



POLICY – MENTOR & COACHING

Dated 30 May 2023

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1. INTRODUCTION

Coaching and mentoring are powerful mechanisms to support staff wellbeing, drive staff development and facilitate innovation and continuous improvement. These programs should highlight a one on one training intervention where the need arises and the need dictates that such programmes should be implemented.

1.1 WHAT IS COACHING?

Coaching occurs when a person works with a staff member to identify, target and plan for performance improvement in a particular skill or knowledge area. Coaching is a distinct process, separate from mentoring, that focuses on skill and knowledge development of staff. This skill and knowledge development might be relevant to the staff member's duties, or in an area of personal interest.

1.2 WHAT IS MENTORING?

Mentoring is a relationship between an experienced person who helps to guide, advise or train a person with less experience to maximise their potential, develop their skills, and improve their capability. Mentoring is transformational and involves much more than acquiring specific skills or knowledge. Mentoring is about a relationship that has a holistic focus on professional development.

2. PURPOSE AND OBJECTIVES

- 2.1 To implement and maintain Mentorship and Coaching principles and related programmes for Langeberg Municipality in order to ensure good governance, financial viability and optimal institutional transformation with the capacity to execute its mandate.
- 2.2 Langeberg Municipality subscribes to the view that the Coaching and Mentorship Programme shall be utilized to:

- 2.2.1 Implement strategic learning programmes that will add value to the overall skills requirements of Langeberg Municipality and the community at large;
- 2.2.2 Foster mechanisms by which to successfully grow people into key positions in terms of the Employment Equity and Succession Plans;
- 2.2.3 Assist pre-employed learners to bridge the gap between institutional learning and the job market, by enhancing their learning with workplace experience to improve their employability in the job market;
- 2.2.4 Stimulate and support skills development in the formal and informal economy to enhance employability and sustainable livelihood through social development initiatives;
- 2.2.5 Enhance the transformation of the organisation;.
- 2.2.6 Address particular and any imbalance in management or specific areas;
- 2.2.7 Reduce the labour turnover rate and increase the retention of skilled human resources;
- 2.2.8 Build capacity and integrate learning interventions continuously;
- 2.2.9 Ensure support for learnerships, employment equity initiatives, internships and experiential training to take place; and
- 2.2.10 Assist potential employees in gaining practical experience.

3. SCOPE AND APPLICATION

- 3.1 This policy shall apply to all permanent employees of Langeberg Municipality.
- 3.2 This Policy includes the following processes:
 - 3.2.1 The main function of the coaching and mentoring programme.
 - 3.2.2 Support to coaching and mentoring programme.
 - 3.2.4 Benefits of coaching and mentoring.
 - 3.2.5 The process of coaching and mentoring.

4. DEFINITIONS

In this policy, unless the context otherwise indicates -

“Assessment”	means the process of measuring applied competencies by observing and evaluating the demonstration of such competencies;
“Coach”	means someone with expertise, experience, knowledge, authority and influence and is charged

	with the total responsibility of preparing, teaching, coaching, instructing, and tutoring a person with potential in the professional technical and managerial fields.
<i>“Coaching/ Mentoring”</i>	means the process which takes place in a committed and supportive relationship between “mentor” and “subordinate” during the course of which the former empowers the latter to become integrated through improved performance in the process of transmitting knowledge, skills and life experience with the purpose of growing that employee for greater efficiency and effectiveness.
<i>“Competency”</i>	means a point of satisfying all the required skills, knowledge and attitude for a particular function
<i>“Council”</i>	means the Council of Langeberg Municipality
<i>“Director”</i>	means an employee of the Council who, in terms of a Council’s resolution or an Act, is directly responsible to the Municipal Manager for the administration of a department, section or branch of the Council’s service, or is acting in such capacity
<i>“Employee” (as per clause 200A (1) of the Labour Relations Act, 1995)</i>	means a person who works for, or renders a service to, the Municipality regardless of the form of her/his employment contract, and in respect of which any factor enumerated in section 200A (1) of the Labour Relations Act applies
<i>“Employer”</i>	means Langeberg Municipality
<i>“Equity plan”</i>	means Langeberg Municipality’s employment equity plan established in accordance with the Employment Equity Act, 1998 (Act No 55 of 1998)
<i>“Mentor”</i>	means someone with expertise, experience, knowledge, authority and influence and is charged with the total responsibility of growing, teaching, coaching, guiding, counselling and advancing a person with potential in the professional technical and managerial fields.

<i>“Protégé / Learner/Mentee”</i>	means an employee who undergoes intensive training and development interventions in the Council under the guidance of a mentor/coach.
<i>“Workplace”</i>	refers to the place of work as contemplated in the Labour Relations Act 1995 (Act No. 66 of 1995).

5. LEGAL FRAMEWORK

The policy and legislative parameters are framed inter alia by the following documents:

- 5.1 The Constitution of the Republic of South Africa, 1996 (108/ 1996);
- 5.2 Labour Relations Act, 1995 (Act No 66 of 1995);
- 5.3 Employment Equity Act, 1998 (Act No 55 of 1998);
- 5.4 Skills Development Act, 1998 (Act No 9 of 1998);
- 5.5 Local Government: Municipal Systems Act, 2000 (Act No 32 of 2000);
- 5.6 Basic Conditions of Employment Act, 1997 (Act No 75 of 1997);
- 5.7 All relevant Collective Agreements; and
- 5.8 Local Government: Municipal Staff Regulations and Guidelines for Implementation of Regulations (Regulation 890 & 891 of 20 September 2021).

6. THE MAIN FUNCTION OF THE COACHING AND MENTORING PROGRAMME

- 6.1 The main function shall be to ensure good governance, financial viability and optimal institutional transformation with capacity to execute its mandate, enhance performance and to support individuals in their career development.

7. KEY DIFFERENCES - COACHING AND MENTORING

7.1 KEY DIFFERENCES BETWEEN COACHING AND MENTORING

	COACHING	MENTORING
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Focus and reason to enact	• Task & performance • Receive structured support and find own solutions	• Build capacity • Facilitate growth through instruction and direction
Goals	• To strengthen skill and knowledge base, correct inappropriate behaviour, improve performance and grow the skills required to take on new responsibilities.	• To support and guide growth and personal/professional development and problem solving • Develop emerging leaders.
Who is in charge	• The coach directs the learning and instruction	• The mentee is responsible for their learning
Objective	• To diagnose and address immediate problems and provide learning opportunities (based on the needs of the protégé)	Long-term personal/career development (based on the needs of the mentee)

	COACHING	MENTORING
Strategies	• Asking questions, making observations and providing appropriate direction, feedback and support • Listening, skill and knowledge goal setting, building trust and action planning	• Listening, providing role model and making suggestions, insights and connections • Questioning, goal setting, building trust and action planning
Duration	• Intermittently or as required • Typically between 4 – 12 times, meeting over 2 -12 months (generally more structured with regular meetings scheduled)	• Long-term, often on a regular basis • More informal meetings take place when mentee needs some guidance/support

Relationship	Often the manager of the person being coached, but may be a peer	Usually agreed that a mentor should not be the mentee's chain of command
Core values	• Passion • Professionalism • Resourcefulness • Focus on the protégé • Interactive • Commitment • Trust • Learning	• Honesty • Integrity • Commitment • Learning • Fun • Empowerment
Components	• Identify resources internally or externally • Ask challenging, open questions to encourage innovative thinking • Align the protégé with what motivates them • Document an action plan and keep the protégé accountable • Support without micro-managing • Monitor, measure and improve	• Identify resources internally or externally • Ask challenging, open questions to encourage innovative thinking • Align mentor with mentee goals • Use formal and informal discussion to support progress towards goals • Monitor, measure and improve

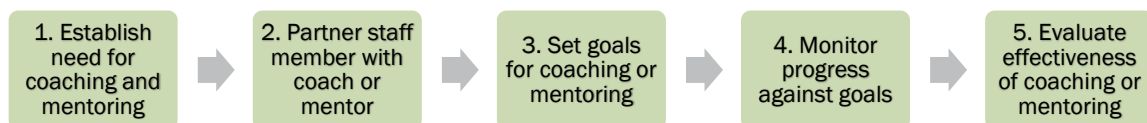
7.2 GUIDELINE ON WHICH PROCESS WOULD BE THE MOST APPROPRIATE

	COACHING	MENTORING
As an individual how do I know whether I need coaching or mentoring?	• Have a drive for opportunities to learn something new • Skills and experience gap in current role	• Clear goals for future development/career • Looking for someone to challenge thinking Want to

		open eyes to new ways of doing things
How do organisations know they need coaching or mentoring?	• Underperformance common • Significant change program (e.g. new technology or systems) • Significant new staff levels • Looking to encourage and reward staff • Develop staff through experience to embed skills	• Looking to reward and encourage emerging leaders • Organisation has significant strategic priorities requiring new ways of thinking
When would training be a better option?	• Training is only appropriate when the staff member only needs to acquire knowledge or some skills (training cannot fully replace learning as learning usually requires hands on experience)	• Training can supplement the development of competencies by a mentor
How do I start? (individual)	• Identify what my need is • Look at my organisation's policy and process coaching and mentoring and decide what best suits • Discuss needs with my supervisor and my proposed solution including skills and knowledge to be developed and who might be the most appropriate coach • Approach coach with request and agree terms	• Identify what my need is • Look at my organisation's policy and process on coaching and mentoring and decide what best suits • Identify an appropriate mentor (this may take time and you may need to seek ideas/ advice from a number of sources)

	of the coaching experience	
	COACHING	MENTORING
How do I start? (organisation)	• Establish an organisational coaching policy and procedure • Ensure staff are aware of policy and understand how to identify, seek out and establish coaching • Seek feedback (if relevant) through staff surveys on coaching needs and whether these needs are currently being addressed • Include in performance appraisal processes	• Facilitated but not always driven at an organisational level • Ensure your organisation has a mentoring policy and process in a place staff can access • Support staff to find a mentor as required

8. PROCESS MAP: COACHING AND MENTORING



9. ROLE PLAYERS IN THE COACHING AND MENTORING PROGRAM

The programme shall consist of the following role players:

9.1 HUMAN RESOURCE OFFICER: TRAINING AND DEVELOPMENT

9.1.1 Will assist with the implementation of the programme and will ensure the smooth running thereof.

9.2 Directors

- 9.2.1 Directors will indirectly be responsible for the day to day running of the intervention in his/her directorate.
- 9.2.2 Coaching and mentoring is an inherent management function and shall form part of the position's relevant key performance indicators.

9.3 SUPERVISOR

- 9.3.1 The protégé's supervisor may be consulted by the protégé (and, if required, the mentor), regarding the relevant objectives of the protégé, most notably learning of technical or managerial skills. The support and assistance of the supervisor will be requested in this regard.
- 9.3.2 The supervisor must ensure that the protégé has the optimal opportunity to develop. The involvement of the supervisor will be managed in a sensitive manner, in order not to jeopardise the trust relationship between the mentor and protégé.
- 9.3.3 Line Management shall form an integral part of coaching/mentoring programmes and it shall be driven by the line departments at functional levels.

9.4 MENTOR/COACHES

- 9.4.1 The Mentor/Coach will oversee the total development process of the protégé for the duration of the relationship. The role of the Mentor/Coach is that of giving advice and guidance to the protégé. The Mentor/Coach must have a personal concern for the protégé and a feeling of responsibility for his/her success.
- 9.4.2 An important factor is that the mentoring functions of the Mentor/Coach must be part of his/her key activities to ensure the effectiveness of the Mentorship relationship.
- 9.4.3 Employees meeting the requirements of becoming Mentors/Coaches shall be identified and selected according to the following qualities:

- 9.4.3.1 Management perspective.
- 9.4.3.2 Organisation know-how.
- 9.4.3.3 Credibility.
- 9.4.3.4 Accessibility.
- 9.4.3.5 Communication Skills.
- 9.4.3.6 Empowering orientation.
- 9.4.3.7 Development orientation.
- 9.4.3.8 Inventiveness.
- 9.4.3.9 Ability to manage performance.

9.4.4 The responsibility of reporting on the progress and results will be the responsibility of the Mentor.

9.5 THE PROTÉGÉ/ LEARNER/ MENTEE

9.5.1 The Protégé, being selected according to certain criteria (of which one is potential), will ultimately be responsible for his/her own development. Enthusiasm and willingness to learn is probable the most important criteria according to which protégés will be nominated.

10. ROLES AND RESPONSIBILITIES

10.1 COACHING

Coaching is a one-on-one approach that helps staff to actualise their goals and potential. The process equips staff with the knowledge, tools, and opportunities to fully develop their skills and capabilities in the workplace. Coaching helps staff to be more effective and productive in the workplace and demonstrates a commitment to their ongoing development. Coaching is distinct from management and mentoring. Further, coaching is not training, but focused on the individual developing their own skills and knowledge with the assistance of someone with more experience or skill.

A list of sample coaching questions can be found at **Annexure A**.

10.1.1 RESPONSIBILITIES OF THE COACH

- Commit to the protégé through sharing experience and providing practical advice;

- Assist the protégé to set an achievable goal;
- Assist the protégé to plan for success;
- Be inclusive taking into account the experiences and needs of people of all genders and sexualities, from all cultures, and with all abilities;
- Provide practical training as required;
- Reflect on progress; and
- Provide feedback on the effectiveness of coaching.

10.1.2 RESPONSIBILITIES OF THE PROTÉGÉ/ LEARNER

- Be prepared;
- Respect the coach's experience;
- Recognise coaching as a learning opportunity;
- Identify a goal;
- Track and communicate progress towards the identified goal;
- Communicate and work through challenges;
- Be open to receiving feedback;
- Reflect on progress towards achieving the identified goal; and
- Provide feedback on the effectiveness of coaching.

10.2 MENTORING

Mentoring is a relationship between an experienced person who helps to guide, advise or train a person with less experience to maximise their potential, develop their skills, and improve their capability. Mentoring is transformational and involves much more than acquiring specific skills or knowledge; it is about a relationship that has a holistic focus on personal and professional development.

The following guidelines apply to mentoring in the workplace:

- Mentoring is a partnership based on mutual trust and respect;
- Both mentor and mentee are expected to invest in the relationship and dedicate time to its success;
- Both parties have responsibility for guiding the relationship and the topics discussed;
- Mentoring is a structured activity and should be based on identified goals with clear objectives;
- Mentoring partnerships are about personal and professional development;

- Mentors and mentees should not be in a direct reporting relationship;
- Mentoring should be a voluntary activity;
- Either party can end the mentoring relationship at any time without repercussions;
- The effectiveness of mentoring should be reflected on at defined intervals; and
- Conversations between mentors and mentees should remain confidential.

Sample mentoring objectives and questions can be found at **Annexure B**.

10.2.1 RESPONSIBILITIES OF MENTOR

- Commit to the mentee through sharing experience and providing practical advice;
- Assist the mentee to set an achievable goal;
- Be inclusive taking into account the experiences and needs of people; of all genders and sexualities, from all cultures, and with all abilities;
- Assist the mentee to plan for success;
- Provide advice and guidance as required;
- Reflect on progress; and
- Provide feedback on the effectiveness of mentoring.

10.2.2 RESPONSIBILITIES OF MENTEE

- Be prepared for meetings;
- Respect the mentor's experience;
- Recognise mentoring as a professional development opportunity;
- Identify a goal;
- Track and communicate progress towards identified goal;
- Communicate and work through challenges;
- Be open to receiving feedback;
- Reflect on progress towards identified goal; and
- Provide feedback on the effectiveness of mentoring.

11. PERSONAL DEVELOPMENT PLANS

- 11.1 The personal development plans will be informed by the Job Description, Workplace Skills Plan, Performance Management System and the Career Path Planning programme.

- 11.2 Structured learning programmes shall be developed in accordance with the development plans.
- 11.3 Learning Programmes for prospective learners shall be informed by guidelines from the Educational Institutions.

12. EVALUATION AND MONITORING

12.1 COACHING EVALUATION

Evaluating your coaching process is an important part of your organisation's feedback strategy. As identified in this guide, coaching is one of the primary mechanisms for developing staff and increasing job satisfaction and performance. Your evaluation should consider the viewpoints of the protégé and coaches in your organisation.

A list of coaching feedback questions can be found at **Annexure C**.

12.2 MENTORING EVALUATION

Evaluating your mentoring process is an important part of your organisation's feedback strategy. As identified in this guide, mentoring is one of the primary mechanisms for developing staff and increasing job satisfaction and performance. Your evaluation should consider the viewpoints of mentors and mentees in your organisation.

Sample mentoring feedback questions can be found at **Annexure D**.

13. EFFECTIVE DATE

The Coaching & Mentoring Policy will become effective upon approval thereof by the Council of the Langeberg Municipality.

LANGEBERG MUNICIPALITY

SAMPLE COACHING QUESTIONS

1. WHAT'S STANDING IN YOUR WAY?

Asking this open-ended question allows the employee to identify the obstacles preventing their success. Understanding the obstacles will enable you to set a more succinct goal.

2. WHAT DOES SUCCESS LOOK LIKE?

By focusing on the desired end-state you can work backwards to understand what steps are required to complete the goal and achieve success.

3. WHAT WOULD BE A MILESTONE ALONG THE WAY?

Encourage your protégé to analyse the steps required to achieve their goal and identify a milestone that would indicate significant progress towards success.

4. WHEN DO YOU WANT TO ACHIEVE YOUR GOAL BY?

A concrete timeframe is an essential part of goal setting because it requires the employee to be responsible for actioning the goal. It is essential to explore the steps involved in achieving a goal to set a realistic timeframe.

5. WHY IS THIS GOAL OF REAL VALUE TO YOU?

Encourage the protégé to explore why the goal matters and how it will feed into their broader objectives.

6. WHAT OTHER FACTORS ARE RELEVANT?

There may be other environmental factors that enable or inhibit the employee to reach their goal. Understanding and planning for the influence of these factors is essential for success.

7. WHAT HAVE YOU DONE TO ACHIEVE YOUR GOAL SO FAR?

Identify if the employee has taken any steps to progress towards their goal and how effective these steps have been. This exercise may also be useful to identify what is not working.

8. WHAT DO YOU HAVE THAT YOU'RE NOT USING?

Does the employee have any skills, tools, or knowledge they are not using that may aid them in achieving their goal?

9. WHAT IS YOUR ACTION PLAN?

Encourage the employee to break down their goal into a time-limited action plan. Completion of goals in stages provides additional motivation and stops your protégé from perceiving their goal as unattainable.

10. WHAT SUPPORT DO YOU NEED FROM ME?

Have the employee identify how the coaching relationship will be of most use. This may be the demonstration of practical skills or training or based on checking in and providing feedback.

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MENTEE: SAMPLE MENTORING OBJECTIVES AND QUESTIONS

• Build self-confidence • Enhance public speaking skills • Expand networks • Clarify career goals • Learn new skills • Expand sources of feedback • Develop skills as a manager • Develop project management skills • Increase risk-taking abilities • Develop interpersonal skills • Enhance critical thinking skills • Enhance problem-solving skills • Develop leadership capabilities	QUESTIONS: 1. Am I currently facing issues that are hindering my career development? 2. What strengths do I have that I can better utilise? 3. What do I find challenging? 4. What makes me feel drained or stressed? 5. What helps me work more efficiently? 6. What do I know I do well? 7. What do I know I don't do well? 8. Why am I doing this? 9. Am I committed to taking the time to participate fully?
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| <ul style="list-style-type: none">• Prepare for future growth• Learn how to communicate effectively• Develop decision-making skills• Create a productive working environment• Build emotional resilience• Become more resourceful• Develop conscientiousness• Develop sense of own strengths and weaknesses | |
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ANNEXURE C

LANGEBERG MUNICIPALITY

SAMPLE COACHING FEEDBACK QUESTIONS PROTÉGÉ/LEARNER FEEDBACK ON COACHING

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I felt heard, respected and understood by my coach	☐	☐	☐	☐	☐
My coach took the time to understand my goal	☐	☐	☐	☐	☐
My coach worked with me to create an achievable action plan	☐	☐	☐	☐	☐
My coach supported me to make progress against agreed milestones	☐	☐	☐	☐	☐
I felt supported to critically reflect on my progress	☐	☐	☐	☐	☐
The coaching process assisted me to achieve my goal	☐	☐	☐	☐	☐
The coaching process positively contributed to my professional development	☐	☐	☐	☐	☐

Overall, my coaching experience was a worthwhile endeavour	☐	☐	☐	☐	☐
I would undertake workplace coaching in the future	☐	☐	☐	☐	☐
I would recommend workplace coaching to others	☐	☐	☐	☐	☐

1. What skills, knowledge or tools have you gained through coaching?

2. In what ways could the coaching process have been more effective?

3. Do you have any further comments about the coaching process or suggestions for improvement?

LANGEBERG MUNICIPALITY COACH FEEDBACK ON COACHING

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was supported in being an effective coach	☐	☐	☐	☐	☐
My protege respected me and my experience	☐	☐	☐	☐	☐
I felt like I made a positive contribution to my protege achieving their goal	☐	☐	☐	☐	☐
The structure of the coaching process was conducive to success	☐	☐	☐	☐	☐
I feel like I provided value as a coach	☐	☐	☐	☐	☐
I would provide workplace coaching in the future	☐	☐	☐	☐	☐
I would recommend being a coach to others	☐	☐	☐	☐	☐

1. What skills, knowledge or tools do you think your protege gained through coaching?

2. In what ways could the coaching process have been more effective?

3. Do you have any further comments about the coaching process or suggestions for improvement?

ANNEXURE D

LANGEBERG MUNICIPALITY

SAMPLE MENTORING FEEDBACK QUESTIONS

MENTOR

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My mentee was approachable and easy to talk to	☐	☐	☐	☐	☐
My mentee was invested in the mentoring relationship	☐	☐	☐	☐	☐
My mentee respected my experience	☐	☐	☐	☐	☐
My mentee was open-minded and willing to learn	☐	☐	☐	☐	☐
My mentee was receptive to feedback	☐	☐	☐	☐	☐

My mentee made a commitment to regular meetings	☐	☐	☐	☐	☐
My mentee was able to critically reflect on their performance and progress	☐	☐	☐	☐	☐
I had the skills to be an effective mentor	☐	☐	☐	☐	☐
I had the skills to be an effective mentor	☐	☐	☐	☐	☐
I would be a mentor again in the future	☐	☐	☐	☐	☐
I would recommend being a mentor to others	☐	☐	☐	☐	☐

1. What were two of the most beneficial activities you did with your mentee?
2. What skills, knowledge, or tools do you think your mentee has gained through mentoring?
3. In what ways could the mentoring relationship have been more effective?

LANGEBERG MUNICIPALITY

SAMPLE MENTORING FEEDBACK QUESTIONS

MENTEE

Please respond to the following statements using the rating scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My mentor was approachable and easy to talk to	☐	☐	☐	☐	☐
My mentor was invested in the mentoring relationship	☐	☐	☐	☐	☐
My mentor made a commitment to regular meetings	☐	☐	☐	☐	☐
My mentor provided constructive feedback	☐	☐	☐	☐	☐
Having a mentor helped me to achieve my goal	☐	☐	☐	☐	☐
I found the mentoring relationship valuable	☐	☐	☐	☐	☐
I would undertake mentoring again in the future	☐	☐	☐	☐	☐
I would recommend mentoring to others	☐	☐	☐	☐	☐

1. What were two of the most beneficial activities you did with your mentor?

2. What skills, knowledge, or tools have you gained through mentoring?
3. In what ways could the mentoring relationship have been more effective?