



OFFICE OF THE AUDITOR GENERAL
Coaching & Mentoring Framework
Approved: 5 April 2018

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1. STATEMENT ON FRAMEWORK

The coaching & mentoring framework has been developed in line with the OAG succession plan. This framework will further assist in coaching & mentoring at a wider perspective. Coaching aims to improve staff performance on the job, while mentoring is development driven.

The framework has been designed to promote contemporary importance of organisational and staff capability and to further enhance ideas towards shaping human capital thinking and practice.

The mentoring programs will be focussed on:

- Graduate Auditors, New staff, and Successors
- Existing or aspiring Leaders

The aim of this mentoring & coaching framework is to achieved through Knowledge Transfer Plan and Career Development Plan as part of succession plan

2. What is coaching?

Coaching is a method of inspiring and creative process to maximise personal & professional potential through active listening, self-directed learnings, increasing self-awareness with a focus on providing support and challenge. The aim is focussed towards behaviour improvement and enhancing specific skills for a job or expected task.

Coaching will assist staff to be challenged and perform better in terms of allocated tasks. This will further assist in improving individual performance on the job and acquiring new skills.

Coaching will assist staff to accept challenge and to succeed to live to their potential. Moreover, assist Officers to work smarter, being motivated to improve skills.

Once the skills are acquired, the coach may no longer be needed as mentoring is development driven.

3. When to consider coaching:

- When OAG is seeking to develop its staff in specific competencies
- When an organisation has a number of talented employees who are not meeting expectations
- When an organisation is introducing a new system or program
- When an organisation has a small group of individuals needs on specific areas
- When a leader needs assistance to acquire new skill sets in addition to current role and -responsibility

4. How to identify Potential Coach

- Has effective interpersonal skills and positive attitude
- Has competent attributes (through past performance and behavioural).
- Has leadership skills & in depth knowledge on the subject
- Is a consistent performer
- Able to create mutual trust and inspire staff from personal experience
- A coach knows the strength & weakness of staff
- Broad vision with focus on important details
- Able to provide encouragement & support
- Skilled and able to provide constructive feedback

5. The core coaching competencies are:

- a. Setting the foundation
 - Meeting ethical guidelines and professional standards
 - Establishing the coaching & mentoring agreement.
- b. Co-creating the relationship

- Establishing trust
- Maintaining coaching presence
- c. Communicating effectively
 - Active listening
 - Powerful questioning
 - Direct communication
- d. Facilitation learning and results
 - Creating awareness
 - Designing actions
 - Planning and goal setting
 - Managing progress and accountability

6. What is Mentoring?

Mentoring is when a more experienced and more knowledgeable person guides a less experienced.

Mentoring revolves around mutually beneficial relationship. Mentoring goals are designed to improve staff productivity or key performance indicators through building on existing skills and knowledge. Mentoring relationship can be formal or informal but one has to be focussed on achieving goals. Mentoring occurs over multiple, planned and sequential interactions.

7. When to consider mentoring:

- Seeking to develop its aspiring leaders as part of succession planning
- To develop its diverse staff by removing barriers that hinders success.
- Develop our staff that are in addition to specific skills/competencies
- When OAG seeks to retain its technical staff and experience;
- When OAG wants to create a workforce that balances professional and the personal responsibilities

8. How to identify Potential Mentor

- Mentor are skilled, objective & knowledgeable
- Are practising in leadership roles
- Has organised & committed approach.
- A mentor has fair and balanced attitude
- Defines standards with clear communication expectation
- Mentors are patient & tolerant
- Realistic with the programs & goals

9. The core coaching competencies are:

- a. Mentoring Relationship
 - Develops a relationship through sharing experiences,
 - Exploring expectations, and clarifying the roles of mentor and mentee
 - Recognizes, acknowledges, and builds upon the abilities and contributions.

- Uses caring and compassion to address positive changes.
- b. Effective Mentoring Practices
- Facilitates and documents meetings and dialogue that reflects purpose and progress of relationship/goals
 - Demonstrates effective management of time, documentation/ record keeping
 - Confidently shares successful and unsuccessful learning experiences to foster the exploration of options and joint problem solving
 - Uses appropriate tools to provide objective, reliable and useful information of initial and on-going needs
 - Provides guidance and leadership in reflecting upon and interpreting data to develop goals and a plan for continuous improvement
- c. Managing Challenges
- Demonstrates ability to clarify mentor expectations
 - Facilitates creative thinking and problem solving
 - Uses a variety of positive conflict management strategies.

10. Coaching and mentoring will be used for a variety of purpose, including to

- Develop Managers and Leaders
- Support induction and role changes
- Motivate staff to step into Senior positions
- Reduce stress
- Support change
- Support talent management
- Improve skills and transfer knowledge
- Support equal employment opportunities and diversity
- Support retention strategies.

11. Principles of Mentoring & Coaching

| Coach | Mentor |
|--|---|
| Coaching is task oriented. The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. | Mentoring is relationship oriented. It seeks to provide a safe environment where the mentee shares issues affecting his or her professional and personal success. |
| Coaching is short term. A coach can successfully be involved for a short period of time, depending on the purpose of the coaching relationship. | Mentoring is always long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust |
| Coaching is performance driven. The purpose of coaching is to improve the individual's performance on the job. This | Mentoring is development driven. Its purpose is to develop the individual not only for the current job, but also for the future. This distinction differentiates the |

| | |
|---|--|
| involves either enhancing current skills or acquiring new skills. | role of the immediate manager and that of the mentor. |
| Coaching does not require design. Coaching can be conducted almost immediately on any given topic. | Mentoring requires a design phase in order to determine the strategic purpose for mentoring, the focus areas of the relationship, and the specific components that will guide the relationship. |

12. Implementation

Coaching will be implemented when acquiring skills in specific competencies or while introducing a new system or software. As this will be for short period of time.

Mentoring can be used for Graduate Auditor mentoring program, whereby the on-job training guideline will be used as monitoring tools, which will ensure staff performance is monitored.

Monitoring & Review

This framework will be reviewed 12 months after implementation and every 3 years after that

The review will take into account any variation to the framework or any notable changes.

REVISION/CHANGE LOG

| Version | Date of Approval | Comments |
|---------|------------------|--------------|
| 1.0 | April 5, 2018 | MCM Approved |



APPENDIX 1- MENTOR/MENTEE AGREEMENT

| | |
|-------------------|-------------------|
| Mentor Name: | Mentee name: |
| Designation/Role: | Designation/Role: |
| Group: | Group: |
| Contact: | Contact: |
| Email: | Email: |
| Address: | Address: |

Purpose of this Agreement

The primary objective is to create dialogue about each of the many roles that a mentee can play after goals accomplished from this mentor/mentee agreement

Agreement

We are both willingly are entering into this agreement as this will be a rewarding experience, spending most of our time discussing developmental activities. We understand that the roles, benefits, and qualities of this agreement will be achieved:

Role of the Mentor:

1. Help the mentee identify goals within OAG and professional environment
2. Be prepared to guide the mentee through difficult situations
3. Work with the mentee to develop his/her self-confidence
4. Ensure communications are clear, open and reciprocal
5. Help develop creative and independent thinking
6. Maintain confidentiality

Role of the Mentee:

1. Develop mutually agreeable goals for the mentoring relationship that are specific, measurable, achievable, realistic and timely
2. Communicate openly and honestly with the mentor
3. Make good use of time spent with the mentor
4. Be mindful of the mentor's needs and expectations
5. Be trustworthy and maintain confidentiality

Benefits to Mentors:

1. Opportunities for mentors to improve their own coaching, counselling and leadership skills
2. Development of new professional and organizational contacts
3. Exposure to new ideas, technologies and perspectives through their relationship with mentees
4. Personal satisfaction
5. Expanded relationships built on mutual trust and shared learning

Benefits to Mentees:

1. Personal and professional growth
2. Acquisition of new technical, interpersonal and/or leadership skills
3. One-on-one opportunities to know and understand the agency from the inside out
4. Expanded relationships within a profession and/or an agency
5. Opportunity to mentor other employees in the future

Qualities of successful mentors:

1. Genuine interest
2. Sensitivity to other's needs and development
3. Excellent listening skills
4. Commitment
5. Confidentiality
6. Excellent coaching and feedback skills

Qualities of successful mentees:

1. Genuine interest in personal growth and professional development
2. Strong commitment to learning and acquiring new skills
3. Receptive to honest, constructive feedback
4. Willing to take risks as part of the learning process
5. Receptive to honest, constructive feedback
6. A sense of self and personal vision

Mentee Goals:

The mentee should establish with the mentor and detail professional job related goals or personal growth goals. **Goals should be specific, measurable, attainable, relevant and have a defined time frame.**

The aim of the agreement is to discuss and resolve the following issues:

GOAL # 1: _____

How mentor can best assist in reaching this goal?

GOAL # 2: _____

How mentor can best assist in reaching this goal?

GOAL # 3: _____

How mentor can best assist in reaching this goal?

CONTACT

The duration of the above mentoring program is _____ months, effective _____. Mentors are encouraged to continue the relationship on a voluntary basis. Contacts with mentee may be in person or by telephone; however, face-to-face contact is required for the above period. Mentee/mentor should allow enough time during a contact for discussion of goals, as well as questions from the mentee concerning their professional and/or personal development. We agree to keep the contents of this agreement confidential. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

As the mentor, I agree to provide the mentee with support, access to my time for meetings, guidance on specific work-related items, advice, honesty, constructive criticism and positive

feedback. I will also seek feedback from the mentee on how I am meeting his/her developmental needs.

| | | |
|---------------|-----------|-------|
| Mentor's Name | Signature | Date |
| _____ | _____ | _____ |

As the mentee, I agree to seek clarity when I am not clear, to test my understanding of concepts and direction given me, willingly assume appropriate developmental assignments, seek feedback and accept responsibility for my growth, my behaviour and my continued learning.

| | | |
|---------------|-----------|-------|
| Mentee (Name) | Signature | Date |
| _____ | _____ | _____ |

This agreement should be supplemented by a specific developmental plan (e.g. Staff position description) to cover the mentoring period wherein specific goals are described.

| | | |
|----------------------------|-----------|-------|
| Mentor's Supervisor (Name) | Signature | Date |
| _____ | _____ | _____ |

| | | |
|----------------------------|-----------|-------|
| Mentee's Supervisor (Name) | Signature | Date |
| _____ | _____ | _____ |

Evaluation Comments after completion of the mentoring program:

| | | |
|-------------------|-----------|------|
| Director of Audit | Signature | Date |
| _____ | | |