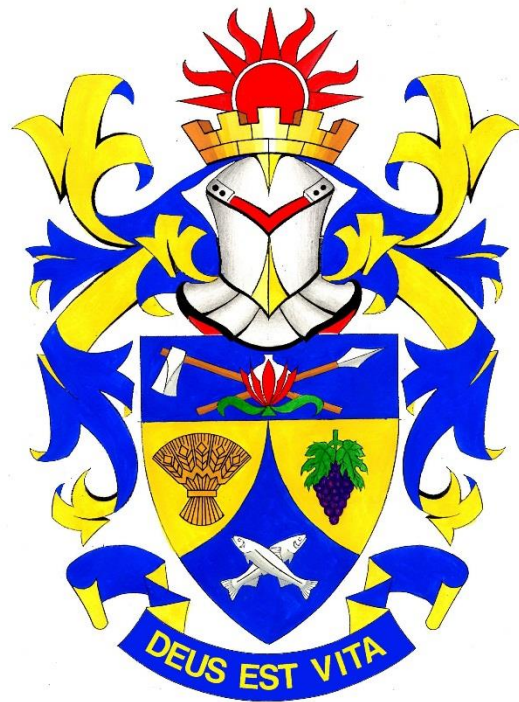


BERGRIVIER MUNICIPALITY



COACHING & MENTORING POLICY

DATE APPROVED : 23 MAY 2023
COMMITTEE : MAYORAL COMMITTEE

VERSION	DATE CREATED	STATUS	WRITER	CHANGES
1.0	20/04/2022	Draft	AW Rheeder	New
1.1	26/07/2022	Draft	AW Rheeder	Comments
1.2	24/11/2022	Draft	AW Rheeder	Submission to LLF
1.3	15/12/2022	Draft	AW Rheeder	Comments
1.5	30/03/2023	Draft	W Rheeder	Submission to LLF
1.6	03/05/2023	Draft	AW Rheeder	Submission to Corporate Services Committee
1.7	23/05/2023	Final (BKN042/05/2023)	AW Rheeder	Approval by Mayoral Committee

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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 programmes should highlight an 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 must be relevant to the staff member's duties, and in the interest of Bergrivier Municipality.

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. DEFINITIONS

In this policy, unless the context otherwise indicates -

<i>“Assessment”</i>	means the process of measuring applied competencies by observing and evaluating the demonstration of such competencies;
<i>“Coach / Mentor”</i>	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;

“Coachee / Learner / Mentee”	means an employee who undergoes intensive training and development interventions within Bergrivier Municipality under the guidance of a mentor/coach;
“Coaching/ Mentoring”	means the processes which takes place in a committed and supportive relationship between “mentor” and “mentee” and “coach” and “coachee” 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;
“Competency”	means a point of satisfying all the required skills, knowledge and attitude for a particular function;
"Council"	means the Council of Bergrivier Municipality;
“Director”	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 directorate of the Municipality, or is acting in such capacity;
“Employee” (as per clause 200A (1) of the Labour Relations Act, 1995)	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;
"Employer / Municipality "	means Bergrivier Municipality, a local government established in terms of the Local Government: Municipal Structures Act, 1998 (Act 117 of 1998) as amended;
“Equity plan”	means Bergrivier Municipality’s employment equity plan established in accordance with the Employment Equity Act, 1998 (Act No 55 of 1998);
“Line Manager”	means the person with direct authority and/or responsibility over subordinates in their respective departments, divisions and sections;
“Municipal Manager”	means the person appointed as such in terms of Section 54A of the Local Government: Municipal Systems Act (Act 32 of 2000) and includes a person acting in his/her stead;

“Supervisor”	means a staff member with staff within his/her span of control, for whom s/he is directly responsible and to whom such staff member (s) are directly accountable;
“Workplace”	refers to the place of work as contemplated in the Labour Relations Act 1995 (Act No. 66 of 1995).

3. KEY DIFFERENCES - COACHING AND MENTORING

3.1 KEY DIFFERENCES BETWEEN COACHING AND MENTORING

	COACHING	MENTORING
Focus and reason to enact	<ul style="list-style-type: none"> • Task & performance • Receive structured support and find own solutions 	<ul style="list-style-type: none"> • Build capacity • Facilitate growth through instruction and direction
Goals	<ul style="list-style-type: none"> • To strengthen skill and knowledge base, correct inappropriate behaviour, improve performance and grow the skills required to take on new responsibilities. 	<ul style="list-style-type: none"> • To support and guide growth and personal/professional development and problem solving • Develop emerging leaders. •
Who is in charge	<ul style="list-style-type: none"> • The coach directs the learning and instruction 	<ul style="list-style-type: none"> • The mentee is responsible for their learning •
Objective	<ul style="list-style-type: none"> • To diagnose and address immediate problems and provide learning opportunities (based on the needs of the coachee) 	<ul style="list-style-type: none"> • Long-term personal/career development (based on the needs of the mentee)
Strategies	<ul style="list-style-type: none"> • Asking questions, making observations and providing appropriate direction, feedback and support • Listening, skill and knowledge goal setting, building trust and action planning 	<ul style="list-style-type: none"> • Listening, providing role model and making suggestions, insights and connections • Questioning, goal setting, building trust and action planning
Duration	<ul style="list-style-type: none"> • Intermittently or as required • Typically between 4 – 12 times, meeting over 2 - 12 months (generally more structured with regular meetings scheduled) 	<ul style="list-style-type: none"> • Long-term, often on a regular basis • More informal meetings take place when mentee needs some guidance/support

	COACHING	MENTORING
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	<ul style="list-style-type: none"> • Passion • Professionalism • Resourcefulness • Focus on the coachee • Interactive • Commitment • Trust • Learning 	<ul style="list-style-type: none"> • Honesty • Integrity • Commitment • Learning • Fun • Empowerment
Components	<ul style="list-style-type: none"> • Identify resources internally or externally • Ask challenging, open questions to encourage innovative thinking • Align the coachee with what motivates them • Document an action plan and keep the coachee accountable • Support without micro-managing • Monitor, measure and improve 	<ul style="list-style-type: none"> • 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

3.2 GUIDELINE ON WHICH PROCESS WOULD BE THE MOST APPROPRIATE

	COACHING	MENTORING
As an individual how do I know whether I need coaching or mentoring?	<ul style="list-style-type: none"> • Have a drive for opportunities to learn something new • Skills and experience gap in current role 	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Looking to reward and encourage emerging leaders • Organisation has significant strategic priorities requiring new ways of thinking

	COACHING	MENTORING
When would training be a better option?	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Training can supplement the development of competencies by a mentor
How do I start? (individual)	<ul style="list-style-type: none"> • 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 of the coaching experience 	<ul style="list-style-type: none"> • 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)
How do I start? (organisation)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

4. PURPOSE AND OBJECTIVES

- 4.1 To implement and maintain mentorship and coaching principles and related programmes for Bergrivier Municipality in order to ensure good governance, financial viability and optimal institutional transformation with the capacity to execute its mandate.
- 4.2 Bergrivier Municipality subscribes to the view that the coaching and mentorship programme shall be utilized to:

- 4.2.1 Implement strategic learning programmes that will add value to the overall skills requirements of Bergrivier Municipality and the community at large;
- 4.2.2 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;
- 4.2.3 Enhance the transformation of the organisation;
- 4.2.4 Address particular and any imbalance in management or specific areas;
- 4.2.5 Reduce the labour turnover rate and increase the retention of skilled human resources;
- 4.2.6 Build capacity and integrate learning interventions continuously;
- 4.2.7 Ensure support for learnerships, employment equity initiatives, internships and experiential training to take place; and
- 4.2.8 Assist potential employees in gaining practical experience.

5. SCOPE AND APPLICATION

- 5.1 This policy shall apply to all employees of Bergrivier Municipality.
- 5.2 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.

6. LEGAL FRAMEWORK

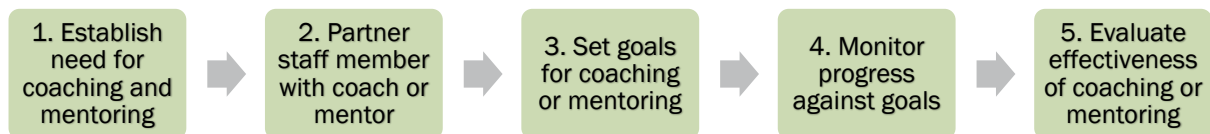
The policy and legislative parameters are framed inter alia by the following documents:

- 5.1 Employment Equity Act, 1998 (Act No 55 of 1998);
- 5.2 Skills Development Act, 1998 (Act No 9 of 1998);
- 5.3 All relevant Collective Agreements; and
- 5.4 Local Government: Municipal Staff Regulations and Guidelines for Implementation of Regulations (Regulation 890 & 891 of 20 September 2021).

7. THE MAIN FUNCTION OF THE COACHING AND MENTORING PROGRAMME

7.1 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.

8. PROCESS MAP: COACHING AND MENTORING



9. ROLE AND RESPONSIBILITIES IN THE COACHING AND MENTORING PROGRAMME

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 oversee the running of the intervention in his/her directorate.

9.3 SUPERVISORS

9.3.1 The coachee's supervisor may be consulted by the coachee (and, if required, the mentor), regarding the relevant objectives of the coachee, 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 coachee 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 coachee.

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 MENTORS/COACHES

9.4.1 The Mentor/Coach will oversee the total development process of the coachee for the duration of the relationship. The role of the Mentor/Coach is that of giving advice and guidance to the coachee. The Mentor/Coach must have a personal concern for the coachee 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/Coach.

9.5 THE COACHEE/LEARNER/MENTEE

9.5.1 The coachee will ultimately be responsible for his/her own development.

10. IMPLEMENTING OF MENTORING AND COACHING

10.1 IDENTIFICATION AND NOMINATION OF COACHEES AND/OR MENTEES

An internal advertisement will annually be placed in June to invite employees to apply for a coaching/mentoring opportunity.

The coaching/mentoring opportunity will annually be available from 1 July – 30 June.

10.2 IDENTIFICATION OF COACHES AND MENTORS

10.2.1 The initial identification must be done by Senior Management (Municipal Manager & Directors). It is important that participation is voluntary.

10.2.2 The success of the project rests heavily on the active and positive involvement of the mentors/coaches.

10.2.3 For the mentoring to be successful the mentor should be more experienced and qualified within the same knowledge domain as the mentee to ensure that the mentor gives appropriate guidance to the mentee to perform on a higher level of competence within a specific knowledge domain.

10.2.4 For coaching to be successful the coach should be more experienced and qualified to enhance performance and learning so that an individual might achieve specific goals and perform at a more effective level.

10.2.5 The number of coachees and mentees involved in each programme or project shall be determined by the number of available coaches and mentors but must not exceed a ratio of 1:2 at all times.

10.2.6 A pool of coaches and mentors should be created in each division to establish capacity so that the maximum number of suitable coachees and mentees can be accommodated. The ideal situation is that it will be expected of all managers to be able to fulfil the role of coach and/or mentor, the latter subject to relevant domain knowledge and experience.

11. ROLES AND RESPONSIBILITIES

11.1 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 focus 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**.

11.1.1 RESPONSIBILITIES OF THE COACH

- Commit to the coachee through sharing experience and providing practical advice;
- Assist the coachee to set an achievable goal;
- Assist the coachee 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.

11.1.2 RESPONSIBILITIES OF THE COACHEE/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.

11.2 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**.

11.2.1 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.

11.2.2 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.

12. JOB SHADOWING

12.1 Job shadowing is a form of on-the-job learning that allows interested employees to closely follow, observe and at times perform tasks of another employee performing the role.

12.2 Job shadowing at a minimum needs to:

- 12.2.1 Align to the municipality's strategy;
- 12.2.2 Fit the municipality's needs; and
- 12.2.3 Enrich the employees.

13. EVALUATION AND MONITORING

13.1 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 coachee and coaches in your organisation.

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

13.2 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**.

14. EFFECTIVE DATE

This internal policy will be effective from the first day of the calendar month following the date on which Council has approved this internal policy.



BERGRIVIER 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 coachee 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 coachee 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 coachee 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

<ul style="list-style-type: none">• 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• 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	<p>QUESTIONS:</p> <ol style="list-style-type: none">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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SAMPLE COACHING FEEDBACK QUESTIONS COACHEE/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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach took the time to understand my goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach worked with me to create an achievable action plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coach supported me to make progress against agreed milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt supported to critically reflect on my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coaching process assisted me to achieve my goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coaching process positively contributed to my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, my coaching experience was a worthwhile endeavour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would undertake workplace coaching in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend workplace coaching to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?



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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My coachee respected me and my experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like I made a positive contribution to my coachee achieving their goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The structure of the coaching process was conducive to success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I provided value as a coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would provide workplace coaching in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend being a coach to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. What skills, knowledge or tools do you think your coachee 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?



BERGRIVIER 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee was invested in the mentoring relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee respected my experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee was open-minded and willing to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee was receptive to feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee made a commitment to regular meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee was able to critically reflect on their performance and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the skills to be an effective mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had the skills to be an effective mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be a mentor again in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend being a mentor to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?



BERGRIVIER 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was invested in the mentoring relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor made a commitment to regular meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor provided constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a mentor helped me to achieve my goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the mentoring relationship valuable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would undertake mentoring again in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend mentoring to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?