

**Mentoring and Advising
Training for OROLSI Mentors and Advisors
Two Days**

FACILITATORS GUIDE

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Preparatory Notes to Instructor

Background

United Nations Peacekeeping Operations are increasingly mandated to assist post conflict societies in reforming, restructuring and rebuilding security-related sectors including justice, corrections, policing, SSR, DDR, and mine action. Because these components are tasked with capacity building DPKO seeks to provide the skill sets required for specialist components to transfer their knowledge to national counterparts to ensure sustainability. Mentors and advisors provide a continuum of adult learning ranging from training to advising to coaching to mentoring depending on the evolutionary stage of development of the mission and of national counterparts.

This programme is built on the experience and hard work of civilian and military contributors throughout DPKO and DPKO's partners who provided over 1000 pages of materials on mentoring and advising and 55 personal interviews, mostly with OROLSI mentors and advisors from all sectors who are currently mentoring and advising in missions. The programme objectives are based on the best practices that they commonly identified.

The best practices of the most successful mentors include:

- Establish a trusting relationship with the mentee from the start
- Develop a set of goals and a time line to achieve them at the outset
- Use techniques to get the mentee to talk and listen to what s/he says
- Use a problem solving approach rather than supply “right answers”
- Translate your professional experience into the local context; respect national sovereignty; demonstrate sensitivity to local culture; be firm on compliance with UN standards, e.g., human rights standards
- Assess your mentee's skill level before conferring on a plan; actively seek information and handover from previous mentors of the mentee
- Cultivate and maintain good relations with the mentee's line manager
- Help the mentee see the benefits to him/her of the mentoring
- Journal the mentee's progress and track development to build mentee confidence; don't only report on your activity, focus on the mentee's
- Provide balanced feedback that changes mentee attitudes and behaviour without alienating him or her
- Anticipate crisis situations before they happen and problem solve varied approaches with the mentee in advance
- Promote equal to equal/adult to adult (collegial) relationships

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- Promote visibility of the mentee rather than your own
- Be sensitive and discreet about differences in your finances and the mentee's
- Make an attempt to use words in the mentee's local language
- Understand the mandate of the mission and the direction of the country
- Refrain from "doing" the mentee's work and instead aim to be a resource unless in a mission with executive mandate
- Serve as a role model of professionalism and the best international standards of behaviour

Aim

Participants will complete this training able to demonstrate the skills and tools required to build a trusting relationship with a mentee, conduct an assessment and create a plan to meet the mentee's mentoring needs, and employ a wide variety of adult learning and communication strategies to maximize change in the mentee's behaviour and attitudes in line with the agreed on objectives of the mentoring.

Learning Outcomes

On completion of the Mentoring and Advising Training, participants will:

1. Describe likely educational and professional differences among mentees and the varied content and support mentors can provide them.
2. Identify four stages along the adult learning continuum and how key adult learning principles apply to mentoring.
3. Establish a trusting relationship with the mentee and apply best practices to do this.
4. Highlight key differences in cross cultural communication; provide examples of problems these differences can create, and how to avoid them.
5. Conduct an informal training needs analysis to assess the needs of their mentee (or the institution in which) they are mentoring or advising.
6. Write SMART objectives so the mentor and mentee have explicit goals they jointly seek to accomplish.
7. Employ four key techniques for interaction.
8. Demonstrate best use of a coaching and feedback model for mentors.
9. Apply what they have learned to the best practices of mentors.

**In Annex 1 of guide find a discussion of each objective for your review.*

This training is intended for all components of OROLSI and includes methodology, cases and role play relevant to all. The course is designed to be offered for up to 25 participants (or fewer) during mission induction training before the mentor is co-located or otherwise placed in a mentoring assignment. The course is designed to be delivered by a single instructor over two full days. Because of potential large sizes of groups and the many role plays, two instructors may be required in some settings. Instructors can use the examples provided in this Facilitators Guide, or, even better, can supply their own examples, specifically those relevant to the mission they are in.

The course is designed for participants to sit in table teams. Four tables of 6 or 7 participants is an ideal set up. The course models adult learning principles in that every objective is achieved through the trainee's participating in hands-on exercises and sharing their knowledge with one another. The hands-on interaction is intended to serve as a role model for the way in which mentors and advisors should conduct themselves in the field with their mentees.

Training Sequence

- Introductions and Agenda for Two Days
- Who are the mentees
- What can mentoring provide
- What is adult learning
- How do you establish the right mentoring relationship
- What is cross cultural communication
- How do you set attainable goals for mentoring
- How do you conduct a needs analysis
- What are key interaction techniques for mentoring
- How do you coach and provide feedback
- How does all this apply to best practices of mentors

Methodology

Every learning objective in each module is supported by participant activity. Activities are most often done in groups to promote sharing of participant experience and to provide benefit from those that have more experience as

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mentors, advisors and trainers to those that have little or none. Activities include answering questions, role play, case studies, presentations, plenary discussions, question and answer and debrief, and self test.

Instructor Profile

This two day training is best presented by a training focal point who has taken the Train the Trainer for this programme. If the instructor has personal experience of mentoring, this is an excellent added benefit. The instructor need not be an expert in any of the OROLSI professional disciplines as the programme is about process and pedagogical skills rather than specific OROLSI content. Examples, role play and case studies refer to the full array of OROLSI content to ensure relevance for ultimate mentor participants. Examples, cases and role play were collected from OROLSI mentors and advisors throughout peacekeeping missions.

Instructor Preparations

Study the facilitator guide and rehearse. Recognize that time frames are tight and must be adhered to.

General Preparations

Equipment:

1. This programme does not require PowerPoint slides since it is not a lecture programme but a highly interactive workshop.
2. The instructor will benefit from having a couple of easel flip charts and black markers and some post it flip chart pads or masking tape.

Materials:

1. There is a participant manual for the programme that each participant will require.
2. Tent cards for participant names and additional pads and pens are beneficial.

Room Set-up:

1. The instructor is encouraged to create a room set-up with four table teams of 6 or 7 people if this is possible. If this is not possible, the instructor can create four teams from groups sitting in a classroom or conference room arrangement.
2. The instructor may choose to create teams that are largely UNPOL, Corrections, Justice, etc. or mix participants. The programme is written so

that mixed groups of participants will work very well. Mix teams by gender and make them as international as possible.

Note: There are a few unscheduled minutes in each day to permit the instructor flexibility to account for more time in his or her wrap up as required.

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Symbols Legend

-  Note to the Instructor (Some background information for consideration)
-  Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
-  Mission Specific (A point where the session will benefit from mission specific information)
-  Example (Stories that illustrate a point or key message)
-  Sample questions (A list of potential questions to pose to participants)
-  Handout (Indicates a handout is provided to participants at this point)
-  Film (A film that is recommended as a core part of the training or an option)
-  Core Learning Activity (An activity that is strongly recommended for inclusion)
-  Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)
-  Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)
- EX** Exercise for participants to perform

Session Notes

Mentoring and Advising <u>Introductions allotted 30 minutes.</u>	
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- Note to Instructor: Open the session by introducing yourself and asking each person to state their name, where they are from and which OROLSI component they represent. Write down which component each is from as you will need this for day 2 to assign role play scenarios. Share the agenda for the two days that is in participant manual.***
- Material for Module One is on pages 2-7 of participant manual.***

<b style="color: #0056b3;">Objectives Module One: 100 Minutes <b style="color: #0056b3;">Who is the Mentee? What Can Mentoring Provide? <b style="color: #0056b3;">The Adult Learning Continuum. Questions on Adult Learning.	
<p>Mentors will develop a mental picture of the range of skill and education of the mentee he or she might be assigned.</p> <p>Mentors will identify the five different areas in which they provide learning, resources and support.</p> <p>Mentors will apply principles of adult learning that have direct consequences for mentor-mentee relationships.</p>	

- Note to Instructor: Provide the objectives of this module to the participants. They appear on page 1 of the participants' manual.***

EX –Who is the Mentee? Tell participants they have 15 minutes to answer the questions on page 2 of their manual as a team. Ask them to please appoint a spokesperson and a timekeeper. Answers should include:

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(1) (2) The mentee can be an Oxford educated judge or an illiterate local judge. Remember the mentee is an expert on his/her country, its customs, its culture.

(3) Mentors should talk less and ask more questions. They should always speak equal to equal.

(4) Mentors provide: career advice, networking, international standards/norms, process skills, problem solving skills, risk assessment, confidence building, empowerment, role modelling, and a trusting relationship.

(5) Mentors need to focus on specific needs and priorities for the mentee and the institution. They need to create concrete objectives related to those needs and seek to accomplish these with the mentee.

Note to Instructor:

In debriefing this exercise reinforce the diversity of potential mentees so mentors develop a realistic attitude toward what they may expect. Ensure that participants state that in addition to specific information mentors provide mentees with access to and reinforcement of international standards; networking opportunities; career development opportunities; and development of problem solving and risk assessment (process) skills.

Refer to page 3 of the participant manual as a review:

What Can Mentoring Provide

- Describe that mentees may need different types of communication from the mentor depending on where they are in their professional development. Emphasize that the goal of mentoring is to be a resource and a support and to provide assistance in achieving the standards the mentee and his or her institution aspires to. Point out that mentees do more and more of the activity and talking as we move from training to advising to coaching to mentoring. This question on using the adult's experience is intended to broaden the mentors' views of mentoring.
- Confirm that a mentor may not be assigned one specific mentee, but may instead work with a group or work in an institution such as a prison or police station and get a chance to work with one mentee on a one off basis as available. All the same skills will be required but the mentor will have to conduct on the spot evaluation of progress either through observation on the job or through the mentee's responses in conversation.

Adult Learning

- Ask participants to turn to page 4 of their handout material. Explain that there is a continuum of adult learning the goal of which is to move towards the greatest independence of action and professional self confidence for the mentee. Distinguish the four stages on the continuum. Indicate that the amount of information supplied by the mentor decreases along the continuum. The goal of the best mentoring is to move as far along the continuum as possible with the mentee.
- Training:** A mentee who has had little experience in the skill set he or she is required to apply may need to initially depend on the mentor to provide some specific knowledge and skill.
- Advising:** A somewhat more advanced mentee is likely to be able to pose the questions and problems he or she is confronted with but lack the answers and still seek the advice of the mentor.
- Coaching:** At a third level, the mentee has a set of skills, behaviours and attitudes and the mentor is there to provide feedback and coaching for expanding, upgrading and refining these skills and attitudes.
- Mentoring:** At the most advanced level the mentor is a resource and a counsellor, a trusted equal with whom to generate, discuss and weigh alternative courses of action and the risk and reward potential of each.
- The same mentee may need each of these approaches with regard to different aspects of his or her job. For example, a veteran police officer may have a wide range of skills and experience in policing but may never have had to deal with organized crime before. He may require more advising for a time in this regard.
- Explain to participants that it is important for them to read handoff notes left from their mentee's previous mentors to try to identify where their mentee is likely to be in the learning continuum. Do not change the direction of the mentoring. Be guided by the notes. Point out that the stage of evolution that the mission is in is also likely to influence which stage their mentee is in. Are we in a start up mission or a draw down? These are likely to require different mentoring interventions. Finally the mandate of the mission will influence the mentoring relationship. In all but executive mandate missions the mentor plays a role as resource, advisor and coach. In executive mandate missions the mentor often takes the lead in taking action and demonstrates the appropriate behaviour. Prepare handoff notes after each meeting or at least weekly.

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EX Adult Learning Ask table teams to answer Questions About Adult Learning on page 5. Allow 20 minutes to answer the questions and 20 minutes for debrief.

Note to Instructor: See participant guide page 6 **Adult Learning**. In debrief reinforce that:

1. What is the goal of adult learning? ***The goal of adult learning is to change the mentee's behaviour and attitudes in a predetermined agreed on direction. This is the goal of the mentor and the mentoring relationship.***
2. How do you use adult's prior experience? ***The mentor must ask questions to elicit the experience of the mentee and build on it. When we have more than one mentee, it is ideal for mentees to answer questions together. Adults are very likely to listen to and be influenced by ideas and attitudes expressed by colleagues more than by others. This is called horizontal propaganda. Mentors would do well to seek to engage and facilitate small groups of mentees in conversation and problem solving around work-related issues. To encourage all to participate ask small teams of 2 or 3 people to confer and then present their team's solutions to problems. Encourage different team members to present team solutions each time.***
3. How do we motivate adult learners? ***Adult learners are motivated by what is in the exchange that will benefit them, for example possible promotion or greater job security. This is called "WIFM" or "what's in it for me." By providing immediately relevant and practical problem solving, alternative approaches, career advice and networking opportunities the mentor can benefit the mentee's career as well as make the mentee's day to day job easier and more manageable.***
4. What do we mean by less is more? ***"Less is more" means mentors should talk less and listen more. Mentors and advisors provide too much information so they overload adult learners. The most common complaint of mentees in missions is that their mentors talk at them too much!***
5. What causes resistance and how do you deal with it? ***Resistance comes when a mentee feels condescended to, or feels the mentoring is not practical or relevant to his or her current daily situation, hierarchical relationships or culture. Resistant mentees show up late or miss appointments or provide little response, or can even be challenging or uncooperative. If the mentor has a lower rank or is younger than the mentee, or if the mentor lacks knowledge or professionalism, especially in the uniformed services, these will all create resistance. If your mentee is showing signs of resistance ask yourself what you have done to alienate them. Enquire to find out what they would find useful and how the two of***

you could make the mentoring relevant and beneficial. Show flexibility and respect. Refer to additional ideas for dealing with resistance on pages 6-7.

6. How do we use trial and error in mentoring without causing grave error? ***Trial and error is at the heart of learning. If a mentor can provide “what if” scenarios for a mentee, the mentor can help the mentee determine the preferred course of action in advance of a crisis or difficult situation and, in that way, prepare the mentee to face future problems. It is much better to discuss what a corrections officer should do in the event of a major outbreak of fire prior to such an occurrence than to try to be useful when such a crisis occurs. The actual trial and error does not have to be directly experienced. The “what if” scenario takes the place of it.***

7. What is the purpose of feedback? ***Feedback is essential to learning. It reinforces the right behaviour, corrects error and should build confidence.***

 Take a 15 minute break.

Objectives Module Two: 75 Minutes

Establishing the Right Mentoring Relationship

Participants will list the key components for building the right mentoring relationship.

Participants will demonstrate what they would say in the opening of a relationship with varied mentees to get off to the right start.

Participants will differentiate between two cultural extremes and offer examples of how these differences can result in problems as well as how to avoid or solve these in the mentoring relationship.

-  Explain that all experienced mentors and advisors agree that the right relationship is the central element to successful mentoring. Ask participants to call out words that characterize the right mentoring relationship and post these on a flipchart. Make sure you get words such as: trusting, equal to equal (a colleague), focussed, respectful, honest, open minded, firm on principles, but uncritical, fair, shared responsibility, professional, practical, supportive, communicative.

 ***Note to Instructor: Provide the objectives for this module.***

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Establishing the Right Mentoring Relationship

- As you review the list of components for building the right relationship on the top of page 7 in the participant manual, ask the following questions of the whole group (**answers are provided for you**):
- How do you inspire trust? (**Behave openly and with respect; listen carefully and without judgment; demonstrate your knowledge and experience where it will be useful to the mentee; be consistent in upholding UN standards.**)
- What's the alternative to an equal to equal/adult to adult communication style? (**A condescending, didactic or "know-it-all", superior style**)
- What are a couple of ways you can become influential with another person? (**Support their ideas whenever you can; ensure you have the trust of their superior; be of benefit to their career and work life**)
- What would establish your leadership in the mentee's eyes? (**The mentee needs to see you as expert in the field and able to translate this to his or her situation; avoid focussing on how things are done in your own country and focus on how your experience relates to the present situation**)
- What is an example of poor cross cultural sensitivity? (**Causing someone to lose face in front of a colleague; failure to recognize and show respect for the fact that a mentee is older than you are or of a different gender**)
- How might a mentor accidentally show disrespect for national sovereignty? (**By physically interfering in an immediate situation when there is no executive mandate to do so**)
- Why do you have to be a role model as a mentor? (**Your credibility depends on it**)
- How can you demonstrate expertise without seeming like a "know-it-all?" (**Ask questions that will help lead your mentee to his or her own right conclusions rather than just telling them what the correct thing to do is. This is adult learning.**)
- What does it take to translate knowledge into the local context? (**Pre work to study the local culture and careful observation as well as discussion with the mentee**)
- Why is it so important to clarify ground rules and expectations with your mentee? (**This will help you to avoid misunderstandings before they**

happen; write a mentoring plan and ground rules down to avoid misunderstanding and to form a contract with your mentee)

EX Establishing the Mentoring Relationship *Each table team should select any one of the case scenarios on page 8 and work on it together. The presenter will provide their solution. They have 25 minutes to work on their case. If one case is not selected the facilitator should supply the answers for it.*

Expected Outcomes	
<p>Establishing the Mentoring Relationship</p>	
<p>Case (1):</p> <p>Ask questions to find out—his training, his years of service and what he has done before, how he got his job; what his expectations are for the mentoring in terms of time together, our process together, and how I could be most useful and supportive, how we can communicate best—his language/mine/ a combination or a translator, what he sees as the biggest challenges he faces in setting up this unit and what his hopes and expectations are for its success. Indicate that every new unit faces start up challenges and this is no different.</p> <p>Share with him—my background, what my expectations for the mentoring are in terms of time together, our process together and how I think I might be useful and supportive, how I think we can communicate best around the language issue. Let mentee ask questions; volunteer some information about your family and let them volunteer something about theirs.</p> <p>Reassure him that I did not come to judge the limits of his technical resources, but to support and assist and partner with him to make the most of whatever he has available.</p> <p>Explain that I am new to his country and that, while I have read about it, I will count on him to teach me about the local context so that what we do together is realistic and practical. Share my expectations of the mentoring process and goals and my expectations of the ground rules we will work with.</p>	

Case (2):

Ask all the same as in case (1) above plus,

Ask questions to find out—what he sees as the challenges in the current prison environment and both the constraints and resources he has to do something about them. Find out what his priorities are for change and for implementation of human rights standards and how resistant or open to change he is.

Share with him all as in case (1) above plus —my own experience in dealing with many of the same issues in the past and the outcomes, both good and poor. Share with him that I don't see the problems and challenges in the institution as of his making any more than I would hold myself personally responsible for an institution in my own country. Be careful not to appear in any way to condone abusive practices. Stress urgency in dealing with life threatening situations.

Case (3):

Ask all the above plus: Ask questions to get her to talk as much as possible about her concerns that human rights are different in Nepal than in West Africa, what this means specifically, how she knows that, and how we can bridge any gaps she sees; get her to talk about her human rights aspirations for the work she is doing; see if you can come to a common agreement about using the cell phone and making and keeping appointments and how the two of you could work out a mutually comfortable solution to these aspects of your relationship.

Tell--Reinforce that you are not there to impose Nepalese culture on he country but to partner with her to embed international human rights standards in national institutions while being respectful of national sovereignty, customs and laws.

Take a one hour lunch break.

<p>Module 2 Continued</p> <p>Cross Cultural Communication</p>	
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-  Share with participants the chart that contrasts cultural orientation listed on page 9 in their manual. Ask participants for a couple of personal examples of problems that can arise when the mentor and mentee are from two very different cultures. Supply added examples if necessary: if one person is very precise about being on time and the other does not share the same cultural value, this can cause a problem between them; or, if one person is direct in their communication, someone indirect in their communication may find the exchange harsh or rude or confrontational and challenging. Provide/get mission specific examples.
-  Male mentors should be cautious of avoiding engaging with female mentees or colleagues as they require the same information.
-  In some cultures it may be more difficult to engage the mentee in interactive questioning techniques.

EX Cross Cultural Communication Ask participants to answer questions A, B, C on page 9. They have 15 minutes.

Using a Language Assistant

-  Provide the following pointers on using language assistants/interpreters:
 - Recognize most translators are not professionally trained but are better educated members of the community. They are likely to serve as your ambassadors since they live in the community and are respected.
 - Be cautious about security issues with your language assistant and be cautious to protect your language assistant from danger.
 - Tell the LA not to answer questions, but to refer all questions to you.
 - Debrief the LA after each session to ensure the pace is OK.
 - Allow twice as much time as you normally would for the mentoring because of the need for translation.
 - Prepare your language assistant by providing him/her with an outline of the session topics and concepts and examples. Define any technical words. Give as much of this in writing as possible in advance.

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- Explain how many people will be in the mentoring session and how many different languages will be used.
- When you are in the session look at your mentee, not your interpreter. Your body language and your mentee's body language will provide each of you with important clues to understanding and to getting to know and trust one another.
- Try to learn at least a few words in your mentee's language and use them as often as you can to demonstrate interest in knowing him or her.
- Remember to thank your interpreter for their important work.

Objectives Module Three: 140 Minutes

Needs Analysis and Developing a Work Plan

Mentor will identify a wide variety of resources and the right questions to conduct a needs analysis for what the mentoring should likely include.

Mentors will recognize the uses of SMART objectives, how to write them and how to use them as a planning tool and means for evaluating progress in the mentoring relationship.

Mentors will discuss their needs assessment with national counterparts before finalizing and document methods and means of evaluation.

Mentors will assess progress based on this initial needs assessment.

- Explain that a mentor needs to adopt the same attitude a physician has when a patient seeks advice. No physician would just start prescribing remedies without thoroughly understanding what the patient sees as his or her symptoms and problem and what the patient hopes to accomplish in remedying it. That's why a mentor and mentee need to engage in a needs analysis. A needs analysis should establish benchmarks of where the current skill level, attitude and behaviour of the mentee is with regard to the key areas of professional requirements, what the international standards and local requirements are, and what the gaps are. Remind participants that if there are handover notes or postings on the shared drive in the mission, some of this information may already be available to

the mentor, but this practice varies widely from mission to mission. Remind participants to use compliance with international human rights standards as part of the needs analysis. Don't forget to document progress at least weekly for the future and the next mentor.

Needs analysis acknowledged by a mentee and his/her institution serve as a basis for continuous assistance, even post-DPKO. This also recognizes that standards are the same for all states, what changes are the priorities and areas of intervention which are country specific and the mentor should support and document the course of action chosen.

 **Note to Instructor:** *Provide mentees with the objectives for this module.*

-  Review with participants the information in their manual on page 9 on where to get information for your needs analysis. Describe to participants that most OROLSI components do not have a “curriculum,” that is a list of topical areas that need to be addressed in each discipline. Depending on the role and the immediate needs of the mentee, the mentor and the mentee will benefit from talking about the areas that would be most beneficial to focus on in the near term.
-  A brief review of the Daily Sitreps that have been generated from the institution might be a good resource to start the conversation. For example if homicide investigations or traffic accident investigations have been a major focus of incident reports, this might be a place to begin. In a corrections institution if prison breaks or misplacement of prisoner information have been documented, this might be a good place to begin. In justice, if warrants were incorrectly filled out, or there have been reported backlogs of prisoners in custody without charges or hearings, this might be a place to begin. If you do not meet your mentee daily, ask them keep a log; give them a topic each time to write notes on for discussion for the next meeting.

EX Needs Analysis/Developing a Work Plan *Direct participants to take 30 minutes to write their group's response to the exercise on the bottom of page 12 in their manual. Refer them to the example. Ask participants to post their questions on a chart and give them masking tape to post it on the wall (or a post-it flip chart). Walk around with the whole class to critique the needs analysis questions. Take 40 minutes to debrief the groups.*

 **Note to Instructor:** Take a 15 minute break

SMART Objectives

- Introduce the acronym SMART. Ask if anyone knows what it means. Get or provide that SMART stands for specific, measurable, attainable, realistic and timed. Next put up a flipchart with the following examples of objectives on it: (1) Get better organized (2) Learn procurement (3) Eliminate all corruption. Ask participants what is wrong with each of these as SMART objectives. Get out that (1) is not about a specific, observable behaviour that the mentee must demonstrate; (2) is not measurable (3) is unrealistic, and all three of them have no time frames for accomplishment.
- Put the word “Uses of Objectives” on a another flipchart. Ask participants what benefit there would be to have a set of SMART written objectives for mentoring that the mentor and mentee agree on. Get out that it would provide a focus, would provide milestones for achievement, would provide time frames for achievement, would prevent going off on tangents, would supply priorities based on the needs analysis, and would be a good source of communication and evaluation for the mentee and the mentor.

EX SMART Objectives *Ask participants to turn to page 14 in their manuals and have them each write one SMART objective. Have them critique one another’s objectives and select one from the table to read to the rest of the class. Debrief one example per table. Allow them 30 minutes for this exercise. Summarize the planning, evaluating and reporting process by reviewing page 15. Refer to the DPKO Planning Toolkit, which is a valuable resource for component level planning and provides guidance on the various elements of planning in PKOs as well as examples and guidance on the specific elements of component and individual plans. Reinforce the importance of evaluating the behaviour of the mentee in reporting rather than supplying details of their own mentoring activity when the mentor supplies reports to his/her superiors. Reinforce the importance of keeping a log or journal at least once a week on mentee progress toward objectives.*

Walk participants through page 15 to enable them to see how the planning, evaluating and reporting processes work together. Have them read page 16 for a concrete example of how needs analysis results in a workplan. Refer them to page 17 as a workplan template they can use in the mentoring and advising process.

- Return to the objectives for the day on page 1 of the participant manual and review.

End Day One

Day Two: At opening provide objectives for the day on page 1 of the participant manual.

<p>Objectives Module Four: 100 Minutes</p> <p>Interaction Techniques for Mentors</p> <p>Mentors will describe the goals of the most effective interaction with mentees; distinguish recognition, recall and judgments</p> <p>Mentors will write and use open questions; distinguish between open and closed questions</p> <p>Mentors will apply basic techniques for successful negotiation and conflict management</p> <p>Mentors will employ problem solving and trial and error in their mentoring</p> <p>Mentors will demonstrate active listening and recognize its importance in the mentoring relationship</p>	
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-  Explain that the communications skills of a mentor are at least as important, if not more important than his or her professional knowledge and experience. Without great communication skills you cannot work effectively with adult learners and you will be stymied in the opportunity to be useful to the mentee.

 **Note to Instructor:** Have participants turn to page 18 in their manual; share the learning objectives and review the goals at the top of page 18.

Interaction Techniques for Mentors

-  Remind participants that mentoring operates in behalf of capacity building. All interaction between mentor and mentee is dedicated to empowering and building skills and confidence in the mentee. All communication has to facilitate the goal of enabling the mentee to make sound judgements within international norms and standards and the laws of the country.
-  **Open/Closed Questions:** Ask if anyone can define the difference between open and closed questions. Ask why open questions are so important to mentoring. Get out that open questions ask: *how, why, please explain, please describe, give an example, or what would you do if*, and that these questions get the mentee to think. Distinguish that closed questions don't promote conversation but merely ask for a yes/no response or a specific "correct" answer. Indicate that closed questions

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are likely to make a mentee feel as if s/he is put on the spot and can make a mentee lose face if s/he does not have the right answer.

EX Open Questions *Have each participant write one open question and one closed question on page 18; call on various participants to read out open or closed questions.*

Negotiation/Conflict Resolution: Review the steps in negotiation on page 19 of the participant manual. Ask participants to give you a couple of examples of situations in which there might be a difference of opinion or even a conflict between a mentor and a mentee. Solicit examples like: your mentee is carrying a fully loaded AK47 in the police station house and its presence is a danger to everyone. Review the steps in negotiating and resolving conflict. In the case of the AK47 instead of you singling out your mentee, perhaps the two of you could discuss accidents that have occurred with loaded firearms in the station house that could have been avoided and what kind of rules the police officers might develop to prevent themselves from being inadvertently put in harm's way. Talk about your recognition of the officer's need to carry the loaded weapon outside the police station.

EX Negotiation/Conflict Resolution *Have tables of participants take 10 minutes to answer the exercise question on page 19. Take another 10 minutes to debrief the examples.*

Problem Solving/Trial and Error: Describe that the third communication technique is creating scenarios or cases for your mentee to talk through with you. An example of a case might be: your mentee takes over the front desk in the police station after being away for a long weekend. S/he is the most senior officer present. S/he finds that there are 5 prisoners in custody that were arrested and detained three days ago but only 2 of them have been entered in the log book. What might be some of the human rights violations involved and what are the issues involved around policy on arrest? What should your mentee do?

EX Problem Solving *Have tables of participants take 15 minutes to develop a scenario they might use with a mentor to elicit problem solving from the mentee in answer to exercise on page 20. Debrief.*

Active Listening/Reflection: Review the techniques involved in active listening on page 20. Ask everyone in the room to give you examples of how you know someone is not listening and what the impact is on a relationship between a mentor and mentee when the mentor is not a good listener.

Make sure that participants describe the non-verbal clues to listening: **eye contact, smiles, head nods, leaning in to the other**, and the verbal clues: **restatement of what the speaker has said, providing examples of what the speaker has said, agreeing with what the speaker has said, asking questions specific to what the speaker has said.**

Ask what the impact on a mentee is of a mentor who doesn't listen. Get out that the impact of a mentor who doesn't listen is that the mentee recognizes this, feels the disrespect and lack of involvement and is likely to feel that the mentor is only interested in what he/she has to say and not what the mentee has to say.

Take a fifteen minute break.

<p>Objectives Module Five: 200 Minutes</p> <p>Providing Feedback to the Mentee</p> <p>Mentors will explain why providing feedback is necessary/difficult.</p> <p>Mentors will distinguish between descriptive and evaluative language and why descriptive is essential and evaluative is to be avoided.</p> <p>Mentors will employ a 5 step model to coach a mentee that is likely to get positive results in reinforcing right behaviour and coaching to improve substandard behaviour.</p>	
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-  Explain that the most difficult communication skill is the skill of providing feedback to another person. Ask why this is so difficult. Make certain participants explain that the mentee can feel attacked or humiliated or conclude that the mentor does not like them, or that the mentor's criticism will injure their reputation.
-  Stress that providing feedback can lead to alienation and must be done with great delicacy if it is to reinforce the right behaviour and continue to build confidence rather than destroy it.

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- Ask why giving feedback is an essential part of mentoring. Make certain participants explain that unless someone knows what he or she is doing properly and where he/she needs development, there is little hope to improve substandard behaviour or reinforce the right behaviours.

 **Note to Instructor: Share the learning objectives.**

Descriptive versus Evaluative

- Provide definitions and examples of descriptive versus evaluative feedback on page 21. Solve the first problem together: It is E for evaluative. Rewritten it should say: “The meeting was supposed to be 1 hour but lasted 2 hours this morning. You didn’t have an agenda.” Ask participants to do the other 5 examples in their table teams and debrief. If time is short, distribute the exercise questions among the various tables. Allow 20 minutes for them to complete the examples.

Responses to Exercise:

1. This morning’s meeting went overtime by an hour and we did not cover the items on the agenda. (needs specifics)
2. You did not deliver the documents on Friday at 3:00 as you promised. (must have specific incident you personally know of, otherwise it’s gossip)
3. Your report was not only accurate, but I found the examples you provided gave the data real meaning. (specifies what was good about the work)
4. At Monday’s meeting you supplied 10 packets of information, but we had 15 participants; there was no one designated to take minutes for the meeting. Since this is your area of responsibility, you would probably benefit from creating a meeting planning checklist for the future to avoid missing elements. (provide specific example and remedy)
5. Descriptive
6. Descriptive

Coaching Feedback

- Walk the participants through the steps in the coaching model on page 22. Provide an example of using the coaching model.

Example

- Objective: Corrections officer mentee will use SOP of only carrying two sets of cell keys with him or her when entering the prison cells area.
- Mention the positive observation that the corrections officer has been establishing strong and predictable routines in the cell area and that as

a result you observe that prisoners seem calmer and the environment more secure.

- Refer to incident that occurred today in which you observed the corrections officer carried all the keys with him/her into the cell area. Ask the officer what potential danger that might create.
- Question him/her until he describes that if he were attacked and had all the keys the attackers could unlock all the cells and promote a complete prison break. Ask what the benefit of carrying all the keys might be. Get out that in fact it's more convenient not to have to keep going back to the office for more keys.
- Ask the mentee what he thinks he ought to do to ensure the security of the cells. Seek to get agreement from him or her that in future he/she will only carry two sets of keys and no more at one time.

EX Coaching Feedback *On pages 23-24 there are 10 role plays. Assign one role play to two or three participants so everyone is assigned to one role play. Use the list of OROLSI components participants are from that you made yesterday, so you can assign people to role play relevant to their expertise. Ask each team to prepare to demonstrate all the 5 steps including writing down the objective, the descriptions and the questions. Ask them to select one person to play the mentor and one to play the mentee. The mentee should try to be realistic. He or she is allowed to put up normal resistance that a mentee might. Give all teams 30 minutes to prepare their role play.*

Draw out from participants and put on the chart a list of possible resistances to feedback. When people are resistant to feedback they may: defend themselves, become belligerent, agree easily but not truly just to end the conversation, indicate they don't know what you're talking about, cry, blame others, or accuse you of not liking them. Get out all these examples on the chart and encourage people playing the role of the mentee to use these, but to be realistic.

Take a one hour lunch break.

After lunch hear out the 10 role play scenarios. Provide and encourage participants to provide feedback on the use of the 5 steps, the communication techniques of the mentor in the role play and the quality of the agreement at the conclusion of the exchange.

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In providing feedback during the role play:

Facilitator can stop the role play if things are going the wrong way or when there is a teachable moment. Key points to reinforce:

- *Mentor should observe body language of mentee*
- *Mentor should open with a relevant positive comment for balance*
- *Mentor should limit the number of negative points/incidents to one*
- *All references should be recent*
- *Mentee must agree that there is a problem or role play cannot go forward*
- *Mentor must get a contract with mentee that is explicit about what change in behaviour the mentee will demonstrate*
- *Mentor should use language that is descriptive, not evaluative*
- *Mentor's tone should be one of joint problem solving*
- *Mentor should not approach a problem unless they have a possible solution in mind for fixing it*
- *Mentor must get mentee to speak at least half the time, otherwise there is no communication taking place*
- *Mentor should use open questions and adopt a collaborative and problem solving modality*

Take a fifteen minute break.

Complete the role plays. Make sure participants provide feedback.

<p style="text-align: center;">Objective Module Six: 30-60 Minutes</p> <p style="text-align: center;">Recap and Review</p> <p>Participants will recap and review what they have learned by answering questions about mentoring best practices.</p>	
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EX Recap and Review Ask participants to turn to pages 25-26 of the participant manual and answer the questions on best practices. Give them 30 minutes. Spend 30 minutes debriefing the answers. If time is short assign 4 questions per group.

Solicit feedback from participants by asking them to fill out and give to you page 27 in their manual.

ANNEX I

Overview of Course Development and Content Objectives

Methodology: The course methodology reflects 5 key considerations.

- **Best Practices:** The training programme is designed to foster all the relevant planning, communication and evaluation skills and best practices specified repeatedly by interviewees and document review.
- **Adult Learning:** The training programme is designed to model the same adult learning practices that we are asking mentor/advisers to apply in their mentoring/advising.
- **Confidence Building:** The training programme is designed to build mentor/adviser confidence because participants get a chance to demonstrate each of the skills they are building and get feedback on their performance in the training.
- **Horizontal Influence:** The training programme is designed so small teams of participants work together. This design enables those who have more experience or aptitude for mentoring and advising to elevate the skills of their colleagues through solving case studies and answering questions together. It also permits the more experienced participants to positively influence the attitudes of fellow participants.
- **Integrated OROLSI:** The training programme is designed so all OROLSI components will take it together as a heterogeneous group.

The Objectives: There are 9 objectives.

Participants will:

1. **Define the diversity of mentees; list the key components of mentoring content and support. (30 minutes)**

Very few donor states provide pre-deployment training for civilian international officers who will be mentor/advisers. During mission specific induction mentor/advisers need to develop realistic expectations about who they will be mentoring and what the components of mentoring/advising should ideally include: practical information and skill, international standards, networking opportunities, career development and process skills such as problem analysis and risk assessment.

2. Explain the adult learning continuum and respond to questions about adult learning that reflect how to employ it. (70 minutes)

The definition of mentoring and advising in practical application in missions runs along a continuum. At one extreme, in missions where UNDPKO has an executive mandate and the mentee has had no formal training or experience in the discipline the mentor/adviser is demonstrating and training. At the other extreme, for example in demining in Afghanistan, mentees may have a decade of experience in the field and mentor/advisers are more of a resource and a collaborator.

The goal for all is capacity building and, as such, we are always moving in the direction of the mentee's greater independence in informed decision making and action. The importance of this section is for mentor/advisers to identify where their mentee or mentees are in the continuum at any given time and to be flexible within the UN's mandate to provide the support to the mentee that he or she requires. In this module we also apply the 7 tenets of adult learning such as building on adult experience, motivating the adult learner and overcoming resistance to change.

3. Establish the right mentoring relationship. (60 minutes)

All experienced OROLSI mentor/advisers agree that a trusting relationship is at the heart of any successful mentoring relationship. Nothing was stressed more. It is all right to say this, but how do we create this relationship? Participants in the training get a chance to role play what they would say to very different mentees in the first meeting to get off to the right start.

4. Demonstrate sensitivity to cross cultural communication. (30 minutes)

Many express deep concerns that too many mentor/advisers have little understanding of the mandate of the mission they are in, or knowledge of the history of the country they are in, or clear understanding of the direction in which that country is going. Mentor/advisers cannot perform their function adequately or even legally without this information.

Just as important they run great risk of miscommunication at best and grave alienation at worst when they lack understanding of important cultural differences. I was told stories in which mentees refused to work with mentors they were assigned because they found them arrogant and insensitive to the

culture in which they were working. This component of the training assists mentor/advisers in identifying the contrast in cultural orientation and how it influences perceptions of value, time, communication, decision making, responsibility, etc. It further helps to identify the kinds of problems the mentor/adviser should seek to avoid and how to do this.

5. Use resources and questions to conduct a needs analysis. (90 minutes)

Before we can mentor or advise an individual or an institution we must diagnose what the person or institution needs. One size doesn't fit all. The warden of a penitentiary who had 9 years of corrections experience before civil war threw his country into chaos will have very different needs from an illiterate senior community leader who is a local judge. Before we can be a useful mentor/adviser we must work with the mentee to assess those needs, especially in terms of the felt priorities of the mentee and his or her institution. This module enables the mentor/adviser to identify where he or she can get information for an informal needs assessment, for example in handover documents where they exist, or by reviewing the daily sitreps, as well as to develop the right questions to use to engage the mentee to identify priority needs together.

6. Set SMART goals for mentoring. (60 minutes)

Once we establish mentee needs we require some way to focus on actually building capacity. SMART objectives identify the specific behaviours associated with demonstrating skill and competence in an area. Mentor/advisers learn to write these objectives and to use these as a tool to focus on the mentee's behaviour, not their own activity. SMART objectives also provide the mentor/adviser with a tool to report back to their mission superior on the progress of the mentee. SMART stands for specific, measurable, attainable, realistic and timed.

7. Demonstrate four techniques for mentoring interaction. (100 minutes)

EQ, emotional intelligence, demonstrated through excellent communications skills is the centerpiece of effective mentoring. The programme highlights and provides practice in the four skills most described as key to success: the use of open questions; negotiation and conflict management; the joint problem solving approach; and active listening. Refining and using these skills is a cornerstone of the programme.

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8. Demonstrate using a 5 step coaching model and employing descriptive language. (200 minutes)

No skill is more difficult to use wisely than providing coaching feedback. It is essential to assist the adult learner in assessing his or her behaviour in any given situation in order to strengthen capacity. In all OROLSI components the mentor/adviser supports the mentee in internalizing and applying international standards of practice.

All of us shrink from providing feedback that is anything but highly positive because we rightly fear doing injury to the relationship and to the self confidence of the other. The programme devotes 3 hours to the practice of providing coaching feedback without alienating. Every participant will get a chance to role play and receive feedback on how he or she could use the coaching feedback opportunity to build the relationship with the mentee while helping the mentee evaluate his or her progress.

9. Apply all you learned to answer questions on mentoring best practices. (30-60 minutes)

To provide a summary for all that has been learned and to reinforce the learning, the last module is a 15 question test that teams of people will answer together. The test specifies the 15 most commonly stated best practices in mentoring that surfaced through the document review and interviews. The questions specifically ask participants how or why they will apply these best practices.