

# Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups



Love is a pre-condition for Learning and Development

## MENTORING GUIDE

### COMMUNITY SYSTEMS STRENGTHENING PROJECT



**Community Systems Strengthening for Health**

Programme funded by the  
EUROPEAN UNION

## About Training for Transition

TFT has an overall vision to contribute towards the scale-up and scale-out of **quality service delivery for vulnerable communities**. It provides training, mentoring and we develop training material for organisations that serve the needs of vulnerable communities.

As such, TFT has key strategic objectives which include:

- To provide higher level training on Project Planning, Project Management, Financial Management, Monitoring and Evaluation strategies for long-term sustainability and independence.
- To train adults to understand how to meet the developmental and safety needs of children living in under-resourced communities.
- To train adults to support children with life-skills to progress beyond limiting conditions.
- To network with other organisations with similar objectives.
- To mentor identified community-based activists for this training.

### Mission

The mission of TFT is to technically assist community-based organisations to access quality training, relevant material, access peer networks, mentoring, coaching and develop systems for information sharing. In the three years of the **community systems strengthening** program, TFT intends to champion the creation, management and coordination of an improved standard of learning, sharing and problem-solving.

TFT uses experienced, independent consultants to provide training and mentoring in their areas of specialty in either gender education, child protection, violence reduction or specific health areas; will ensure program sustainability and continuity of learning, using knowledge on 'Best Practice' in similar conditions; provides ongoing support to scale-up of these services and delivering high-quality interventions.

### Partnership

In the **Community Systems Strengthening** initiative, the TFT primary partnership is with the **Cape Metro Health Forum** health committee members, **Women on Farms** and **UCT's School of Public Health** and its role is that of a development partner, in the form technical training, mentoring and content development and training for four programme areas namely; child protection, peace building, access to food and nutrition and health education broadly.

TFT provides curriculum development, training, documentation of process, dissemination of learning and mentoring within a comprehensive monitoring and evaluation framework. TFT, over the implementation period will continue to focus on developing strong partnerships with government and other service providers – to share material and resource development and to share learning. All TFT products, when complete, will be open-source.

### Program goal

TFT's program goal is to create, manage, support and bring to scale a local, integrated model of service delivery to address the needs of under-resourced communities; it includes documentation of processes and sharing lessons learnt. It also aims to influence the development of high quality, need-led training material and effective support systems. The intention is to disseminate shared learning to influence positive practice in under-resourced communities.



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It can no way be taken to reflect the views of the European Union.



**Open Source Learning Material**

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## Learning Objectives

At the end of the module the learners will be able to;

- Define a mentoring programme.
- Understand the role of mentoring as a developmental tool.
- Understand the criteria for a successful mentoring programme.
- Identify the benefits of a mentoring programme.
- List and understand the criteria for a successful mentor.
- Understand how to initiate the mentoring process.
- Establish the relationship between the mentor and protégé.
- Complete a mentoring agreement.

## Definition

**Mentor:** Adviser, Counsellor, Guide, Tutor, Teacher, Guru

*"Mentorship refers to a developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person—who can be referred to as a **mentee**, **protégé**, or **apprentice** -- to develop in a specified capacity."*

*"Mentoring is a process for the informal transmission of knowledge, social capital, and the psycho-social support perceived by the recipient as relevant to work, career or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protegee)" (Bozeman, Feeney, 2007) knowledge and experience.*

### Activity 1: S.A. Example: The Value of mentorship

Read the following example and extract words from the article related to the mentor role. Write these up.

*On May the 5th 2003 Water Sisulu died, leaving behind a grieving nation and a heartbroken Nelson Mandela. Sisulu was Mandela's earliest political mentor and his closest confidant, and after 62 years of friendship the two were separated.*

*Mandela first met with Sisulu in 1941, after being referred to his house in Soweto by mutual friends, who saw what the older Sisulu could offer a hungry and ambitious Mandela. Sisulu later said that the moment he looked upon the young man, he decided Mandela was the answer to his prayers.*

*"I had no hesitation, the moment I met him, that this is the man I need," Sisulu said in an interview shortly after the 1994 elections.*

*"Needed for what?"*

*"For leading the African people."*

Sisulu constantly guided the younger Mandela with his quiet diplomacy and endless empathy. Mandela, by his own admissions, rarely acted without consulting Sisulu.

As Mandela's mentor, Sisulu demonstrated to the young firebrand leader the importance of having a political movement that held at its core a vision of a better life for every South African, no matter creed or colour. In his eulogy at Sisulu's funeral, Mandela reminded the nation what the legacy of such a hero leaves us:

*"Their going must leave emptiness with those of us who stay behind... They fought a noble battle and lived their lives in pursuit of a better life for all who follow."*

In South Africa we have massive gaps within our society. These gaps take the forms of wealth, education, skills... the list goes on. And as participating members of our society, we feel these gaps most acutely; we notice the way they impact on our country, on our province, on our cities, on our communities, on our neighbours, on our families, on ourselves. Yet it is safe to say that those who are most affected by these gaps are our youth, raised in hope and living in inequality.

## **The value of mentorship**

'Mentorship' is an umbrella phrase, and it encompasses a wide variety of associations, but on an essential level it is a developmental relationship in which a more experienced person helps a less experienced person. Whether formal or informal, whether structured or organic, whether career, life or skills-focussed, there is much any adult can teach youth.

*"Mentorship is vital for building a nation, and we need to focus on the youth to change South Africa. Empower the hearts, empower the heads, for good,"* says Buhle Dlamini, the founder and managing member of Young & Able Youth Advisory Services.

According to Dlamini, the youth of South Africa are growing up without helpful adult role models, with abuse, dysfunctional families and crime all playing a destructive role in their lives. *"Our research shows that young people who have been mentored, who had someone who cared about their development, have all turned out better for it."* -Mathew Choate. The Good News.

### **Activity 2: Group-work.**

Generate at least 5 examples of mentoring in any area such as music, soccer, religion, academics or at home; that you may know of. Each group gets a chance to explain their 5 examples and in what way this was a mentoring situation.



# Introduction

There is often much confusion as to whether coaching and mentoring are synonymous or whether coaching is one of the activities of mentoring.

- Mentoring and coaching are very similar activities.
- The only real difference being that the coach focuses on specific tasks, e.g. a soccer coach.
- Whereas the mentor has a wider perspective, e.g. assisting a project manager with a range of skills.
- A mentor typically has a longer-term relationship with the protégé on a broader range of issues.

**Origin:** The term **mentoring** dates back to **Greek methodology** where Odysseus asked his friend Mentor to teach his son Telemachus what could be learned from books as well as the wiles of the world.

## What does Mentoring really mean?

Mentoring means; teaching newer, younger or less experienced employees business or work strategies and knowledge. A mentor is a person who is experienced in an area and is able to relate well to a less experienced person, seeking these skills.

In organisational development work, this also relates to mentoring organisational staff who started out doing community work, based on passion and commitment but need the necessary technical skill to manage a project.

The mentor should have sufficient knowledge and experience of project management to assist the mentee with capacity development.

## How does Mentoring help?

Mentoring helps the individual to take charge of his/her learning through gradual acquisition of knowledge.

The through training and practical support passes on this knowledge, provides guidance and instils the necessary skills, values and attitude.

This is done in the form of practical assistance and practical support and encouragement as part of the learning process.

The mentoring support involves providing the protégé with coaching, organisational development knowledge and direct forms of support with job-related technical know-how.

Coaching focuses on the technical aspects of the job, mentoring focuses more on improving the employees fit within the field of work. E.g. Coaching could therefore include a particular aspect of skills training such as proposal writing. Mentoring could mean sitting together with the protégé and discussing various proposal writing options and donor options. Mentoring involves a relationship with an experienced organisation member who can share, guide and provide feedback.

In addition to coaching, mentors provide emotional and psychological support through serving as a role model and counsellor.

## Mentoring as a Development Tool

**Mentors act as role models:** When mentors practise the values that they and their organisation preach, protégés are likely to practice these values too. For example, if an organisation has integrity as a cornerstone of their philosophy and value system, then the mentor will pro-actively demonstrate these values through her or his conduct. If the mentor demonstrates generosity in decision-making then the mentee is likely to take on these attributes too. This means that the mentor will not necessarily talk to the mentee about the value of integrity but will display this through mentorship.

**Mentors act as brokers:** As protégés do not have a network of contacts both in the organisation and external to the organisation, it is the mentor's role to make these contacts available. If a mentor is invited to an event that provides opportunity for accessing additional support, the mentor will invite the mentee along and introduce him or her and the work that they do. The mentor will also do this in the absence of the mentee, pro-actively promoting opportunities for the mentee to network and grow.

The mentor should facilitate introductions to key personnel, making it possible for protégés to be in contact with those who could provide aid and growth in career and organisational needs. Mentors act as advocates and become cheerleaders for protégés by creating opportunities for them to show others what they are capable of doing.

In this capacity there is a difference between setting up a mentee for failure by pushing them into roles that they are not yet ready for. Mentoring is a step-by-step process and a gradual developmental process, not a sink-or-swim situation. Mentoring takes place over a period of time.

As the coach, the mentor helps the protégé to understand the organisations culture, political structure and vision. The mentor helps the mentee to understand operational structures, setting up systems and how to use the effectively. In a wider context a mentor could help a protégé to understand the culture of the environment within which they work. In development work this would be the developmental culture, organisations, donor requirements, national and international guidelines for programme implementation. Mentors advise protégés how to function within the political environment of the organisation and how to avoid traps that would derail them from fast-tracking their careers.

It can thus be seen that coaching is one of the activities performed by the mentor. Merely performing coaching, however, would not be sufficient contribution from the mentor to equip protégés. The mentor should also play a protective role by standing behind the protégé and providing the help that they need whether that help means advice, information, materials or just understanding and encouragement.

### Activity 3: Working individually, write down the answer to the following questions.

1. What is the difference between a mentor and a coach?
2. Where does the word mentor come from?
3. What kind of support could be regarded as setting a mentee up for failure?
4. Name three ways in which mentoring is beneficial.

## Criteria for a Mentoring Programme

The following criteria are critical points to consider when establishing a mentoring programme:

- The mentor must be an expert in the field or subject in which she/he is mentoring.
- The prime beneficiary is the organisation, but the individual also benefits.
- A mentoring programme is measured in months.
- The mentor must be available on a regular basis.
- Mentoring is a formal relationship.
- The mentee should respect the mentor's knowledge of the subject.
- Rapport between the mentor and the protégé is essential.
- The mentee must agree to be mentored.

### Criteria for a Successful Mentor

A successful mentor is characterised as:

- **Supportive:** A mentor is one who supports the needs and aspirations of the protégé. This supportive attitude is critical to the successful development of the protégé. A mentor must encourage the protégé to accept challenges and overcome difficulties.
- **Patient:** A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor allows adequate time to interact with the protégé. Time requirements are defined by both the mentor and the protégé.
- **Respected:** A mentor is someone who has earned the respect of peers in that field of work.
- **People Oriented:** A mentor is one who is genuinely interested in people and has a desire to help others. A successful mentor is one who has "*good people skills*," who knows how to effectively communicate and actively listen.
- **Mediator:** A mentor must also be able to resolve conflict and give appropriate feedback.
- **Good Motivator:** A mentor is someone who inspires a protégé to do better. A mentor needs to be able to motivate a protégé through encouraging feedback and challenging work assignments (where appropriate).
- **Effective Teacher:** A mentor should thoroughly understand the skills required of the protégé position (or desired position) and be able to effectively teach these skills to the protégé. This means the mentor must actively try to recognise and use teaching opportunities.
- **Secure in position:** A mentor must be confident in his/her career so that pride for the protégé's accomplishments can be genuinely expressed. A mentor should appreciate a protégé's strengths and abilities, without viewing these accomplishments as a threat. A secure mentor delights in a protégé's discoveries and welcomes a protégé's achievements. In truth a mentor enjoys being a part of the protégé's growth and expansion.
- **Honest:** A mentor must be able to provide honest feedback if the mentee is expected to develop and grow. Where a mentee is struggling, there should be a formal process for feedback so that these do not become personal.

- **An achiever:** a mentor is usually a professional achiever, one who sets lofty career goals and strives to reach them. A successful mentor is usually one who takes on more responsibilities than is required, volunteers for more activities and tends to climb the proverbial ladder at a quick pace. A mentor attempts to inspire a protégé with the same drive for achievement. This “*attempt at achievement*” is the flint that sparks a protégé’s desire for career success. In this way, a mentor helps a protégé to set, evaluate and reach career goals.
- **Able to give Protégé Visibility:** A mentor is someone who can give the protégé the right amount of exposure within the career field. One way to give exposure is to talk with others about the protégé’s accomplishments.
- **Values work:** A mentor takes pride and values the everyday challenges that arise. A mentor understands the mission, vision and values of the organisation and supports its initiatives. A mentor should be well-versed in policies and in procedures.
- **Accepts others:** A mentor is one who shows regard for another employee’s well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor must learn to accept a protégé’s weaknesses and minor flaws just as the protégé must learn to accept the weaknesses and flaws of the mentor.

**Activity 4: In pairs discuss the following:**

1. What are three critical points for a mentoring relationship?
2. Discuss five characteristics of a successful mentor.
3. Identify two people in your organisation who could be good mentors and identify the area of mentorship.
4. Identify two people in your relationship who could be good coaches and identify coaching areas.

# Initiating the Mentoring Process

*"OK! So how do we start the mentoring process?"*

1. The initial step in the mentoring process is the establishment of a relationship.
2. It can be clarified that the mentor will be pro-actively assisting the mentee to grow and develop.
3. It is important for the mentor to clarify with the mentee which areas the mentee feels that she or he needs assistance with.
4. The mentor can make additional suggestions.
5. The roles of the mentor and the mentee should be clearly established.
6. Times and processes for evaluation and feedback should be pre-agreed.
7. A formal relation is then initiated with clear communication and methodology strategies.
8. Scheduled meetings or an arrangement for initiating meetings for on-going mentoring and guiding can be established mutually.
9. A formal mentor/mentee agreement is established, in which the boundaries of the relationship are defined.
10. During the establishment of the relationship, a formal document that will assist in giving the relationship structure and goals through which to facilitate the goals, should be signed.

**In establishing the relationship the following should be taken into account:**

- The **duration of the relationship should be limited** to an agreed period as this will allow the relationship to be less threatening as it allows the participants to exit at a later stage and an exit strategy is identified;
- **Initially, the mentor and mentees need to get to know each other** well by spending time in each other's work areas and setting specific objectives in the relationship;
- **An evaluation system needs to be in place** to monitor the success of each mentor/mentee interaction in the relationship. (This will be stipulated in the mentoring agreement).

**Benefits of a Mentoring Programme**

- Development occurs on a one-on-one basis at a speed level appropriate to the individual.
- A mentoring programme sends a genuine message of care and support and value of the individual and his or her work as well as confidence of future advancement and success.
- Builds good relationships at all levels.
- Allowing the protégés to express goals and ambitions that they might find dangerous in their own business unit.
- Helps staff to acknowledge mistakes quickly and learn from them.
- Encouraging continuous improvement whilst embracing a culture of individuality.

# Completing the Mentoring Agreement

## Identifying the Key Performance Areas (KPA's) of the New Position:

1. The mentee will be presented with an agreement outline of key areas of mentoring also known as key performance areas or KPA's.
2. Key Performance areas will be discussed in depth with the mentee based on a pre-existing document which identifies areas of required growth.
3. These are areas in which OLF would like to see evidence of capacity development in organisations.
4. The relative importance of each KPA is then agreed upon.
5. This helps the mentor and mentee to establish areas of priority for the mentoring relationship.
6. The KPA's can be attached to the mentoring agreement for ongoing evaluation.

## Roles that the Mentor Fulfil:

There are ten different roles a mentor can assume. Which different roles the mentor assumes depends on the needs of the protégé. On any given day a mentor can perform one of the roles or all of the roles more easily. However, for the purpose of the Mentoring agreement the mentor and mentee must identify 3 initial roles that will be included;

**Activity 5:** Participants take turns in reading through the various mentor roles and discuss it after each point to ensure that all participants understand. Each of the ten possible roles is described below;

- **Teacher:** As a teacher a mentor needs to teach the protégé the skills and knowledge required to perform his or her position successfully. This role requires the mentor to outline the 'nuts and bolts' of the position and to share experience as a seasoned professional. It is important that the mentor also share the wisdom of past mistakes. A mentee can learn from past mistakes, and should understand that no one is perfect.
- **Guide:** As a guide, the mentor helps navigate through the inner workings of the organisation and decipher the 'unwritten sector rules' for the mentee. This information is usually the kernels of knowledge that one only acquires over a period of time. The inner workings of the organisation/sector are simply the behind the scenes dynamics or office politics and communication that are not always apparent but are crucial to know.

The unwritten rules can include the special procedures for funding applications, what turns a funding application into a successful application and other tips related to project sustainability and growth. Recognising power struggles and appropriate ways to address these. The mentor coaches the mentee on the critical responsibility of each person in the organisation and provides skills coaching in this regard.

- **Counsellor:** The role of the counsellor requires the mentor to establish a lasting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentor should always show respect by listening carefully and attentively to the protégé and by not interrupting the protégé while he or she speaks. In other words the relationship is to develop the mentee and not to undermine them. The counsellor role also encourages the mentee to develop problem-solving skills of a mentee by advising the protégé to first attempt to solve the problem before seeking assistance.
- **Motivator:** As a motivator a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It is not often that protégés are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterised

as highly motivated individuals with a thirst for success. Mentors usually perform the role of the motivator only when there is a need to motivate a mentee to complete a difficult assignment or to pursue an ambitious goal. Through encouragement, support and incentives mentees can motivate protégés to succeed. One of the most effective ways to encourage a protégé is to provide frequent positive feedback during assigned tasks or while the mentee strives towards goals. Positive feedback is a great morale booster. It removes doubt and builds self-esteem that result in a sense of accomplishment.

- **Sponsor:** A mentor creates opportunities for the mentee, opportunities that may not otherwise be available. In organisational development work, this could be the equivalent of ongoing training or a mentor paying for a mentee to attend a national conference that would provide opportunities for growth, understanding and service delivery efficacy.
- **Coach:** Coaching is not always easy. Specifically coaching implies skills training and involves feedback. A mentor needs to give different kinds of feedback as the situation demands: positive feedback to reinforce constructive behaviour leading to behaviour change. E.g. When someone is always late, acknowledge when they are on time as a means of encouraging this kind of behaviour. Both kinds of feedback, however, are critical to the professional growth.

Feedback should be frequent, specific and based on direct observation of the mentee (not second-hand information). When giving constructive feedback, the mentor should be descriptive about the behaviour and not use labels such as *“immature”* or *“un-professional.”* The mentor should neither exaggerate nor be judgemental and should phrase the issue as a statement not a question.

- **Advisor:** This role requires the mentor to help the protégé develop professional interests and set realistic goals for themselves and the project. As the old saying goes, *“If you don’t know where you are going, you won’t know how to get there.”* This saying holds true for a protégé’s professional development. The mentor needs to think about where the protégé wants to go professionally and help to set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable and flexible to accommodate the changing dynamics of the organisation.
- **Role-model:** As a role-model the mentor is a living example of the values, ethics and professional practices of the agency. Most protégés, in time, imitate their mentors. As the proverb states, *“imitation is the sincerest form of flattery.”* Teaching by example may be a mentor’s most effective tool. The mentee will learn as he or she observes how the mentor handles the situation or interacts with others. The mentor needs to be careful how they come across with the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics and a positive attitude.
- **Referral agent:** As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the ‘action plan’ as an enabler to move the mentee toward career goals that have been set.
- **Door Opener:** The role of the door opener is to open up doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the agency as well as outside the agency. The mentee gets a chance to meet other people who can help spur professional development. As a door opener the mentor can introduce the protégé to the mentor’s contacts to help build the mentees network structure. As a door opener, the mentor also opens the doors of information for the protégé by directing her or him to resources that might be helpful.

### **Performance Enhancer**

These plans focus on immediate training and developmental needs of the mentee and aim primarily to address the needs which will enable competent achievement of current work demands. These plans are discussed with the mentor and facilitated through mentor aided opportunities.

The training and development could include external or internal formal training such as Child Development, Project Management, Financial Management or Report Writing. These need to be detailed in the mentoring agreement.

**Activity 6:** Individuals generate a list of performance enhancers that they feel they require in their current position.



## Focussed Development Plan: Long term

1. It is beneficial for a mentee and mentor to develop a focussed development plan.
2. These plans should take cognisance of long-term career plans of the mentee and match these to the organisational needs.
3. The focus is on competence required for future growth and changes that are based on long-term objectives and the onus for development rests more heavily on the mentee.
4. Exposure is an important ingredient of this learning method.

### Rules of Behaviour

In setting out the rules of the Mentoring Agreement, the parties must set out the rules for behaviour for themselves. This could be a verbal agreement. This stipulates how certain situations will be handled by the parties, e.g. what happens if one of the parties is late for a meeting or cannot attend a meeting, what type of matters should be addressed in writing and the type of language to be used.

### Mentor's responsibility

For the sake of good order it is essential that the parties agree on the responsibilities of the mentor. These responsibilities include holding meetings, feedback and organising training interventions.

### The Mentee's Responsibility

For the sake of good order it is essential that the parties agree on the responsibilities of the mentee. It is important to remember that mentoring is not something that is 'done to you' – the mentee has prime responsibility for the success of the mentoring relationship.

In addition to the above the protégé needs to demonstrate a commitment to the following:

- Assuming responsibility for his or her own career development.
- Actively participating in the mentor relationship.
- Mentees should participate in the development of a constructive relationship and should evaluate the mentor programme as required.
- Having clear expectations about what they will achieve from the relationship.
- Selecting and considering issues for discussion in advance.
- Taking responsibility for arranging meetings and setting the agenda.
- Contacting the mentor rather than waiting to be contacted.
- Having the willingness to challenge and be challenged.
- Developing a sense of trust, openness and good humour.
- Self-evaluation and reflecting on their progress.

### **Meeting Arrangements**

The parties need to agree on the number of formal (face-to-face) meetings per annum or per quarter and the number of telephonic meetings per month or per week, depending on the mentors additional responsibility and availability. Here the parties could also reach an agreement on the venue for each meeting and duration of meetings.

### **Meeting Agenda**

The parties need to decide on an agenda to enable both parties to prepare for the meetings and to give the meeting structure. It is essential that the agenda focuses on the objectives in order to ensure that all KPA's are addressed during the meeting and concerns are raised by both parties and action steps are plotted to ensure that appropriate remedial action can be taken where necessary.

### **Agreement on postponement**

It is essential that meetings are not indefinitely postponed as a meeting cancelled can adversely affect the mentee's performance and ultimately that of the organisation, especially when this happens to often and with too many mentee organisations. The mentoring organisation will be deemed un-reliable. It must be agreed that only under special circumstances can the scheduled meetings be post-poned.

### **Termination of the Agreement**

The parties must agree on the terms and conditions and date of termination. This is essential as a mentoring agreement can be terminated by either running its full term or through an act on behalf of either party. E.g. Non-performance.

### **Conclusion**

In conclusion, the success of the mentoring programme depends largely on the relationship that is built between the mentor and the mentee. Successful mentor/mentee relationships have often resulted in friendships that extend far beyond the end of a formal relationship. These informal relationships result in informal mentoring that have indirect benefits to the organisation.

### **Activity 7: Writing up a long term plan**

1. Choose a participant to stand in front and together write up a long-term focussed development plan for him or her.
2. Write up the role of the mentee without referring to the manual.
3. List the other items that go into a focussed development plan.

## Mentoring Agreement

**Mentee:**

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Position: \_\_\_\_\_

**Mentor:**

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Position: \_\_\_\_\_

We hereby agree to the guidelines in the attached document which will be reviewed annually along with the baseline information, to evaluate progress.

\_\_\_\_\_

Mentee

\_\_\_\_\_

Date

\_\_\_\_\_

Mentor

\_\_\_\_\_

Date

## Key Performance Area

Mentee's Name and Job Title: \_\_\_\_\_

1. The KPA's on the mentee's job description:

1.1. \_\_\_\_\_

1.2. \_\_\_\_\_

1.3. \_\_\_\_\_

1.4. Area for self-development: \_\_\_\_\_

2. Three most important roles that the mentor will fulfil in this relationship

2.1. \_\_\_\_\_

2.2. \_\_\_\_\_

2.3. \_\_\_\_\_

3. Performance Enhancers: Training and Development Plans

Goals and Action for Mentee	Target Dates	Evaluation
Tasks Mentor need to do	Why?	By when?

4. Focussed Development Plan: Long term

Goals and action for mentee	Target Dates	Evaluation
Tasks mentor needs to do	Why?	By when?

5. The three most important rules of behaviour in this relationship:

5.1. \_\_\_\_\_

5.2. \_\_\_\_\_

5.3. \_\_\_\_\_

6. The mentor's most important responsibilities:

6.1. \_\_\_\_\_

6.2. \_\_\_\_\_

6.3. \_\_\_\_\_

7. The Mentee's most important responsibilities:

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8. Things the mentor will not be responsible for:

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9. We will meet formally:

9.1. \_\_\_\_\_

9.2. Our next meeting will take place on:

9.3. We will meet at: \_\_\_\_\_

10. Agenda of our next three meetings.

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11. We agree not to postpone a meeting more than once.

Signed by both parties: \_\_\_\_\_

12. We will end the relationship when (positively and negatively):

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13. We are committed to achieving the learning objectives of this Mentoring Programme:

Mentee signature: \_\_\_\_\_

Mentor signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Mentorship form.

To be completed on each mentoring occasion

**Mentor/Interviewer:**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME OF ORGANISATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Participant:**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME OF ORGANISATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following information to be completed by Mentor/Interviewer:

Topics covered today: \_\_\_\_\_

Method of mentorship: \_\_\_\_\_

Follow-up Date:    /    /    (Day / Month / Year)

Feedback by Mentor: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes from Mentee organisation: \_\_\_\_\_

\_\_\_\_\_

Follow-up report available?  Yes  No If yes, please provide report file name:

**Recommendations:**

\_\_\_\_\_

\_\_\_\_\_

Trainer's Signature: \_\_\_\_\_

Mentee's signature: \_\_\_\_\_



## EVALUATION

### OUTCOME

1. To get feedback on the value of the training.
2. To establish whether the training met the need of participants.
3. To establish possible content of follow-up workshops or training.

1. Write up what has been gained from this training course?

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2. Has the Child Protection information been helpful? YES NO. Explain.

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3. Has the Child Protection information been useful? YES. NO. Explain.

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4. What did you like the most? The least?

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5. What else should be included in the training? Any other comments?

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6. Is the material useful?

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7. How will you use this learning in your work/community?

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8. What could be done better:

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## **Acknowledgements**

1. Hope Worldwide 'best practice' interventions. Swedish International Development Agency (SIDA). 2010.
2. Department of Social Development. National Government Framework.

**Alignment with NDoSD Request for a Model for Supporting Community Based Organisations:**  
CONSULTATIVE ROUNDTABLE DISCUSSIONS WITH NATIONAL Non-profit companies (NPC) AND  
RELATED STRUCTURES ON THE REVIEW OF THE WHITE PAPER ON SOCIAL WELFARE (of 1997)

Proposals for NPO National Directorate:

**NPOs and CBOs**

- I) NPCs needs to be on CIPCI data base.
- II) Government sets point system for capacitation.
- III) Mentoring role of big organisations: identify NPCs that can play a support role to CBOs.
- IV) Independent affiliates; subject to NPC standards. NPC develops a matrix that outlines 'services' provided and creates levels for assessment.
- V) CBOs to be renamed as social service practitioners; The community based organisations should have the ability to identify the service being provided to the community. (Health and Education enjoys better status than Social Development because they are providing services).
- VI) Services provided for treatment and support but also for prevention and early intervention.
- VII) Eliminates poverty and addresses progressive realisation of rights.

**National NPO Directorate**

- I) Mapping services according to need – national exercise. Developmental route covering the full range of deprivation, responding to different contexts.
- II) Acknowledgement of diversity and inclusion.
- III) Development of a data base.
- IV) Development of a new model in re-structuring and service innovation.
- V) Decentralisation of NPC registration – provincial competency.
- VI) New Welfare Act. New funding flow to CBOs and NPCs.
- VII) Review of White paper – leading to legislation.
- VIII) Develop a well-constructed proposal to treasury, regarding funding for the sector (NPOs and CBOs doing 'welfare' work. Cost implications of recommendations.
- IX) 'Social Services' to act as overarching definition.
- X) Redress and transformation in relation to apartheid consequences still need to be built into budgeting and policy formulation. We are still the apartheid generation and poor communities are carrying the burden of social dysfunction.

**Addresses White paper Challenges:**

1. Creation of self-sufficiency!
2. Create opportunities for growth.
3. Policies should push the most vulnerable and the poorest of the poor out of deprivation or helplessness to dignity.
4. Model can be replicated in any area of need or any sector.

