



# Why Mentoring Programmes in South Africa are not delivering

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# Fundamental flaws in programme design or implementation

- Purpose not clear – business case not researched and clearly presented
- Key stakeholders not involved, briefed and trained
- Small pilot programme not run before full roll-out
- Outcomes:
  - Not defined in multiple dimensions
  - Not expressed in measurable terms
  - Not measured and reported on
- Clear guidelines and codes of conduct not designed and published
- Mentoring pairs don't receive support from Coordinators
- Coordinator not trained and doesn't stay long in the role

# Addressing some of these flaws

## Content of remainder of presentation:

- Business drivers
- Stages of implementation of a mentoring programme
- Stakeholder involvement and training
- Some important mentoring concepts
- Good practice benchmarking – The International Standards for Mentoring in Employment
- Coordinator training workshops

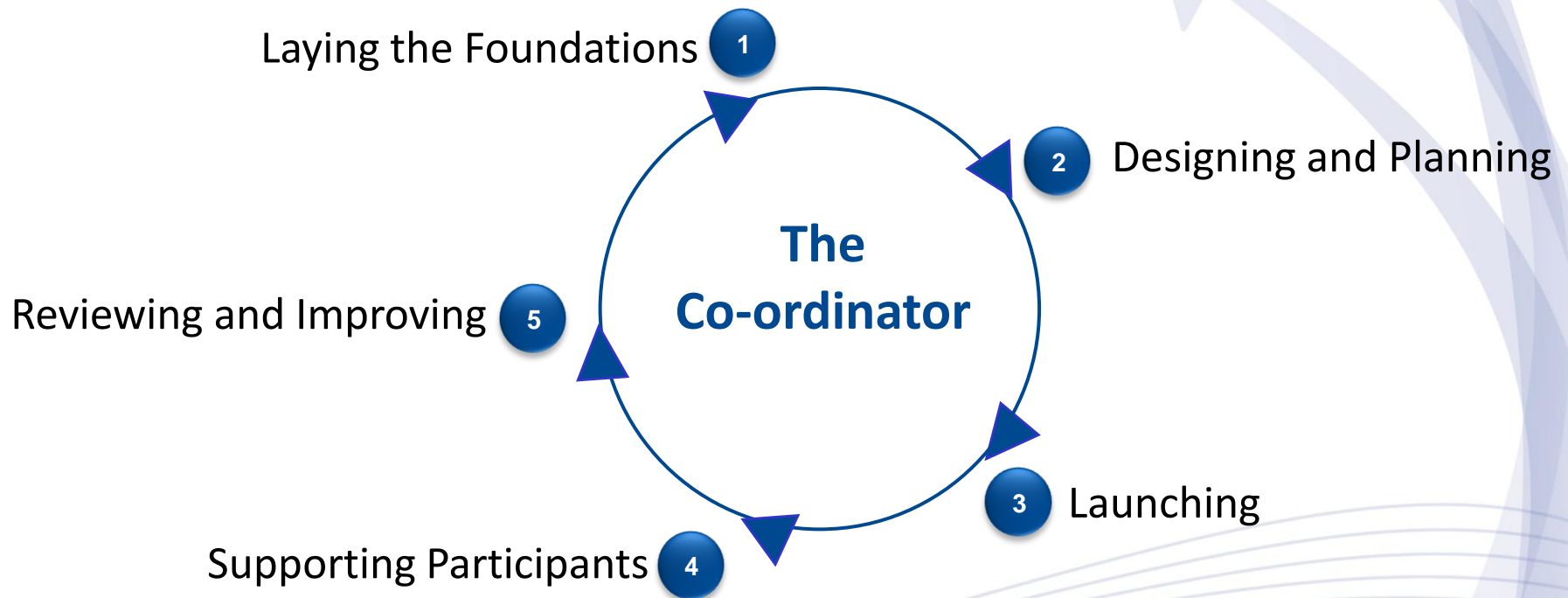
# Some possible business drivers for Developmental Mentoring

Identify what critical people-related problems impinge on implementation of the business strategy and see where mentoring could make an impact.

For example, mentoring can help with:

- ✓ Passing on the legacy of implicit knowledge from leaders and senior employees to the next generation
- ✓ Attraction – future employees often ask about mentoring programmes
- ✓ Retention – of both mentors and mentees
- ✓ Diversity/creating an inclusive culture/environment
- ✓ Skills development at all levels
- ✓ Talent pool leadership development – strengthening the talent pipeline and bench strength
- ✓ Graduate and fast track programmes
- ✓ Glass ceiling programmes (reverse mentoring)
- ✓ Team development or new employee induction (peer mentoring)
- ✓ Maternity leave – keeping in contact and re-induction

# Mentoring programmes should follow 5 implementation steps



# Some Important Mentoring Concepts



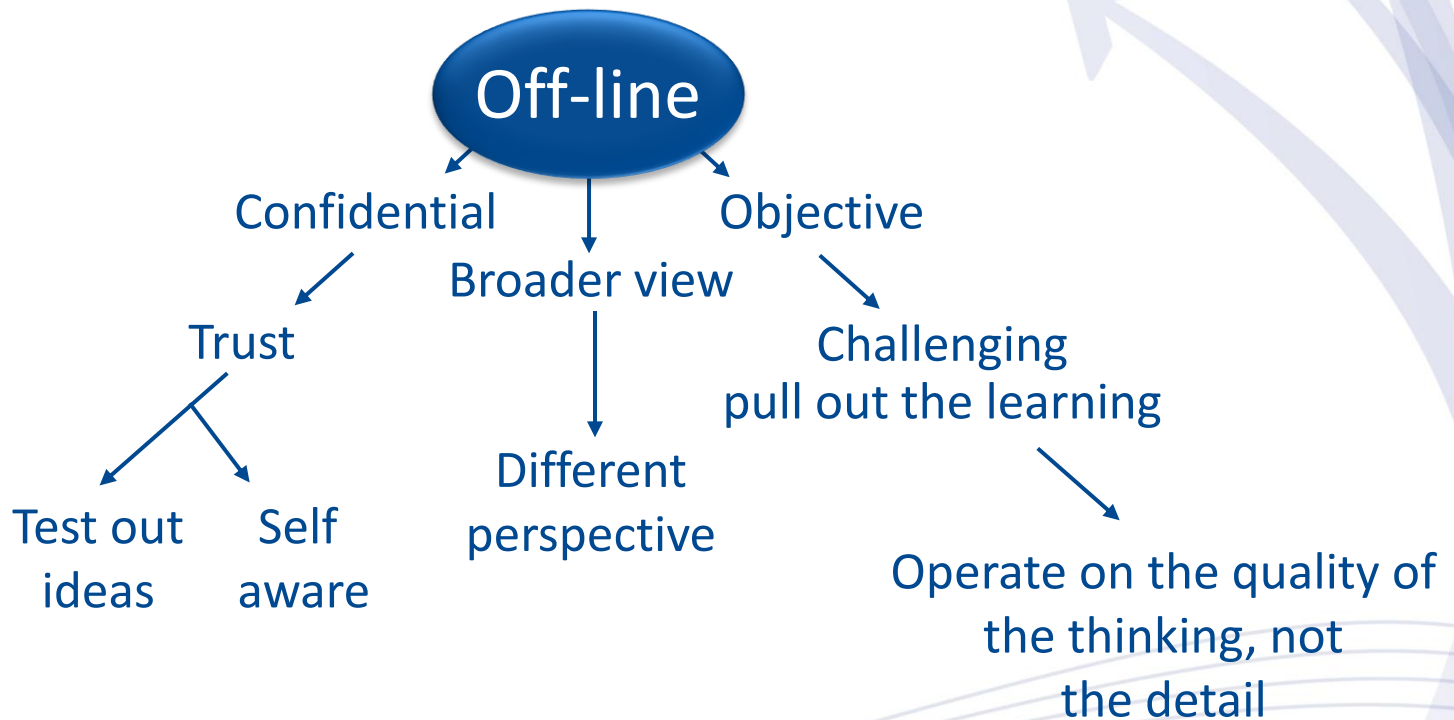
# Laying the Foundations - Stakeholder involvement, briefing and training

- Top management must fully understand what mentoring can and cannot do, and must determine the guidelines for the programme. They must agree and adopt the company's definition of mentoring and how it fits with other developmental processes

*“Off-line help by one person to another in making significant transitions in knowledge, work or thinking.”*

- Relationship between line manager, mentor and mentee must be defined
- Both mentors and mentees need to be trained in their roles and responsibilities

# When mentors are “off-line”, the relationship delivers more growth



# Developmental model of mentoring works better in South Africa than sponsorship

## Sponsoring

- ✓ Always senior to junior
- ✓ Power is important to the relationship
- ✓ Loyalty expected from junior partner
- ✓ Mainly one way learning
- ✓ Involves active promotion and intervention by sponsor

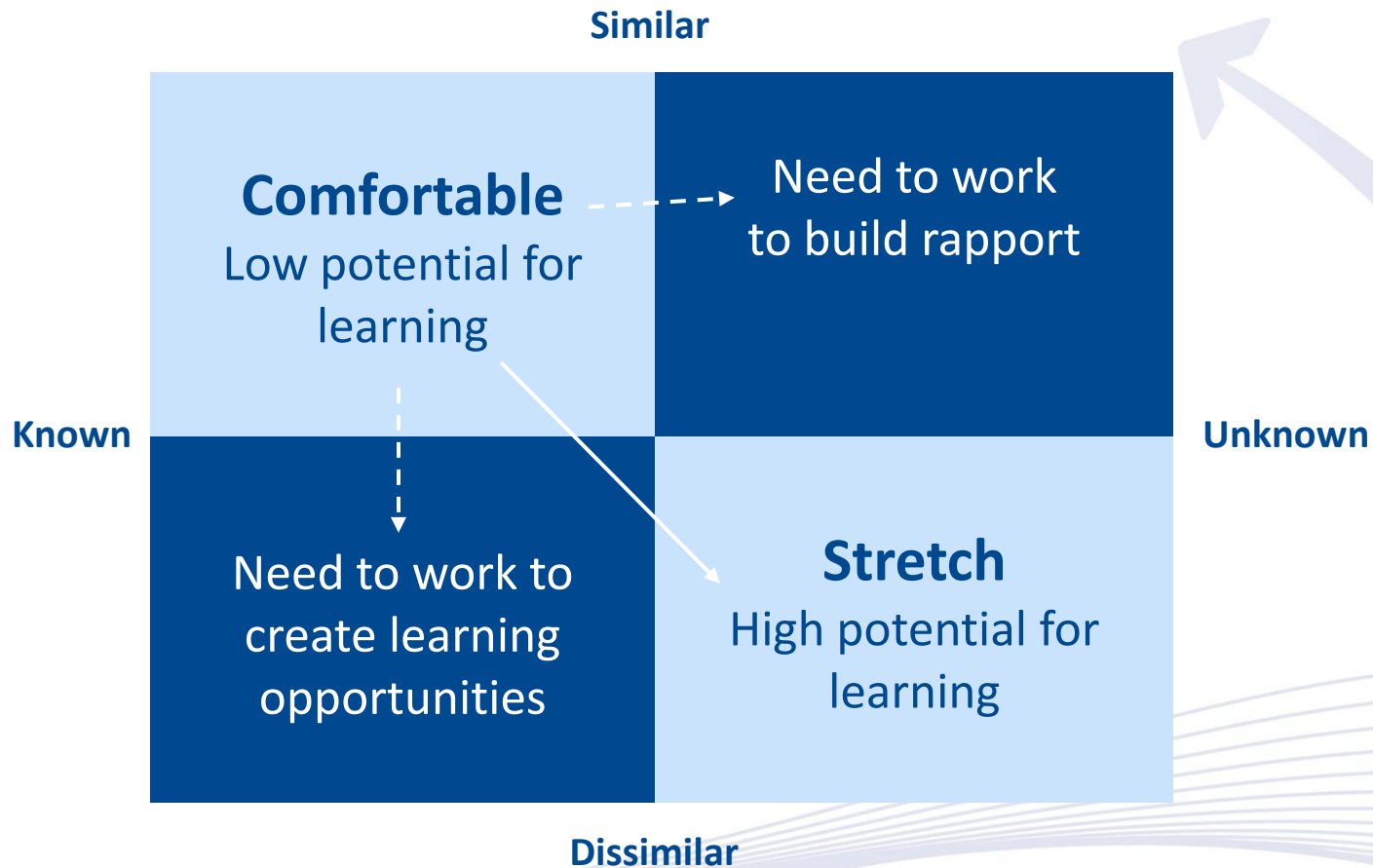
## Developmental Mentoring

- ✓ Experience gap more important than hierarchy gap
- ✓ Power is “parked”
- ✓ Friendship and mutual supportiveness evolve
- ✓ Learning is two way
- ✓ Mentor helps mentee do things for self
- ✓ Ubuntu

# Mentoring programmes should be measured on four dimensions, for example:

	Processes	Outputs
Programme	Selection criteria, proportion of successes/ failures, training, skills, programme support	Retention, recruitment, promotions, improved assessments, productivity
Relationships	Rapport, committed objectives, meeting frequency/ relevancy/ value, learning	Learning milestones reached, performance improvements, confidence level, line manager reaction

# Pairs should be matched for maximum learning





# Criteria of the International Standards for Mentoring Schemes in Employment

# Criteria

1. Clarity of purpose
2. Stakeholder training and briefing
3. Processes for selection and matching
4. Processes for measurement and review
5. High standards of ethics
6. Administration and support



# Clarity of Purpose

- The intended outcomes and benefits of the programme are clearly defined and understood by all the stakeholder audiences
- The outcomes are translated into viable and well understood objectives for each mentoring relationship

## Examples:

Performance criteria	Suggested Evidence
There is a published and readily available statement of programme purpose	Information guide in paper or on intranet
There is a published and readily available statement of values. Mentoring is clearly defined and terms of reference are understood by all participants.	Information guide in paper or on intranet Consultation to agree these elements with the target audiences
Both mentors and mentees have clear and complementary expectations from the programme and from their relationship	Part of training programme Item on 3/6 month questionnaire
Each mentoring pair is encouraged to establish individual learning and/ or other goals from the relationship; their goals may extend beyond the organisational goals there is a process to monitor whether this has been done	3 or 6 month questionnaire

# Stakeholder training and briefing

- Participants and stakeholders understand the concept of mentoring and their respective roles
- Participants are aware of the skills and behaviours they need to apply in their roles as mentors and mentees; and have an opportunity to identify skills gaps
- Learning support is available throughout the first 12 months of their involvement in the programme

## Examples

Performance criteria	Suggested Evidence
Participation in a process to learn the basics of mentoring is a non-negotiable condition of taking part in the mentoring programme, for both mentors and mentees	There is a record of at least some time spent learning about mentoring and associated skills by all participants
There are opportunities to reflect on personal experience and to build self-awareness	Training outline provides reflective space
There is opportunity to practise the skills of being an effective mentor/mentee and/or evidence of prior competence in the role	The training course outline builds in practice time
Participation in a process to learn the basics of mentoring is a non-negotiable condition of taking part in the mentoring programme, for both mentors and mentees	There is a record of at least some time spent learning about mentoring and associated skills by all participants

# Processes for selection and matching

- Mentors are selected to meet the specific needs of mentees
- Both mentors and mentees have an influence on whether they participate and who they agree to pair with
- The experience gap permits significant learning by the mentee
- There is a process for recognising and unwinding matches that do not work; and for reassigning the participants, if they wish

## Examples:

Performance criteria	Suggested Evidence
There are clear criteria for participation and/or selection of mentors and mentees	Information guide Training workbook/materials
There is a consistent process for identifying mentees' needs and comparing these to mentor characteristics	Information guide; data collection documents; data base
The experience gap permits significant learning by the mentee (NB this does not necessarily imply a status differential – peer mentors may have equal, but dissimilar experiences and therefore a high experience gap)	Process to assess broadly the mentee's learning need and the mentor's relevant experience

# Processes for measurement and review

- The programme is measured sufficiently frequently and appropriately to:
- Identify problems with individual relationships
- Make timely adjustments to programme processes apart from 4.3 below (see comments) there is nothing to measure this
- Provide a meaningful cost-benefit analysis and impact analysis

## Examples:

Performance criteria	Suggested Evidence
Measurements are based upon the goals defined in the programme purpose and programme values; and upon the goals defined within the individual pairings	Information guide Evaluation and review questionnaires and results
Mentors and mentees receive clear feedback from each other on their performance in the role	Co-ordinator checks with each pair that this has been done. Record of checks
Feedback from mentors and mentees is analysed by the coordinators to identify recurring themes relevant to the programme or to other development issues within the organisation	Analysis of documentation

# High standard of ethics and pastoral care

- The programme adheres to clear guidelines on the behaviour and responsibilities of all stakeholders
- There is a process for recognising and managing conflicts of interest between stakeholders (e.g. between mentees and the organisation)

## Examples:

Performance criteria	Suggested Evidence
Has a Code of Conduct for all parties(mentors, mentees, line managers, programme support staff and the organisation in general)	Code of Conduct document Information Guide
Performance against the Code of Conduct is monitored	Exceptions noted on database; individuals counselled in scheduled meetings
Participants understand clearly the hierarchy of interests (mentee, mentoring pair, organisation) and have discussed the implications for managing relationships and the programme	Training workbook/materials Training outline – practical exercises (e.g. “dilemmas”)

# Administration and support

- Participants have adequate support throughout the formal programme and, where appropriate beyond
- The programme is managed professionally

## Examples

Performance criteria	Suggested Evidence
The programme co-ordinator and other support staff (where applicable) have a clear, written description of their roles and responsibilities and are assessed against them	Documents available
The mentoring process is clearly linked to other development activities, where appropriate (e.g. appraisal, personal development planning or a process of continual personal development)	Information guide Process documents showing cross-references
There is a clear and accessible process to assist participants in dealing with issues, which fall outside the remit of the relationship (e.g. an Employee Assistance Programme)	Information Guide; intranet; training; roles and responsibilities documents (see 6.1 above)

# Programme Coordinators' Workshops

## August 24 – 25, October 26 – 27 2010

**In-house mentoring**

**In-house coaching**

**Small business mentoring**

**Learnerships**

The two-day workshop is constructed around a logical flow of steps to be considered in implementing and maintaining a programme and includes a variety of practical activities to apply and reinforce the theory. The workshop aims to give participants a solid grounding in the basic elements of implementing an organisational programme, thus providing a foundation for building their own.

Delegates from various companies and programmes have the opportunity to share their experiences.

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