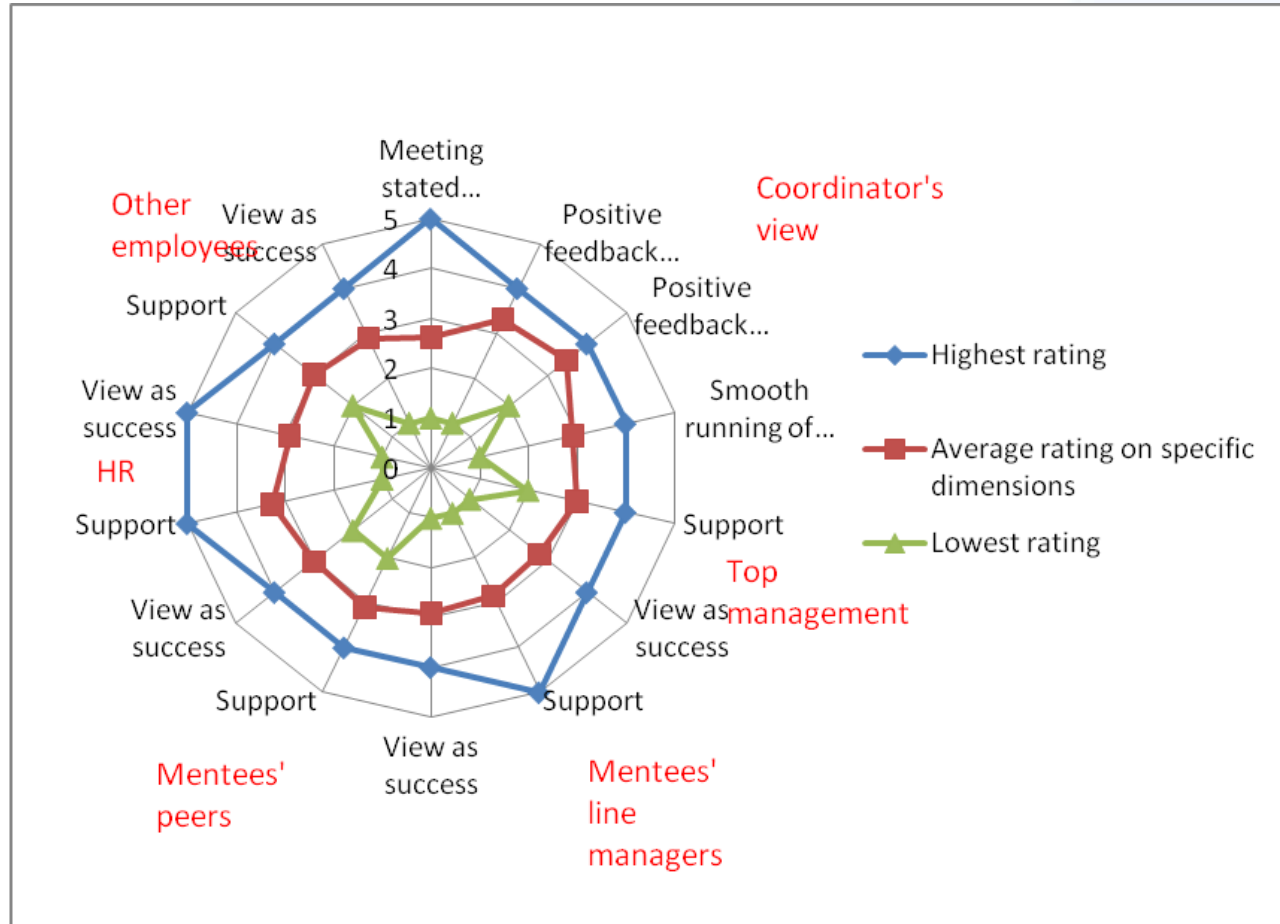


Human resources development

General

Since the commencement of its commercial operation in South Africa thirteen years ago, the Group realised that winning the war for talent requires an integrated approach, leveraging all the elements of the employee life cycle. We have to build a culture that ensures that the workforce is able to meet today's and tomorrow's business challenges. For this reason, employee development has become an integral part of the Vodacom fabric. Vodacom embraces development in its broadest sense and does not restrict development to training. Development at Vodacom involves a blended approach with amongst others, stretch assignments, coaching, mentoring, e-learning, strategic projects, self-learning and instructor courses forming part of the development strategy.

Results from corporate schemes



Experiences from corporate schemes

- *“So I knew where I lacked skill and I wanted to correct that, and the other was obviously career development and what I would need to do to achieve that, people management skill. Because the next job for me was my current job which is very much more people management. So from a team of seven I have a team of thirty something now. So I think it worked - I got the job.”
(Mentee)*
- *“One can apply these principles in daily aspects too, we have a big compliance responsibility and a lot of advisor work to do, and much like the mentee that needs to take responsibly for her own life and career and work, it has been quite beneficial to me now and again, to throw the odd curve ball and say how do you think we should address it instead of telling them this is what you need to do. It just brings it home that there is a responsibility there. So this is a formal program, but informally one can apply many of the tools.
(Mentor)*



Entrepreneur mentoring



**Volunteer
Mentorship**



Volunteer to become a business mentor or sign up to be mentored by a business person.

Volunteer Mentorship

[View More](#)

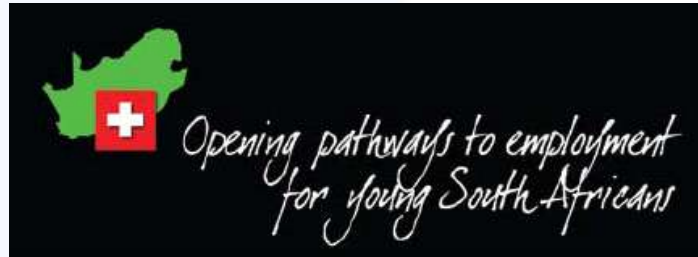


Business Partners is a specialist investment company providing debt and equity investment, mentorship and property management services for SMEs in South Africa

Business
PARTNERS
Investing in entrepreneurs



Entrepreneur mentoring



Mobile Mentors

Provision of on-site mentorship and business-development services to 30 young entrepreneurs in Gauteng



Mentoring

The BWA Mentoring Committee initiates and co-ordinates mentoring projects that are aimed at developing the potential of professional and businesswomen in South Africa and raises the skill of women to mentor and be mentored. We realise how vital it is for working women today to be empowered, guided, and encouraged to grow and develop both professionally and personally.

Differently-abled learnership

- Run by a SA utility company in 2004/5
- 18 month duration, 20 learners
- Both physical and mental disabilities
- Aimed at 2 way learning
 - ❖ Learners improve coping skills in workplace
 - ❖ Mentors learn to accept and work alongside differently-abled people



Reactions from learners

- *“It will improve the way I communicate and the way I work to be productive.”*
- *“I will be able to move from one point to next level.”*
- *“Never be a failure in my life.”*
- *“To have courage and remove the stigma.”*
- *“It will assist me to be more confident and have positive mind and respect to others.”*
- *“It broadens my understanding of the differences and challenges.”*
- *“Be more sensitive towards other people’s needs.”*
- *“It will help me where I was weak.”*



Youth at risk

Angels in the Dust

USA 2007 94min

Louise Hogarth

In the Magaliesberg a quiet miracle is taking place. The Cloetes uppedsticks, leaving all temporal comforts behind, and headed for the hills. These particular hills are home to an impoverished community, the population eroded by HIV/AIDS, and where educational opportunities are limited. Here the Cloetes have established an orphanage and a school, housing some 250 children and feeding a further 280 daily – children whose parents have been killed by the pandemic or whose family do not see the value of an education. Matriarch Marion, obviously the driving force, dispenses no-nonsense practical advice, compassion, love and affection in equal measure, but is not above a confrontation or two... Husband Colin and daughters Leigh and Nicole are quiet, necessary supports – he administering the school and farmlands. Though un sentimental, *Angels in the Dust* is a heart-warming tribute to a remarkable, generous family, and the vulnerable children who respond so well to care, affection and structure.



Botshabelo case study

- ✓ 10 sessions on Saturdays after karate i.e 09 :00to 12:00 then life skills workshop
- ✓ Focus on building self esteem
- ✓ Started with 32 ended with 28

- ❖ *“Grateful that you have come out over this time to help us, it says that there is hope and that others do care.”*

- ❖ *“It gives us hope”*

- ❖ *“It’s a good experience to meet people outside of the school”*

- ❖ *“The sessions around understanding ourselves was very good, particularly the part about anger and how to manage it—it’s helped us a lot.”*



Youth at risk



Big Brothers Big Sisters of South Africa

BBBSSA is a non-profit organisation dedicated to helping children at risk, between the ages of 6 & 18 years. It is a mentoring programme that matches youth in need with carefully selected and trained adult volunteers in one to one relationships that help them maximize their potential.

By volunteering just one hour a week, you can influence the life of one of these children forever, and give them hope for a better future. *(Find out how...)*

This month's featured success story



Little Tracey-Lee and her Big Sister Beverley have been matched since February 2003. They are one of BBBSSA's longest matches on the Schools Programme.

Beverly and Tracey-Lee are great friends and have accomplished numerous goals in the time they have been matched. Tracey has become more confident and her school performance has greatly improved. *(Read more...)*

Educational mentoring



The screenshot shows the TSiBA Education website homepage. At the top left is the TSiBA Education logo, which includes a stylized flame icon. Below the logo is a red navigation bar with the text "IGNITING OPPORTUNITY". Underneath this bar is a horizontal menu with links: Home, TSiBA Who are we, The TSiBA Degree, Partnering with Us, Campus & Facilities, TSiBA Support Services, News & Events, and Contact Us. The main content area features a large photograph of a diverse group of people, likely students and staff, standing together. To the right of the photo is a vertical sidebar with four red buttons: "Are you a potential TSiBA STUDENT?", "Looking to be a TSiBA PARTNER?", "Could you be a TSiBA VOLUNTEER?", and "General support" with a dropdown arrow. Below the photo, the text "What is TSiBA?" is followed by a paragraph describing the institution. To the right of this text is a section for "OPEN DAY" on Saturday, 21 March 2009, starting at 9am, with a red flame icon. Below the Open Day section is a section titled "Support Services Volunteers" with a paragraph explaining the role of mentors.

TSiBA
EDUCATION

IGNITING OPPORTUNITY

Home TSiBA Who are we The TSiBA Degree Partnering with Us Campus & Facilities TSiBA Support Services News & Events Contact Us

Are you a potential TSiBA STUDENT?

Looking to be a TSiBA PARTNER?

Could you be a TSiBA VOLUNTEER?

General support ▾

What is TSiBA?

TSiBA Education is a private provider of Higher Education in business. TSiBA offers a unique Foundation Year Certificate in Business Administration followed by an enriched Bachelor in Business Administration focused on Entrepreneurial Leadership. TSiBA specifically targets scholars and potential students that would otherwise not have access to tertiary level education, by offering successful applicants full tuition scholarships.

All students at TSiBA are on scholarship, as such, TSiBA partners with corporate and individual funders who sponsor the operations and management of the institution. The TSiBA degree is fully registered and accredited by the Department of Education and the Council on Higher Education (No: 2007/HE08/001).

OPEN DAY

Saturday, 21 March
2009

9am

Are you passionate about business? Our Open Day is a unique chance for prospective students, their parents / guardians and teachers to find out more about studying at the **Tertiary School in Business Administration**. These are some of the exciting things you can expect:

Support Services Volunteers

Volunteers are recruited into our Student Support Office primarily as mentors, but also as additional support resources that are made available to our students (e.g. doctors, dentists etc). The role of mentor is embedded within our culture and enables each of our students a chance to enhance their self development and leadership skills.

Reactions from mentors (TSiBA)

- ✓ *“I gained a lot – specifically the insight across culture and into different communities. I enjoyed the friendships that I have made . The commitment is significant and is not to be underestimated.”*
- ✓ *“The more skilled mentors are in interpersonal skills, the easier this will be. The more willing mentors are to get out of their (wealthy) comfort zones the quicker this happens.”*
- ✓ *“However it is very worthwhile and I loved the surprising moments of mentoring and self insight!”*
- ✓ *“The more hours in = the more hours out”*



Educational mentoring - peer mentoring

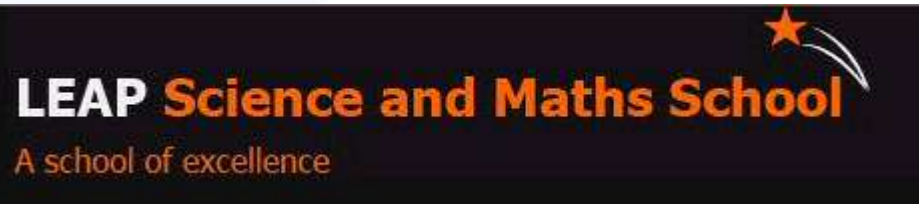


Student Mentoring Programme

The involvement in the student-mentoring program has involved the design and facilitation of a one day workshop for student mentors. The workshop offered an energetic, innovative, creative space for students to come together and reflect on their roles as mentors and move forward with a collective sense of purpose, value and motivation.

Accompanying this workshop a Mentor DVD resource has been created, which offers short video trailers and reflective exercises for mentors to utilize and integrate with their student mentees.

Educational mentoring – teacher training



The Teacher Training Programme is believed to be unique in South Africa and is striving to grow organically to fill a role in the forefront of a larger scale ISASA (Independent Schools Association of South Africa) teacher training initiative.

The TTP is designed to provide a **structured and supportive internship program** that provides an optimum blend of **academic study, practical experience, peer group support and qualified teacher mentoring**. The academic framework comes with registering for a 4 year Bachelor of Education through UNISA, while the practical experience base is gained from a number of internships over the 4 year period within a range of schools that will participate within the TTP. The internships will give all candidates exposure to a cross section of school environments from independent to public, and from suburb to township.

Educational mentoring –school support



LEAD THE WAY **TOYOTA**

"Through our Toyota Teach Primary School Project, we engage with some 10 to 15 schools annually with a view to improving the effectiveness of the schools through a three year programme involving the development of the school management team, school governing body and educators. In addition the school mentoring programme now seeks to include learners as direct beneficiaries. Our support of the Umbumbulu School Uniform Project initiated by the four MECs is very much in line with this approach and the schools, and particularly the learners, chosen to receive the uniforms are indicative of the great need in rural areas. It was therefore a privilege for Toyota South Africa to be a partner in this worthy initiative."



Future growth of the mentoring movement



What can be done to support the growth of an effective mentoring movement

- First – don't stifle it by regulation and control
 - ❖ Do need to ensure that mentors give quality mentoring („first do no damage“) BUT
 - ❖ Given volunteer nature of mentoring, are competency models appropriate?

- Practical endorsement and role modelling by public figures

- Mobilising the community
 - ❖ Encouraging peer mentoring – counteract the criminal role models

- Harness the active role of churches and faith-based organisations

Role of COMENSA

- ❖ Networking
 - Currently very little sharing of knowledge and experience, leading to repeated mistakes
- ❖ International Standards for Mentoring in Employment (ISMPE)
 - To be adapted for general use
- ❖ Research
- ❖ Recognition of mentors
 - Annual Mentor of the Year Award



Your ideas

- How can the growth of the mentoring movement be encouraged in South Africa?
- How can COMENSA reach out to the mentoring community?



For further information, contact

info@clutterbuckassociates.co.za

www.mentoring.co.za

