

# Transformational Leadership and Mentoring: A Panacea for Capacity Building

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**Abstract:** The importance of capacity building in organisations cannot be overemphasised. The realities of the working place have increased the need for organisations to find ways of improving efficiency and effectiveness. Scholars have identified a number of measures for capacity building, and one such measure is mentoring and coaching. The paper focuses on mentoring and discusses behaviours and attributes relevant for successful mentoring. The paper finds transformational leadership concomitant to mentoring, hence for successful mentoring, transformational behaviours and attributes are relevant. Therefore, the paper argues that not every supervisor or leader can be a mentor, but observable transformational attributes are necessary for successful mentorship. To understand the notion of mentoring and transformational leadership, the study reviews levels of understanding leadership by Maxwell as a conceptual framework. The paper concludes that for effective mentoring, transformational leaders graduate from one level of leadership to another until they reach pinnacle level.

**Keywords:** Capacity Building, Ethical leadership, Mentoring, Leadership

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## 1. Introduction

In the advent of institutional change and organizational development, capacity development becomes an imperative. As organizations reinvent themselves to keep up with competition, technological and other changes, employees must also enhance their skills and competencies to remain relevant. In addition, organisational leadership must be effective in order to sustain organisations. It is acknowledged that to realise effective service delivery and harness talent, employees need guidance from those with experience. Jung *et al.* (2003:526), argue that 'unless the creative behaviors of individual employees can be coordinated and their creative outputs and ideas are harnessed to yield such organizational-level outcomes, the company still would be left without effective responses to the challenges of a competitive market place'. Therefore, organisations develop employee capacity through mentoring among other methods, as is notably useful in the attainment of both personal and organizational needs.

In today's climate of poor service delivery, demotivated workforce, poor work ethic, mentoring of employees matter more than ever. Leaders who concentrate their efforts on developing others develop a sensitive and committed workforce. Unfortunately, organizational environment for mentoring is not always conducive, as mentoring programs are taken as contingencies. Organizations tend to be

inactive participants in the mentoring process as such mentoring becomes an informal process. This is demonstrated by lack of database for mentors in organizations. Organisations do not invest time in identifying those capable for mentoring, and by default senior employees are taken as mentors. This is totally wrong as armatures end up in the wrong hands of senior employees who may have a negative attitude towards work and life. Organizations should coordinate mentoring programmes, and invest in developing mentors and protégés through training and education.

To enhance the effectiveness of mentoring there is need for research on mentor competencies and behaviour (Hamlin & Sage, 2011; Wyre, Gaudet & McNeese, 2016). This paper discusses mentoring and behavioural traits necessary to cultivate social capital of organisations. The objective of the paper is to discuss transformational leadership behaviour as an antidote for successful mentoring. The paper discusses how transformational leadership aids mentorship, what it takes to be a mentor, as well as challenges of mentorship. It highlights some recommendations such as importance of ethical leadership, altruism and emotional intelligence.

## 2. Definition of Mentoring

Mentoring involves an intense relationship whereby a senior or more experienced person (the mentor)

provides two functions for a junior person (the protégé or mentee), one function being advise or modeling about career development behaviors and the second function being personal support, especially psycho-social support (Kram, 1985). A number of mentoring processes or types have been provided by different scholars, peer mentoring (Bozionelos, 2004), formal and informal mentoring (Chao *et al.*, 1992), supervisory mentoring (one's boss being a mentor) (Eby, 1997; Tepper & Taylor, 2003), hence mentoring can be multidimensional. It ranges from group mentoring, peer mentoring (Dansky, 1996; Bozionelos, 2004), team mentoring, and professional association groups. Mentoring may be informal or formal, but typically the primary functions associated with mentoring are vocational support, psychosocial support, and role modeling (Ragins & Kram, 2007). These different views and the use of the concept mentoring demonstrate how difficult it is to have a definite definition of mentoring. While perhaps it can be argued that the meaning of mentoring is wide, there is common consensus that mentoring is all about professional development and personal development.

### **3. Mentoring and Transformational Leadership**

Closely related to mentoring, is the concept of transformational leadership. Transformational leadership and mentoring are conceptually different but the two concepts are closely related as the process and tactics of influence are the same. The nature of transformational leadership is consistent with the behaviors needed for effective mentoring (Scandura & Schriesheim in St Clair & Deluga, 2001). Just like mentors, transformational leaders take personal responsibility for development of their followers (Bass & Avolio, 1994). Transformational leaders are different from other leaders because they go beyond call for duty. They see subordinates even beyond the organisation, they make emotional investment on others, hence mentorship. Transformational leaders show personalized attention that links individual and collective interests resulting in commitment to the organization (Hambrick in Sosik *et al.*, 2004). Sosik *et al.* (2004) argue that mentoring transcends organizational boundaries and is involved with the professional and personal development of others over time but in contrast, transformational leadership usually occurs within organizational boundaries. It is important to note that transformational leadership also transcends organizational boundaries,

because attributes that make a transformational leader are alienable. Similarly, St Clair and Deluga (2001) argue that transformational leaders align follower self-interest in development with the larger interest of the group, organization, or society. Transformational leaders focus on broadening and elevating employees' goals and providing them with the values, enhanced skills, and confidence to go beyond minimally acceptable expectations of performance (Bass & Avolio, 1994).

### **4. Transformational Leadership Theory and Levels of Understanding Leadership**

Transformational leadership theory was coined by James McGregor Burns (1978). A transformational leader sees a future that others do not and communicates that vision with such passion that it becomes a reality (St Clair & Deluga, 2001). Transformational leaders influence followers to perform beyond expectation, and to realize that they create deeper relations with followers. Just like mentors, transformational leaders go beyond exchanging contractual agreements for desired performance by actively engaging followers' personal value systems (Bass in Jung *et al.*, 2003). Maxwell (2013) on levels of understanding leadership argues that only a few leaders rarely reach pinnacle level. Leaders at pinnacle level reign and people follow them for who they are and what they represent. Maxwell (2013) points out that leadership starts at position level, where you are invited into leadership game, and you get legitimate authority from organizational rules. At position level it is leadership by 'rule of thumb', not charisma. He notes that good leaders, graduate from position level to permission, production, people and pinnacle level. These levels are building blocks, and when lower blocks are not firm, a leader is likely to be thrown off the course, because the foundation is weak. As the leader advance from one leadership level to another, they should not neglect lower blocks or levels. When leaders move from one level to another they build relationships, they build on past experiences, and every step is strong because of foundation relationships. When leaders develop followers from production to people level, they shouldn't forget that at the same time they have to realize organizational results. It is at this two levels of leadership where transformational leadership challenge begins, where a leader has to balance the needs of the organization (profit or results) and at the same time intensify on people

development and mentorship. All the organisational systems, being the leader/mentor, employee, and the organisation, should benefit exceedingly from these interactions.

At people level, which is the level before last level of leadership, a leader is great, not because of his or her power, but because of his ability to empower others. At this level, there is a transition from production to people development. Attributes of transformational leaders and mentors are observable at this level, because leaders invest their time, energy and resources into growing others. Like transformational leaders, mentors see talent, have firm believe in the people they work with, sensitize and make them believe that they could achieve more than they can think. According to Maxwell (2013), leaders who provide this kind of mentorship, are never forgotten and people follow them for who they are, and what they exist for. Such leaders transcend organisational boundaries, and for them leadership is a lifestyle. When such leaders leave organisations, they will always be given a seat at a leadership table, for example board membership, mediators, conciliators, government advisors, etc. Leadership theories echo same sentiment, a leader's legacy is development of others, and this brings about self-actualisation, pinnacle level. A leader will be supreme, reign for what they have done for others. They have dominance and personal presence because of what they did to others and the society at large.

## 5. Transformational Leadership and Mentoring a Panacea for Capacity Building

Mentoring cannot be divorced from leadership issues because organizational leaders affect organizational success in several different ways. Organizational leaders create organizational vision, evangelise it and use organisational resources to realise the intended vision. Thus leaders are responsible for shaping organisational culture, employee attitudes and behavior, employee development and growth. Through their charm, transformational leaders bring mentees closer to them for professional and personal development, thus creating a learning organisation. They have firm belief in others, and are willing to put other people's interest before theirs. Like pinnacle level leaders, when they go up the levels, they take along everyone. Mentors have made it in life, they have unshakeable belief in higher goals and

have firm belief in excellent management. Having made it in life, they inculcate the 'I can do it attitude' that is 'if I did it, you can do it'. Transformational leaders excel only if they develop other leaders and one good way of developing others is through mentorship. Mentoring provides an environment of sharing knowledge, experiences and wisdom. A mentor may or may not be able to effect much instrumental help for the protégé in the organisation but the mentor holds the protégé's interests at heart and provides socio-emotional support to the protégé (Murrell *et al.*, 1999:15).

The success of leadership and mentoring thrusts on effective relationships. As stated earlier, mentorship is different from other forms of knowledge transmission in the sense that, it is a relationship. In agreement McManus and Russell, (1997) argue that leadership and mentoring essentially involve relationships between senior and junior persons in organizations. Importance of relationship is emphasised by content theories on factors that are within a person that actually directs, sustains, energise or really stop behaviour. This includes theories such Maslow's need of hierarchy, Herzberg's two-factor theory, Alderfer's ERG Theory and McClelland achievement theory. In these theories social rewards and sanctions are the strongest motivators, and one of the key variables is good working relations. In his two-factor theory, Hertzberg note that intrinsic factors bring satisfaction, but extrinsic factors such as good salary, quality of supervisors and company policy if absent or inadequate cause dissatisfaction, but their presence has little effect on long term satisfaction. Hertzberg argues that what brings about happiness, satisfaction and contentment in people's lives are intrinsic factors, like achievement, recognition, responsibility, advancement and the possibility of growth. When mentors recognise talent on subordinates, and see potential for advancement and growth it brings about motivation and gratification on mentees.

Content theories emphasise the importance of intrinsic factor such as love, St. Teresa of Avila (Teresa de Jesús) once said 'it is love alone that gives worth to all things' without love you cannot do good unto others. This implies that mentors cannot develop others when they are detached from them. Mentors take commitment and dedicate time to develop good working relations with mentees. Mentoring is about taking a leadership oath that your mentees's interests and achievement

matters more than your interests. This is supported by Swahili proverb that says, the greatest gift we can give to others is not just to share our riches with them, but to reveal their riches to themselves. Similarly, Benjamin Disraeli once said 'the greatest good you can do for another is not just to share your riches, but to reveal to him his own'. Professional and personal development offered to mentees is a way of revealing to mentees the other side of their unexplored world. Mentors assist mentees improve their self-efficacy, set of skills needed to be effective. When mentees face challenges in their growth and development, it is the role of the mentor to identify areas of deficit and determine how to work on them. Mentors provide genuine feedback, evaluation and advice regarding improvement. People are not born with competence, they have to learn and practice in order to become competent. Vocational support as provided by Kao *et al.* (2014) helps protégés learn how to fulfill their roles appropriately and to prepare for career development in organizations. Mentors provide the protégé with support, exposure, guidance, protection, and challenging tasks for the protégé's advancement in an organization (Kao *et al.*, 2014). All these actions are geared towards intellectual simulations as will be discussed under 4Is of transformational leadership.

Transformational leadership is important because it is performance oriented (Bass, 1985). Mentoring and transformational leadership have been linked to similar outcomes, job satisfaction, employee attitudes, career satisfaction (Bass & Avolio, 1994; Scandura & Williams, 2002). Sosik *et al.* (2000) found that supervisor transformational leadership behaviour was more positively related to mentoring than transactional leadership behavior. Bass and Avolio (1994) argue that transformational leadership is characterised by the 4 I's, influence, inspirational, motivation, intellectual stimulation and individualized consideration. Bass and Avolio (1994) argue that in a highly innovative and satisfying organizational environment we are likely to see transformational leaders who build on assumptions such as: people are trustworthy and purposeful; everyone has a unique contribution to make. They are able to shape and influence the mentee in a manner that is for their long term development and at the same time, the organization reap the immediate benefits and results of mentorship. Mentors and transformational leaders realize the worthy of each and every employee. They build emotional investment in the development of a junior person.

## **6. The Four I's of Transformational Leadership and Mentoring**

### **6.1 Idealised Influence**

Leaders demonstrate personal charisma, and behave in desirable ways that force them to be role models (Bass & Avolio, 1994). Idealized influence entails role modeling exemplary personal achievements, values, and/or behavior (Sosik *et al.*, 2004). However, this is not to mean a mentor is a role model in strict sense because role models are often naturally selected, it is one sided relationship, and may not have expertise of a mentor, they do not necessarily guide directly like mentors do. Therefore, as a leader one becomes a role model and they do leave a strong impression on followers. Role modeling in this sense means that leaders should live a clean life, successful and meaningful life, like transformational leaders. Such behavior allows the protégé to identify with the mentor as someone who has the potential to advance the protégé's career (Sosik *et al.*, 2004). The paper emphasizes the importance of ethical leadership in mentoring because morals of a mentor provide a personal window for the mentees on a possible future. They demonstrate what constitute professionalism, appropriate conduct, integrity, temperance and walk the talk.

### **6.2 Inspirational Motivation**

Transformational leaders believe in the potential of others to grow. Whitmore (2003) argues that it takes self-belief, self-motivation, clarity, commitment, awareness, responsibility and action to grow other people. Transformational leaders articulate a compelling vision, then stimulate and inculcate followers to achieve more than they can think. Transformational leaders are like Manager Y as articulated by McGregor theory X and Y, these leaders see potential in others. View followers as a hardworking beings and with a supportive environment, people perform more that they thought was possible. This behavior allows the protégé to be confirmed and accepted as an important part of an organization. Like transformational leaders, mentors encourage protégés to value learning by imparting wisdom about the norms and values that are specific to the organisation and help advance the protégé's career (Lankau & Scandura, 2002).

### **6.3 Intellectual Stimulation**

Both mentors and transformational leaders act as role models by encouraging learning and development,



and work to develop others' self-confidence, personal identity, and well-being (Sosik *et al.*, 2004). Transformational leaders and mentors are not content experts, but rather they use interpersonal skills to create a safe learning environment. They stimulate creativity, unconventional thinking, and encourage followers to see life from a new perspective. Mentees are empowered to seek their own solutions and to find expertise when needed if it does not reside with the mentor. Intellectual stimulation enables mentees to question assumptions, to try new things, and to think of old problems in new ways. Such behavior instructs protégés to take on challenging assignments, acquire new knowledge, skills, and abilities, or to creatively balance one's professional and personal life (Sosik *et al.*, 2004). Similarly, mentors empower mentees to seek their own solutions and assist mentees to adopt generative and exploratory thinking processes (Sosik *et al.*, 2004). Jung (2003:529) argues that 'by showing high expectations and confidence in followers' capabilities, transformational leaders also help to develop followers' commitment to long-term goals, missions, and vision and to shift their focus from short-term and immediate solutions and objectives to long-term and fundamental solutions and objectives'.

Intellectual simulation helps deal with the assertion that mentors know everything and the protégé knows just little to nothing. Hansman (2002) argue that this is authoritarian, manipulative, 'banking' pedagogy, which negates the possibility of democracy and distorts the lived experiences of the learners who are silenced and denied the opportunity to be authors of their own histories. Therefore, intellectual simulation helps mentors to understand that mentorship is a two-way relationship, and mentees are human beings who also bring some insights to the learning table. With intellectual simulation mentors provide a learning platform for mentees, and provide a non-judgemental and confidential space for the mentee to use their exploratory skills. Intellectual simulation cultivates mentees confidence and competence in their professional development.

#### 6.4 Individualised Consideration

Individualised consideration is related to mentoring in the sense that leaders focus their attention to personal and professional development of the follower on one on one basis. Bass (1985) suggests that mentors produce developmental effects on protégés

when they display transformational behaviors such as individualized consideration and idealized influence. Just like mentoring which is mostly done on one on one basis, transformational leaderships involve coaching, counseling, and giving personal attention to others. Such behavior encourages protégés to value learning and may raise expectations for career success (Sosik *et al.*, 2004). With individualised consideration leaders have to create time, even outside their work schedule and give personal attention to follower's personal transformation. Hence it may be considered costly and time consuming by leaders who are still at leadership position, but for pinnacle level or transformational leaders it brings personal gratification. Many of the activities classified as individualized consideration in the transformational leadership literature are consistent with psychosocial support behaviors identified in the mentoring literature (St Clair & Deluga, 2001).

#### 6.5 What Does it Take to be a Mentor?

Mentoring is about developing a whole person, it takes experience and wisdom to do such a colossal task. Misplacement-leadership is about what will put food on my table. It has moved away from serving, leading and influencing. Effective leadership requires time and commitment which seems to be lacking in most leaders. The paper notes that mentoring becomes easy when transformational leadership traits are present. With notion of service, gratitude and humility, transformational leaders build and harness talent as much as they can. Therefore, mentorship is about how leaders and or mentors behave, their personal traits, what they believe in, how they see others. McGregor in his theory X and Y, looked at two different types of managers. This then tells us that not everyone in the organization can be a mentor. Manager X, cannot be mentors because already they have negative mindset about mankind. In 1940, Ohio State conducted a study looking at two groups of correlated leadership behavior; people oriented and task oriented behavior. Task oriented behavior focus more on achieving result, output and productivity, while people oriented focuses on satisfying inner need of employees, with tools such as mentoring and coaching, encouraging listening. This requires transformational leaders to be able to balance the needs for a task and people/employees, in this case mentees. John Adair (2002), on Action Centered leadership, emphasizes the need to balance the needs for a task, team and individual. This starts

with satisfying the needs of an individual to realize all other relationships, being one of the 4I's of transformational leadership; individualized consideration. This is also supported by Maxwell (2013) on levels of understanding leadership, that every level is a building block. Mentors ought to pay attention to behavior of subordinates, their feeling and mentor them accordingly. Mentors ought to satisfy most of personality traits, abilities (supervisory ability, intelligence, initiative), personal traits (decisiveness, masculinity, maturity), and motivators (need for occupational achievement, self-actualization, power over others).

Though traits are hard to measure, at least they provide a benchmark of what to look for in mentoring relationship. Carlyle Thomas (1840) describes types of behaviors and personality traits associated with effective leadership. Therefore, mentors can be selected looking at leadership qualities they have. In formal mentoring process the organization will identify and measure leadership qualities, screen potential mentors from non-mentors, then train those with mentoring potential and list them in the organizational database.

### **6.6 Ethical Leadership Guided by Moral Code and Ethical Values**

Transformational leadership is more of an ethical or moral leadership, since the vision of transformational leaders should always build on the needs of others. Transformational leaders and mentors are often charismatic and embody high ethical and moral standards, and seek to transform. For ethical leaders, mentorship comes naturally because for them it is an obligation and morally acceptable to pay attention to others and develop them to lead a fruitful life. Mentors uphold principles provided by St. Teresa of Avila (Teresa de Jesús) and Benjamin Disraeli that love and care to others is demonstrated by revealing to them their own riches; and that can successfully done by transformational leaders through mentoring. Mentors are those who believe that what is best for others is best for themselves. If they feel good and comfortable as organizational Chief Executive Officers, organizational Directors, then it should also be good for the next person to be given a chance to experience the same. They will locate talent and nurture it. However, the reality in organization is of 'pseudotransformational' there are few mentors in those who occupy leadership positions as often we see animosity in organizations,

and those in leadership position with a feeling that their subordinates cannot be their successor. The term 'pseudotransformational' has been proposed to incorporate leaders who exhibit transformational behaviors but cater to their own self-interest (Bass & Riggio, 2006). Pseudotransformational is consistent with narcissism, where leaders see mentoring as threatening their own dominance and existence. Although some leaders have been willing to groom their successors, others have shown a marked insecurity and disinclination to provide the necessary mentoring to prepare future leaders who might one day succeed them (St. Clair & Deluga, 2001). Transformational leadership notes that legacy of a leader is based on a number of people you have developed, a leader should leave foot prints in organizations, demonstrated by those he or she has mentored.

### **6.7 Emotional Intelligence**

Mentoring requires leaders who can manage their own emotions before trying to reach out to others. They should know their strength and weaknesses, and have a plan to deal with their weaknesses. Mentoring happens from inside out, and one should be a servant first before serving others, therefore mentors should be able to develop themselves before trying to develop others. Leaders are human beings, therefore with emotional intelligence one is able to deal with their weaknesses such as, despotism, egocentricity, etc and use interpersonal skills to develop others. With despotism one cannot do well to others.

### **6.8 Altruism**

Similarly, transformational leaders engage in self-sacrificial behaviors for transcendental shifts in followers needs (Bass & Riggio, 2006). Authentic transformational leadership is based on altruistic principles. Example: the work of Mother Theresa, who gave her entire life to help the poor. Biggest challenge at this level is to put the interest of followers before your own interest. Altruism is the behavior intended to benefit others without anticipation of reward. It involves personal sacrifice; as a leader you are already there, no one can buy experience, and you have nothing to lose. The best legacy of a leader, is to develop others. Help selflessly for the sake of helping, not in anticipation of a reward. After all mentorship programmes in organizations are not rewarded. Effective leaders are leaders who have matured throughout

the years into the leadership style that best suits them, their followers, and their environment, these are pinnacle level leaders.

### 6.9 Barriers, Dilemmas and Challenges to Successful Mentoring

Mentoring is not a struggle free process, it's surrounded by issues of power dynamics, gender issues, sexual harassment, negativity and misconceptions. Hansman (2002) note that in the real world of organizations and educational institutions, persons who serve as mentors may primarily be members of dominant and/or hegemonic groups within organizations or institutions. When that happens mentoring becomes a cartel or a syndicate, such that if you don't belong to that cartel then you are thrown off the course. In addition, issues of power and interests within organizations or institutions might hamper the mutual attraction that is required to participate in an informal mentoring relationship (Hansman, 2002). With transformational leadership education, organization are likely to build effective mentors, able to separate office politics from mentoring, and also protect the interest of fragile and even new organizational entrants.

Mentoring is also affected by power relations between a mentor and mentee, and also the external relationships. Ragins (1997:487) argues that the macro dynamics of the mentor/protégé relationship are sensitive to the larger organizations in which they reside; therefore, they are "influenced by the macro dynamics of intergroup power relationships in organizations...resulting in subtle or dramatic shifts in power relations among groups in organizations". This has a bearing on survival of the mentee in the long run, because if the mentor belongs to 'B team/cartel', (taken that A team, is the winning team), then mentee may get negative recognition among colleagues and never get to penetrate the system nor gain power within the organization resulting in loss of morale. This kind of macro dynamics of intergroup power relations may at time not be beneficial because the A team, may not always be the best team, only that they are in control, and mentees, get to loose on good mentorship on the basis that they do not want to be thrown off the system. This is even severe when it comes to women because they are more likely to have low status and to be "filtered out" by organizational politics than men because of "discriminatory selection and treatment" (Koberg *et al.* in Hansman,

2002:61). This then calls for organization to have formal mentoring, with a database of mentors who have transformational attitudes and traits. With time mentorship relationships will flower into an informal relationship, so that the two parties can relate on a loose reign and mood.

Power relations involved in mentoring need to be managed effectively. The reality is that mentoring can disadvantage other groups as mentioned earlier that it can be a cartel, also issues of superior subordinate relations can be harmful. Hansman (2002) argues that the power mentors have and exercise within mentoring relationships can be helpful or hurtful, hence call for effective and ethical leadership. A leader at pinnacle level knows and understands that mentorship is not about the mentor, but mentees. These are leaders who have been in the leadership curve, and they are aware that it is not about being superior or possessing phenomenal knowledge that places you above other people, but what you have done for them. Leadership is about developing others, hence with transformational leadership it is never about mentors but mentees. It can also be hurtful when mentorship is used for issues of loyalty, where mentors expect mentees to be their puppets. Ethical and pinnacle level leaders do not call loyalty, it comes to them naturally because of what they have done for the organization and other people.

There are other dilemmas surrounding mentoring such as sexual tensions where mentoring can be used for office romance. Same sex mentoring may be preferable than cross-sex mentoring relationships. Mentors with transformational attributes have a good character. They possess the right values of strong character. Ethical leaders are able to withstand any temptations that may occur along the mentorship relationship, they exercise temperance. However, the challenge is that for young women joining organizations, they may be limited by the fact that there are typically fewer women in higher-level positions available to mentor women than there are men available (Hansman, 2002). Another barrier reported associated with women mentoring other women is that, 'because women may have less power and influence than their male counterparts in the workplace, women mentors may be perceived as less able to propel a protégé to career success' (Hale in Hansman, 2002:41) and are therefore not desirable to other women as potential mentors. This challenge calls for further research, on gender and mentoring.

## 7. Conclusion

In conclusion, the paper demonstrates that when mentoring is not coordinated in organizations then all senior employees or leaders become mentors. This is treacherous in the sense that new entrant's fall in the hands of bad leaders without transformational attributes, nor good values. Mentoring ought to be coordinated, so that mentors who portray transformational attributes are listed in the organizational database. When organizations coordinate mentoring programmes, mentors will be provided with continuous refresher courses and training to sensitize them of important roles they play, and most importantly the 4I as stipulated under transformational leadership. Good mentors understand that there are last in the mix.

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