

Mentoring and Advising

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Preparatory Notes to Instructor

Background

In the context of post-conflict societies, United Nations Peacekeeping Operations are frequently mandated to assist in the reforming, restructuring and rebuilding of law enforcement agencies. A substantial part of this process is, amongst others, the interaction between UN Police and the host country police in order to achieve defined objectives.

Due to the conflict, the population generally has little or no confidence in the capacity of the State to provide for their individual safety and security. Effective law enforcement not only restores public law and order but also assists in re-establishing the confidence of the population in the capacity of the State to govern. Crucial to this confidence-building are the activities of mentoring, advising and training the host country police, in particular with respect to lawful, effective law enforcement.

Aim

To provide participants with:

- a clear understanding of the basic concepts and strategies of mentoring and advising in support of the reforming, restructuring and rebuilding process of the host country law enforcement agencies

Learning Outcomes

On completion of Mentoring and Advising Module, participants will be able to:

1. Define mentoring and advising
2. Outline the aim of mentoring and advising
3. List the objectives and skills needed for mentoring and advising
4. Explain the role mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies
5. Apply mentoring and advising activities in an exercise

At the end of the module participants should understand the overall process of mentoring and advising of law enforcement personnel and agencies in a post-conflict environment.

Training Sequence

The material contained in this module could be delivered over one or two training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national

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training requirements and reflect the subject matter comprehension level of the students.

This module should be delivered in conjunction with or with due attention to the modules on Human Rights, Community Based Policing, Respect for Diversity, Child Protection and Women, Peace and Security.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
70 minutes	25 min	15 min.	30 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
45 min	as needed		45 min.

Methodology

This module provides an overview of the overall task of mentoring and advising in support of the reforming, restructuring and rebuilding of law enforcement agencies and lays the groundwork for further modules on specific tasks and phases of the process.

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

- Definition of mentor and advisor
- The role of UN Police as mentors/advisors
- Objectives of mentoring/advising
- Mentors'/Advisors' tasks and skills
- Feedback
- Learning Outcome Assessment
- Summary

* **Please Note:** It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In

either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in mentoring and advising, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- UN Police Handbook
- Handbook on United Nations Multidimensional Peacekeeping Operations, Peacekeeping Best Practices Unit, Department of Peacekeeping Operations, United Nations, December 2003, pp. 85 – 94.
- United Nations Civilian Police Principles and Guidelines

General Preparations

Equipment:

1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart

Materials:

1. Copies of handouts...etc.

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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.)

Session Notes

Mentoring and Advising	Slide 1
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Note to Instructor: Give the participants a brief explanation why they should pay special attention to this module. Refer to: *Background in the Preparatory Notes to the Instructor*

Aim	Slide 2
<p>The aim of this module is to provide participants with a clear understanding of the basic concepts and strategies of mentoring and advising in support of the reforming, restructuring and rebuilding processes of the host country law enforcement agencies.</p>	

Learning Outcome	Slide 3
<p>On completion of the module, participants will be able to:</p> <ul style="list-style-type: none"> • Define and distinguish mentoring and advising • Outline the aim of mentoring and advising • List the objectives and skills needed for mentoring and advising • Explain the role mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies • Apply mentoring and advising activities in an exercise 	

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Structure of the Presentation	Slide 4
<ul style="list-style-type: none">• Definition of mentor and advisor• The role of UN Police as mentors/advisors• Objectives of mentoring/advising• Mentors'/Advisors' tasks and skills• Feedback• Learning Outcome Assessment• Summary	

Strategic Mission of UN Police	Slide 5
<p>Building institutional police capacity through:</p> <ul style="list-style-type: none">• Reforming and Restructuring, Rebuilding and Strengthening Institutions• Executive Law Enforcement• Electoral Assistance• Disarmament, Demobilization and Reintegration• Public Education and Information• Mentoring and Advising, Training and Skills Transfer• Community-Based Policing	

 UN Police responsibilities encompass a wide range of activities that can be broadly categorized as mentioned on the slide above in order to build institutional police capacity.

 **Note to Instructor:** *The role as mentor and advisor is manifested as core UN Police task (see Chapter 2.2 of the UN Police Handbook).*

Definitions	Slide 6
<p>Mentor</p> <ul style="list-style-type: none">• A wise trusted counselor or teacher <p>Advisor</p> <ul style="list-style-type: none">• An expert who proposes solutions to a problem	

-  As these definitions demonstrate, mentoring should not be confused with advising. Advising is typically a short-term relationship aimed at “directing” solutions to individual problems in a longer term development process. In contrast, mentoring is a more comprehensive, long-term, one-on-one relationship between a more experienced professional and a less experienced individual. Mentoring is a developmental mechanism involving counselling, guidance, instruction and a mixture of personal and professional growth. An advisor might or might not be a mentor, depending on the quality of the relationship.
-  Mentoring is a way of encouraging professional growth. It is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person. The mentor provides advice on how the mentee can develop his or her skills, competencies, knowledge, and experience in order to improve their professional performance.
-  UN Police perform both mentoring and advising roles, depending on the needs of the mission and the context of the process and/or individuals being assisted.

Key Skills and Competencies of a Mentor/Advisor <ul style="list-style-type: none"> • Interpersonal competency • Management/leadership skills • Negotiation/mediation skills 	Slide 7
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-  Despite the differences in mentoring and advising similar skills and competencies are needed to fulfil the tasks.

 **Note to Instructor:** *Brainstorm with the participants which skills and competencies a mentor and an advisor needs. Collect the results of the participants on a flipchart and complement it with the expected outcome.*

 **Expected Outcome:**

Mentors/Advisors should be:

- Reliable
- Committed
- Lead by example
- Knowledgeable
- Competent
- Professional

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- Motivating
- Responsible
- Responsive
- Solution orientated
- Encouraging
- Fair
- Impartial

And be able to:

- Assess
- Evaluate
- Define and set goals
- Set timelines
- Define performance indicators
- Share ideas
- Advise
- Follow up
- Think strategically

Phases in Mentoring	Slide 8
<ul style="list-style-type: none">• Phase 1 – Forming a Partnership• Phase 2 – Establishing Trust• Phase 3 – Challenging for Professional Growth• Phase 4 – Sustaining and Nurturing the Relationship	



Learning Activity: Phases in Mentoring

The purpose of this group discussion activity is to raise the participants' awareness of the different phases a mentor/advisor should be aware off, in order to build capacity.



Learning Activity Time Required:

	5 minutes	for activity introduction and instructions
	10 minutes	for work small groups discussions
	15 minutes	for small group reports in large group*
Total time:	30 minutes	*total time dependent number of groups



Activity Guidelines:

1. Divide the participants into four groups.
2. Ask the participants to list activities a mentor/advisor should perform during the different phases.
3. Ask the participants to present their results in the plenary.
4. Compliment the results with the expected outcome



Note to instructor: You may want to include the following points as a handout or write them up on flipcharts.



Expected Outcome:

1. Phase 1 – Forming a Partnership
 - Understand and respect culture, beliefs, and the history of the host country police force
 - Get to know each other as individuals and develop a foundation for the partnership
 - Keep professional distance
 - Listen to the needs and expectations of the mentee
 - Develop a common set of expectations
 - Initiate an open and honest approach of communicating
 - Develop goals
2. Phase 2 – Establishing Trust
 - Probe for information that will be useful in order to develop trust
 - Develop a style of problem-solving
 - Provide feedback — positive and constructive — that helps the mentee grow

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- Keep commitments/promises
 - Share your personal experiences that are relevant to the discussion but always be aware that what works in your country might not work in the host country
 - Maintain confidentiality
 - Offer the right help at the right time
 - Problem-solving orientated
3. Phase 3 – Challenging for Professional Growth
- Jointly identify ways that can broaden his/her experiences
 - Discuss what's working and not working
 - Find ways to improve the way you work together
 - Challenge the mentee when his/her actions are leading to negative consequences
 - Explore how he/she may change attitudes/behaviour to better achieve the set goals
 - Be open to feedback on your performance as a mentor
 - Give responsibilities
4. Phase 4 – Sustaining and Nurturing the Relationship
- Review lessons learned in relationship
 - Reinforce positive actions taken
 - Support the mentee in taking the initiative to gather information from a variety of sources
 - Celebrate progress and growth of the relationship

Objectives of Mentoring	Slide 9
<ul style="list-style-type: none">• Create positive attitude• Develop professional skills• Prepare for higher responsibilities• Reinforce training and delivery of democratic police service• Reinforce democratic principles of policing	

🗨️ Objectives of Mentoring

- Among the tasks of UN Police, changing the attitude and behaviour of host country police is the most important objective of mentoring/advising as well as the most difficult one.
- It is essential to emphasise that the participants themselves are to apply the UN core values (integrity, professionalism, respect for diversity) in order to achieve these objectives. Leading by example is crucial!
- Changes in attitudes, professionalizing the police officers and a fostering of “pride in the uniform” enable the police to become more effective and efficient within their communities. Additionally, the compliance with international standards for democratic policing rebuilds the confidence of the population in law enforcement agencies.
- One of the most important principles of mentoring/advising is to promote “policing as a service”, which is unusual for local police in post-conflict societies. “Policing as a service” stands for a responsive, representative and accountable police.
- In the democratic model of policing the following prevails:
 - Power held by many
 - Equality before the law
 - Enforcement of the law
 - Service to the community
 - Honesty and accountability
 - Confidence in policing
 - Respect for policing
 - Support from the community
 - Partnership with the community

Objectives of Advising	Slide 10
<p>Assisting by proposing solutions in the context of a broader development process, including:</p> <ul style="list-style-type: none"> • Organisational issues • Administrative issues • Operational issues 	

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🗨 Objectives of Advising

- In addition to the above mentioned objectives of mentoring, advising is focusing on the institutional side in terms of bringing about organisational, operational and tactical changes.
- Reforming, restructuring and rebuilding the host country police in order to strengthen their capacity and to establish democratic standards and guidelines is crucial for the success of a peacekeeping operation.

Duties and Responsibilities	Slide 11
<ul style="list-style-type: none">• Assist, train, mentor and advise as appropriate• Search for solutions• Ensure compliance with International Policing Standards• Evaluate performance• Document and report through UN Police chain of command	

🗨 Duties and Responsibilities

- The main goal of mentoring and advising host country police is to enhance competency and capacity as well as to strengthen police services by bringing about change.
- Search together with your mentee for solutions and ensure that he/she is complying with international policing standards.
- Evaluate his/her performance, document and report it through the chain of command of UN Police.

Do's	Slide 12
<ul style="list-style-type: none">• Set achievable goals and timelines• Share experiences• Enable officer to perform• Facilitate independent action• Encourage decision making• Emphasise the success• Discuss the ways to improve	

 **Note to Instructor:** After going through the slide, brainstorm with the participants the Don'ts in mentoring/advising and complement with the expected outcome.

You may want to include the following points as a handout or write them up on flipcharts.

 **Expected Outcome:**

- Do not “rescue” officer by doing his work
- Avoid acting as a “know-it-all” person
- Do not become only a friend rather than a mentor
- Do not only criticize, but provide positive and useful feedback
- Do not discourage the officer when he/she failed

Giving Feedback	Slide 13
<ul style="list-style-type: none"> • Honest and Positive • Timely and Specific • Describe behaviour • Only criticise things that can be changed 	

 Feedback rule: POSITIVE – NEGATIVE - POSITIVE

Feedback should:

- Give praise for things that went well
- Refer to concrete observable behaviour
- Only describe behaviour, avoid “analysing“, and don't make it personal
- First refer to positive observations, then turn to the negatives and conclude on an encouraging note
- Be constructive, give examples for a better way to act
- Be timely, give feedback as soon as possible
- Be specific, give examples of each point
- Only criticize things that can be changed
- Take a positive approach

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- Mentor should work closely with her/his officer providing her/him with a constant feedback. One cannot expect changes to happen in a short time.

Receiving Feedback	Slide 14
<ul style="list-style-type: none">• Listen• Don't justify• React constructively• Find solutions	

Receiving Feedback

- It is crucial that feedback should be given from both the mentor and the mentee! The above mentioned rules apply for both.
- First listen carefully to the observations without justifying, leave the criticism uncommented. After having listened, attempt to find a solution in order to be better prepared for a similar situation the next time and only comment if you feel the criticism was unjustified.

Summary of Key Messages	Slide 15
<ul style="list-style-type: none">• Impact of mentoring/advising on reforming, restructuring and rebuilding the host country police• Four phases of mentoring/advising• Key skills of mentors/advisors	

 **Note to Instructor:** If time allows divide class in three groups and hand out the activity/case studies in the Optional Learning Activity:

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. What is mentoring and advising?
2. What is the aim of mentoring and advising?
3. List the objectives and skills needed for mentoring and advising.
4. What role does mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies?
5. What are the Do's and Don'ts in Mentoring and Advising?
6. List feedback rules.



Expected outcome

1. Mentoring and advising are:
 - Mentor: A wise trusted counselor or teacher
 - Advisor: An expert who proposes solutions to a problem
2. The aim of mentoring and advising is:
 - Mentoring is a way of encouraging professional growth. It is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person. The mentor provides advice on how the mentee can develop his or her skills, competencies, knowledge, and experience in order to improve their professional performance.
 - Advisors are more focused on the assistance of leaders and managers to further develop and improve the host country law enforcement agencies. Although similar skills and competencies are needed for both mentoring and advising, the latter is mainly performed on a more strategic level in order to enhance the host country law enforcement agencies.

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3. The objectives and skills needed for mentoring and advising are:

Objectives of mentoring

- Create positive attitude
- Develop professional skills
- Prepare for higher responsibilities
- Reinforce – training and delivery of democratic police service
- Reinforce democratic principles of policing

Objectives of advising: Assisting by proposing solutions in the context of a broader development process, including:

- Organisational issues
- Administrative issues
- Operational issues

Skills needed: Mentors/Advisors should be:

- Reliable
- Committed
- Lead by example
- Knowledgeable
- Competent
- Professional
- Motivating
- Responsible
- Responsive
- Solution orientated
- Encouraging
- Fair
- Impartial

And be able to:

- Assess
- Evaluate
- Define and set goals
- Set timelines
- Define performance indicators
- Share ideas

- Advise
 - Follow up
 - Think strategically
4. The role mentoring and advising plays in the process to reform, restructure and rebuild law enforcement agencies is:

The main goal of mentoring and advising host country police is to enhance competency, capacity and to strengthen police services by bringing about change. Changes in attitudes, professionalizing the police officers and a fostering of “pride in the uniform” enable the police to become more effective and efficient within their communities. Additionally the compliance with international standards for democratic policing rebuilds the confidence of the population in law enforcement agencies.

One of the most important principles of mentoring/advising is to promote “policing as a service”, which is normally unusual for local police in post-conflict societies. “Policing as a service” stands for a responsive, representative and accountable police.

In the democratic model of policing the following prevails:

- Power held by many
 - Equality before the law
 - Enforcement of the law
 - Service to the community
 - Honesty and accountability
 - Confidence in policing
 - Respect for policing
 - Support from the community
 - Partnership with the community
5. The Do’s and Don’ts in Mentoring and Advising are:

Do’s

- Set achievable goals and timelines
- Share experiences
- Enable officer to perform
- Facilitate independent action
- Encourage decision making
- Emphasise the success

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- Discuss the ways to improve
- Assist in planning the career of officer

Don'ts

- Do not “rescue” officer by doing his work
- Avoid acting as a “know-it-all” person
- Do not become only a friend rather than a mentor.
- Do not only criticize, but provide positive and useful feedback
- Do not discourage the officer when he/she failed

6. The feedback rules are:

- Honest and Positive
- Timely and Specific
- Describe behaviour
- Only criticise things that can be changed
- Give praise for things that went well
- Refer to concrete observable behaviour
- Only describe behaviour, avoid “analysing“, and don't make it personal
- First refer to positive observations, then turn to the negatives and conclude on an encouraging note
- Be constructive, give examples for better way to act
- Be timely, give feedback as soon as possible
- Be specific, give examples of each point
- Only criticize things that can be changed
- Take a positive approach



Optional Learning Activity: Role Plays

The purpose of this group activity is for the participants to identify difficulties and problems in mentoring/advising through role plays. The three exercises are: Difficulties in Mentoring/Advising, Positive and Negative experience, and Feedback Rule.



Learning Activity Time Required:

10 minutes	for activity introduction and instructions
15 minutes	for work small groups discussions: exercise 1
20 minutes	debrief in the large group*
Total time: 45minutes	*total time dependent number of groups



Exercise 1: Positive and Negative Experience



Activity Guidelines:

1. You have probably been mentored / advised by one or more people but may not have recognised it. Look back and identify one person who you think was a good mentor / adviser and another who you think was a bad one.
2. Give reasons for both cases.



Expected Outcome:

The below mentioned points are only meant as examples and should complement the outcome of the participants.

For the positive experience the mentor/advisor:

- Set achievable goals and timelines
- Shared experiences
- Enabled the officer to perform
- Facilitated independent action
- Encouraged decision making
- Emphasised the success
- Discussed ways to improve

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- Assisted in planning the career of officer

For the negative experience the mentor/advisor:

- The mentor/advisor didn't do the above mentioned actions
- Did the work him/herself
- Was a "know it all" person
- Was more a friend than a mentor
- Only criticised, no encouragement
- Feedback was personal

Exercise 2: Difficulties in Mentoring/Advising

Activity Guidelines:

1. Think of problems that might arise in a mentoring / advising partnership.
2. How would you address difficulties?

Expected Outcome:

The below mentioned points are only meant as examples and should complement the outcome of the participants.

Problems:

- Past experiences of UN Police
- Seemingly lack of results
- Lack of motivation
- Political interference
- Cultural aspects, religion, ethnicity
- First "bad" impression
- UN Police feeling superior
- Broken promises
- Lost credibility
- High turn-over of UN Police

How to address:

- Proper introduction
- Explain mandate and role of UN Police
- Active listening

- Demonstrate a sincere interest
- Seek agreement on how to do business
- Demonstrate knowledge and respect of host country, demographics, legislation, culture

Exercise 3: Feedback Rule

Activity Guidelines:

1. You are a mentor and this situation involved your officer:

During one night patrol with two host country police officers in a dangerous part of the city, two young men from a local gang harassed a young woman in the street. The police officers stopped them and started to interfere verbally in order to solve the situation. In the beginning they stayed calm and tried to convince the young men to let off the young woman. When the young men started to offend and insult the officers, they got agitated but still tried to keep calm. But when the young men started to push the officers, they themselves became rude and even started to hit the young men with their batons.

2. How would you give feedback to the officers?

Expected Outcome:

Assess performance in role play on the basis of feedback rules:

Feedback rule: POSITIVE – NEGATIVE - POSITIVE

Feedback should:

- Give praise for things that went well
- Refer to concrete observable behaviour
- Only describe behaviour, avoid “analysing“, and don’t make personal comments
- First refer to positive observations, then turn to the negatives, conclude on an encouraging note
- Be constructive, give examples for better way to act
- Be timely, give feedback as soon as possible
- Be specific, give examples of each point
- Only criticize things that can be changed
- Take a positive approach