

**Mentoring and Advising for OROLSI
Components**

A Two Day Course

Participants Manual

May 2012

Agenda Day One

Introductions	(30 minutes)
Module One	Who is the Mentee; What can Mentoring Provide; The Adult Learning Continuum; Questions on Adult Learning
Module Two	Establishing the Mentoring Relationship; Cross Cultural Communication
Lunch	(60 minutes)
Module Three	Needs Analysis; SMART Objectives

Day Two

Module Four	Interaction Techniques for Mentors
Module Five	Descriptive vs. Evaluative Language; Coaching Feedback
Module Six	Applying What You Learned to Mentoring Best Practices

Objectives Day One

At the conclusion of this programme participants will:

1. Define the diversity of mentees; list the key components of mentoring content and support. (30 minutes)
2. Explain the adult learning continuum and respond to questions about adult learning that reflect how to employ it. (70 minutes)
3. Establish the right mentoring relationship. (60 minutes)
4. Demonstrate sensitivity to cross cultural communication. (30 minutes)
5. Use resources and questions to conduct a needs analysis. (90 minutes)
6. Set SMART goals for mentoring. (60 minutes)

Day Two

7. Demonstrate four techniques for mentoring interaction. (100 minutes)
8. Demonstrate using a 5 step coaching model and employing descriptive language. (200 minutes)
9. Apply all you learned to answer questions on mentoring best practices. (30-60 minutes)

A fifteen minute break is provided in the morning and in the afternoon

MODULE 1: Who is the Mentee? What can Mentoring provide?

Exercise: In your table teams take fifteen minutes to answer the following questions. Appoint a timekeeper and a spokesperson for your team.

- (1) What is likely to be the broad diversity of education and professional skill levels you will find among mentees, in any discipline, across a mission?

- (2) Give two examples of very different mentees you might be assigned to with respect to their education, experience and skill.

- (3) How should your mentoring be influenced by the education and skill level of your mentee? How should it not be influenced?

- (4) In addition to practical information and skill, what else should a mentor provide to a mentee?

- (5) What if you are not assigned to a mentee but are assigned to an institution such as a prison or a police station and you work with several mentees or various mentees as opportunities arise? How can you ensure your mentoring provides added value?

Who is the Mentee?

The description of a mentee's experience, education and skills varies greatly. Below are a variety of examples to demonstrate. Remember that the mentee is in his or her home country and always brings the tremendous advantage of all the knowledge and experience of the home country to the mentoring relationship.

SSR: Your national counterpart can be a high level, highly educated staff member in the President's Office or in the Ministry of the Interior and be developing SSR policy for the country. Your counterpart can also be a gang member or leader who is in the bush and who you are conferring with to demobilize and disarm.

Justice: Your national counterpart can be an Oxford University educated judge at the national level or an illiterate senior community leader who is a local judge. Your counterpart may be a prosecutor with local high school education.

Corrections: Your national counterpart can be a decommissioned militia who speaks his or her local language and who has no prior penitentiary experience. Your counterpart may also have been the experienced and trained head of the largest prison in the capital, but hasn't worked at that job for years because of the unrest in the country.

Police: Your national counterpart can have 6 months of formal training or no formal training in the national police academy.

What can Mentoring provide?

Practical Information and Skill: Assist the individual with practical information and skills in their specialty

International Standards: Provide access and enhance compliance with UN international standards including human rights norms applying to corrections, police and other security forces working in the host country

Networking: Provide introductions to national and international colleagues

Career Development: Assist in defining career progress and developing professionalism

Process Skills: Promote skills in problem analysis and solution; skills in risk and reward assessment

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The Adult Learning Continuum

DEMONSTRATE/TELL

Trainer: Provides knowledge and skill transfer

“Here’s what to do and how to do it.”

The trainer is the expert. The trainer knows a great deal and the learner is new to the subject.

TELL/ASK

Advisor: Provides a variety of recommendations to solve a problem

“Here’s how to achieve the goal you (the mentee) have set.”

The advisor is an expert. The learner sets his or her own goals.

ASK/TELL

Coach: Provides feedback on specific performance

“Here’s the part that is working and here’s how to improve even more.”

The coach is sometimes a trainer, a counselor, or a mentor. The learner is doing the work but seeking feedback to improve his or her performance.

ASK

Mentor: Fosters skills, performance, career development and professionalism.

“What will be the consequences of each of these alternatives you described?”

“How can I help you achieve what you are trying to do?”

The mentor is a resource as well as a counselor.

IMPART INFORMATION/DEMONSTRATE SKILL (Train)

SUGGEST SOLUTIONS (Advise)

FOSTER PROBLEM SOLVING (Coach)

SUPPORT DECISION MAKING (Mentor)

GOAL: As a mentor you are always trying to move away from DEMONSTRATE/TELL and towards ASK.

Questions About Adult Learning

Exercise: In your small team please answer the questions below. Take 20 minutes. Appoint a time keeper and a new spokesperson for your team.

1. What is the goal of adult learning?
2. How do we use an adult's prior experience when we are mentoring him or her?
3. As mentors how can we motivate adult learners?
4. In offering advice or information what do we mean by "less is more"? How does this relate to our mentor/adviser role?
5. Why might a mentee be resistant to learning, and how would it be demonstrated? How should you deal with resistance?
6. How might you use trial and error as a mentor without encouraging serious error on the part of the mentee?
7. How will you use feedback for mentoring?

Concepts in Adult Learning

The Goal: The ultimate goal of adult learning is to change attitudes and behaviour to conform to a pre-determine set of agreed on attitudes and skills.

Socratic Questions: We build from what the mentee already knows by asking questions proceeding from the known to the unknown. Start with questions that the mentee can answer and proceed to more and more complex questions. Build from what the mentee already knows to the unknown. For example: (1) Why do we interrogate eye witnesses at the scene of a crime? (2) What steps must we take to ensure that the interrogation will be acceptable evidence if a trial should become necessary?

Motivation: Adult learners want to understand WIFM—what's in it for me. We need to show the adult learner that as a result of the mentoring his or her career will benefit or job will be made easier.

Less is More: Mentees in UN missions say the biggest fault they find is that mentors talk too much. The goal of great mentoring is not to show how much the mentor knows, but to benefit the skills and behaviours of the mentee. Ask more, talk less, and listen constantly.

Resistance: Resistance can occur: when the mentee perceives that his superior is not in favour of the mentoring; the mentee experiences the mentor as condescending; the mentee experiences the mentor as not having a practical approach in the local context; the mentee may feel the mentor is only located in the setting for a short time and doesn't have real commitment. Resistance may be evidenced if the mentee comes late or not at all to meetings or does not comply with assignments or requests from the mentor. In instances where the mentee feels he is superior in rank to the mentor, mostly evident in instances of uniformed personnel, there may be resistance. The mentee may hesitate to take advice, even if it is useful. This can also occur when a mentor is not a role model: when he/she appears unkempt or lacks adequate knowledge. Age difference can also play a role in resistance to learning.

The mentor should try to understand what is causing the resistance to eliminate it. Sometimes the mentor must seek to understand resistance that is brought on by cross cultural issues of age, gender or rank. The mentor will want to speak with the mentee about the issue to see if he or she can eliminate the problem and reaffirm the relationship. The mentor can reduce resistance by: signaling the mentee that he/she understands and is respectful of cultural differences; addressing the immediate and practical needs and concerns of the mentee in the

daily work situation; stressing the WIFM (what's in it for me) that the mentor can supply—networking, career advice, confirmation; by demonstrating clear interest in the mentee; by occasionally bringing a coffee or treat for the mentor and mentee to share to demonstrate companionability if that feels comfortable to the mentor.

Trial and Error: Most people learn through trial and error. Since there can be serious repercussions if a national makes an error in their work, it is useful for the mentor to anticipate problems and crises and raise and discuss alternative approaches and consequences with the mentee in advance of crisis situations.

Feedback: If we cannot evaluate the result of our behaviour we cannot improve it. The best mentors establish on-going opportunities to provide mentees with the chance to evaluate their own performance. Mentor feedback should include positive feedback as well as development and build the mentee's confidence.

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MODULE 2: Establishing the Right Mentoring Relationship

Experienced mentors say that the best mentors— **Introduce self then...**

- Inspire trust in mentees
- Behave in an equal to equal manner
- Demonstrate knowledge of how to influence mentees
- Demonstrate leadership with the mentee
- Demonstrate cross cultural sensitivity
- Demonstrate respect for national sovereignty; uphold human rights standards and advise on human rights implementation in the local context
- Model ethics and professionalism
- Demonstrate a high level of expertise and experience
- Are able to translate their professional experience into the local context
- Clarify expectations from the start by jointly establishing ground rules
- Are experts in listening and in two way communication

Exercise

In your table team select any one of the three cases below. Work on it together and select one of you to present your result. You have 25 minutes. Decide:

- What you want to find out about the mentee
- What you want to share about yourself with the mentee
- What expectations/ground rules you hope to establish in the first meeting

Case (1) Police: You will be co-located with your mentee in his facility in the capital for the next 6 months. You will meet him for the first time today. You are a highly experienced senior police officer specializing in fighting organized crime. He is the senior officer in a new organized crime unit. You and he are fluent in two different languages but each of you speaks some French and a few words in the other's language. He is embarrassed at the lack of technology and technical skills available in his unit, and is worried that you will find this too primitive to fight the criminal element he must deal with. You have no translator with you.

Case (2) Corrections: You will be co-located for 12 months with your mentee, the warden in a penitentiary right outside the capital. You have been the warden of a prison in Canada, your home country. You have been given a tour of the facility and you have genuine concerns about human rights. Juveniles are in detention with adults; prisoners appear to have little food; you witnessed some potential over use of force with prisoners who were not resisting; conditions are overcrowded.

Case (3) Justice: This is your first meeting with your mentee, a human rights national staff, in a mission in West Africa. She came 30 minutes late and she has made 2 cell phone calls in the few minutes since she arrived. She expresses concern that human rights in her country are very different from your experience in your native Nepal, for example, so called "peaceful demonstrations" are a threat to law and order in her country.

Cross Cultural Communication*

The table below contrasts two different cultural orientations. When a mentor brings his or her cultural orientation to the relationship, and is insensitive to the mentee's, it is likely to create problems. Be aware of your own cultural biases.

<u>Cultural Orientation A (ex. Canada)</u>	<u>Cultural Orientation B (ex. Afghanistan)</u>
Individualist	Group oriented
Participative	Hierarchical
Comfortable with ambiguity	Desire for certainty
Achievement oriented	Quality of life oriented
Goal directed	Process oriented
Future/long term oriented	Present/short term oriented
Acts without supervision	Seeks supervisory direction
Takes responsibility for actions	Sees group as responsible
Expresses opinions freely	Reluctant to express opinions
Seeks rewards/recognition	Does not promote self
Tolerates mistakes as part of the system	Emphasizes saving face
Communicates directly	Promotes harmony/indirect

Exercise: In your small discussion group take 15 minutes to answer A, B, C:

- (A) List 2 cross cultural problems a mentor might encounter and state what he or she might do to minimize them with the mentee. (example, with good humour and respect talk about the difference in your views about timeliness; do this at the beginning of the relationship and talk about how to handle this to the satisfaction of both)
- (B) Which of these questions is most useful with a mentee from culture A; which with a mentee from culture B? Why?
 "What would you do in this situation?" _____
 "How have most officers handled that well?" _____
- (C) Decide what culture each of you comes from and how this influences your attitudes.

Pointers on using language assistants/interpreters:

Most translators are not professionally trained but are educated members of the community. They serve as your ambassador since they live in the community and are respected. Be cautious about security issues with your interpreter and be cautious to protect him/her from danger. Allow twice as much time as you normally would for the mentoring because of the need for translation.

Prepare your interpreter 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 to the interpreter in advance. 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.

*Based on EU Manual for Police in Afghanistan

MODULE 3: Needs Analysis

The needs analysis assesses the mentee's current skill level, attitudes and behaviour with regard to professional requirements, international standards, and local requirements. It identifies where the gaps are for the mentee or the institution.

Macro Level Needs Analysis: Before you can assist in building capacity to solve operational issues inside a national institution you will need to find out where the gaps are, what the current level of national expertise is, and what your national counterparts are seeking to accomplish. Institutional advisers won't be responsible for doing a needs assessment of the entire sector, but will need to research and rely on existing needs assessments. These advisers should use prior gap assessments to come up with a workplan. The plan should also be based on the needs that emerge in conversations with reps of the institution, national authorities and specific counterparts.

Micro Level Needs Analysis: If you are a mentor for an individual mentee, before you can assist in building the capacity of your mentee to solve professional problems and react according to international standards you will need to find out where the gaps are in his or her knowledge and skill, and what he or she is seeking to accomplish in the mentoring relationship. This can only be done by engaging the mentee in an assessment of his/her skills, and by assessing the environment that will support or prevent development of an increased range and depth of skill. You will need to develop an individual mentoring workplan for your mentee. If you are accustomed to using SWOT Analysis, you may want to work with the mentee to assess his/her Strengths, Weaknesses, Opportunities, and Threats with regard to current skills (strengths/weakness) versus the context in which the mentee needs to use those skills (opportunities/threats).

Prior to engaging with your host country counterparts and/or your individual mentee(s) obtain your mission mandate, Integrated Strategic Framework, Mission Concept, component work plan, and handover notes from prior mentors.

Tools for Conducting Needs Analysis

Use the following to conduct your Needs Analysis once you have established your credibility with your mentee and with his or her line manager.

- ✓ Review handover notes from prior mentor
- ✓ Conduct personal observation and ask questions
- ✓ Find out about repeated shortfalls, problems or complaints in the setting through existing records such as reports compiled by the human rights component of the mission or interviews and Daily Sitrep reports
- ✓ Interact with the community to get their perspective on problem areas
- ✓ Review performance evaluations of national officers where available
- ✓ Listen to the media
- ✓ Conduct a SWOT Analysis with the mentee to determine strength/weaknesses in his skill development and opportunities and threats that the environment presents in relation to using these skills
- ✓ Review the mentee's work plan if he/she has one

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Exercise: You are newly co-located in the same office with your national counterpart. You spent the first two days listening to and observing your mentee, getting to know your environment and getting to know one another as people. You want to establish objectives and a workplan for your mentoring relationship. In your team take thirty minutes to:

- (1) select either an imaginary Police or Corrections or Justice national counterpart for your mentee
- (2) list 4 important topics you and your mentee should explore in your field (these would likely be based on the handover notes, Sitreps or performance reports)
- (3) select one of the topics
- (4) write 4 questions you would ask your mentee to help you identify his or her level of achievement in this area
- (5) post your questions on a chart. Write large and in dark marker.

See the example below to help you with this exercise

- (1) Audience: any administrative function in any discipline
- (2) Four topics in administration: Information Management; Auditing; Procurement; Prevention of Corruption
- (3) Topic selected: Procurement
- (4) Sample Questions for Needs Analysis in Procurement
 1. What are the steps you currently take to procure a high value item?
 2. What challenges have you faced in implementing a standard procurement process with staff members?
 3. What record keeping is in place to monitor where you are in a procurement initiative?
 4. How do you identify and qualify approved vendors to procure from?

SMART Objectives

An excellent tool for you and your mentee to use to ensure you accomplish the goals you lay out for your relationship is SMART objectives. SMART stands for specific, measurable, attainable/realistic, and timed. You and your mentee will benefit if you have a SMART objective in mind for every mentoring exchange.

Once the needs/gaps are identified, we need to set objectives. The outcome of the objectives is to close the skill/knowledge gaps, which in turn will allow the mentee to get his/her work done.

In planning your work together follow this model with your mentee:

1. Define the skill/task/behaviour the mentee will need to demonstrate.
2. Define the standards for the required behaviour.

Examples

Task/Behaviour: The mentee will conduct productive weekly meetings with staff.

Standards: The meetings will accomplish predetermined goals in a specific time frame. They will update staff and solicit input to ensure understanding.

Task/Behaviour: The mentee will develop a standard interview for vetting prospective staff.

Standard: The questions will match information she is seeking in the profile for the job.

Use the following formula to write your SMART objective:

“The mentee will (specific action/behaviour)_____.” Incorporate some standard.

More Examples:

Situation: The corrections officer carries the keys to all cells with him or her when going into the cell block.

SMART objective: (Task/Skill and Standard) The corrections officer will establish a routine in which s(he) carries keys to not more than two cells any time s(he) is in the cell block to avoid the potential of a massive prisoner break.

Situation: The police officer incarcerates juveniles with adults in the local lock up.

SMART objective: (Task/Skill and Standard) The police officer will explain which prisoners must be segregated from adult male prisoners and why, and demonstrate how to do this in the present facility.

Situation: The procurement officer does not know how to prepare for an external audit.

SMART objective: The procurement officer will explain the goal of an external audit and be able to assemble a complete set of the documents required.

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Exercise: **Individually** pick 1 situation below and write 1 SMART objective. There could be several objectives for each, but you only need to write 1. When you are finished, critique all at your table and select one to share with all of us.

1. **General Procurement:** Your mentee's unit lacks SOPs or any audit function for procurement.
2. **General Administration:** Your mentee's unit in fleet maintenance lacks a plan for processing incoming fuel or a process to ensure accountability for the fuel.
3. **Police:** The Police Commissioner lacks a communications plan for communicating to local civil society that he is running a police "service" rather than a police "force."
4. **SSR:** Your ministerial staff member has no procedure for evaluating whether a policy is well written.
5. **Justice:** Prisoners are remaining for long periods of time in prison without being charged or coming before a judge because there is a shortage of local judges. There should be SOPs to follow in this situation.

Planning, Evaluating and Reporting

Follow the steps below to ensure high impact and enduring mentoring outcomes.

Step One: Identify Mentee Needs

List the topical areas in priority order that you and your mentee have targeted for your mentoring discussions and on the job training.

Step Two: Agree on SMART Objectives

Under each topic list the key SMART objectives you and your mentee should accomplish together in each topic. Focus these on behaviours for the job.

Step Three: Create a Work Plan

Create a workplan with activities, indicators, and budget implications for accomplishing the objectives you have mapped out together.

Step Four: Provide and Receive Feedback from the Mentee

Keep a journal of incidents and situations that your mentee was professionally involved in that were relevant to the skills and knowledge referenced in the objectives you have targeted together. Use these specific situations to provide coaching and reinforcing feedback to your mentee and illustrate and track progress.

Encourage the mentee to keep a log of his or her comments on the mentoring and on his/her progress, in particular what he/she is deriving from each session. Regularly request feedback from the mentee to get self evaluation from the mentee and to ensure that sessions are practical and sustainable, and that the relationship is satisfactory to the mentee. Seek feedback from the mentee.

Step Five: Provide Progress Updates to Your Mission Superiors

Use the objectives, the journal and results of your discussions during coaching feedback to make your progress reports on the mentoring to your superior. Instead of reporting on your activity, for example, "I accompanied the mentee to the crime scene," report instead on the mentee's behaviour. For example the report might state: "the mentee demonstrated comprehensive questioning of eye witnesses, obtained information on how to contact witnesses for future and follow up needs, and documented all information gathered according to standards. The mentee did not secure the information on returning to the station house."

Encourage opportunities for reporting to other relevant UN components. This will offer an opportunity to link and share experiences with other UN components and give them the chance to ask questions, provide feedback and ultimately engage mission continuous support.

From Needs Analysis to Work Plan

Area: Police

Function of Mentee: Traffic Officer

(1) Conduct Needs Analysis

Reviewed handover notes from prior mentor

Conducted personal observation of mentee's traffic management during two days

Discussed observations of knowledge, skills, best practices with mentee

Reviewed available records on traffic conditions, incidents

Conversed with supervisor of mentee about mentee's workplan and observations of mentee; reviewed performance evaluation or fitness report(s) where available

Followed media reports on community traffic and safety issues

(2) Identify Topics of Primary Concern

Traffic Management: traffic control, traffic investigations, escorting, road and traffic safety, road and traffic education

(3) Agree on SMART Objectives for Each Topic

(Sample for traffic investigations)

1. Mentee will be able to list, explain and apply the accepted legal framework for traffic investigations.
2. Mentee will demonstrate on the job all the steps in traffic incident investigation.
3. Mentee will describe the traffic related investigations most common in his/her precinct and why these are the most common.
4. Mentee will be able to correctly document and secure evidence taken at a traffic incident so that it can be used for prosecution where required.

(4) Create Work Plan to Achieve Each Objective

Objective

Demonstrate traffic incident investigation.

Method

Ask your mentee to observe another officer conducting an investigation and ask your mentee to evaluate the completeness. Provide mentee with corrections/additions and reinforcement of correct responses.

Accompany mentee to a traffic incident investigation. Observe his/her completeness, technique and securing of the information obtained.

Evaluation

Get mentee to self evaluate to determine his/her level of self confidence as well as the completeness of his/her understanding of the task. Provide your positive and corrective feedback to reinforce best behaviours and to highlight any changes that need to be made.

Work Plan Template

Area:

Function of Mentee:

(1) Sources Used for Needs Analysis

(2) Topics Identified as Primary Concern in Priority Order

(3) SMART Objectives for Topic #1

(4) Methods for Achieving Objectives for Topic #1

(5) Methods for Evaluating Objectives for Topic #1

MODULE 4: Interaction Techniques for Mentors

There are 3 levels of learning going from the easiest to the most difficult:
Basic recognition—I can pick out counterfeit currency from a stack of currency.
Total recall—I can recite the steps in the procedure for procurement of an item.
Judgment—I can decide on the best course of action to solve a problem, weighing the potential risks and rewards of each.

The goals of interaction with your mentee are to get him/her:

- To problem solve with you; this is fostering sound judgment
- To make judgments and explain the reasons for making these choices
- To assess the risks in taking a course of action
- To develop a variety of practical alternatives in dealing with a situation
- To develop self confidence in their judgment
- To do all the above in keeping with international and national standards

Technique One: Use of Open Questions

OPEN QUESTIONS: These are questions that get people to describe and discuss, make judgments, offer opinions, offer examples. Mentors must be very good at using open questions to probe information mentees have and often don't realize that they have from prior experience or observation of others.

Example: What benefits are there in keeping a single log book for entering all information about prisoners at the time of arrest and booking in the station house?

CLOSED QUESTIONS: These are questions that get people to provide a right or wrong answer. They don't promote thinking as much as they promote memorization. Closed questions run the risk of your mentee losing face if they give a wrong answer.

Example: What does the law state that permits you to impound a vehicle at the scene of a crime?

Exercise:

(1) Everyone on his/her own, write one open question and one closed question you might ask a mentee.

(2) Rewrite this closed question to make it open so you get maximum information from the responder and do not influence his/her point of view: "Was it raining at the time of the accident?"

Technique Two: Negotiation and Conflict Management

As a mentor you will sometimes need to negotiate with your mentee. Your mentee is another adult with their own set of opinions and ways of conducting themselves. You also may have cultural differences between you. It is imperative that you remember that your mentee is an expert in the culture and country in which he/she lives.

STEPS IN NEGOTIATION

1. Avoid making the differences between you into a win/lose situation. Win/lose means someone is right and someone is wrong. Much of the time this is not the case. A resolution of the difference does not have to be either that you are right or your mentee is right, but it can be some third alternative or some blended alternative. Let your mentee speak. Hear him/her out entirely. Paraphrase what he/she is saying to ensure you understand his/her point of view correctly. If incorrect information is provided, state the facts of the UN point of view. Do not argue.
2. Try to “enlarge the pie,” This means increase the number of optional solutions or ways of dealing with the situation and encourage your mentee to do the same thing. Often negotiation is best when it is looked at as joint, creative problem solving.
3. Look for parts of your mentee’s point of view that you can support and state your support.
4. Offer examples of your point of view that are most likely to get your mentee to agree.
5. If your mentee shows any increased agreement in the direction you want him or her to go, support this movement positively. Be positive in your acceptance of their movement toward your opinion.
6. If you cannot agree at all and there is no movement, go on to something else. Note your difference and agree to revisit the discussion at a future date. Do not spend all your time on an issue that is proving unproductive.

Exercise: Your mentee, who is the most senior police officer, does not demonstrate pride in the uniform he or she wears. He has altered his uniform to suit himself with personal articles of clothing, and his uniform is not well kept. This is influencing the way junior officers are wearing the uniform. How might you negotiate change in the right direction? What would you say at each step? Do as a table group.

Technique Three: Problem Solving and Trial and Error

Adults learn practical job related information and skill through trying out varied behaviours and seeing what works and what does not. Then, the next time they encounter the same situation, they get another chance to take an “educated” approach to solving the same problem. As a mentor you can be most useful in anticipating situations and discussing them in advance so the problem solving and trial and error behaviour occur before a real incident occurs.

CASE STUDY APPROACH: To provide opportunity for problem solving and trial and error before crisis occurs, you need to be able to invent real life situations and scenarios and ask your mentee to discuss various approaches he or she would take with them.

Exercise: As a group, develop a scenario (“what would you do if...”) that would elicit problem solving from a mentee. Pick any OROLSI discipline. (example: (1) A colleague of your mentee is putting pressure on him to award a contract to the colleague’s brother although the brother is not on any approved vendor list; (2) There is ethnic tension in a market and 2 vendors of different ethnicity are having a loud dispute; an angry crowd is gathering around them.) (3) You are investigating a traffic accident and the two parties involved plus the 2 eye witnesses all are telling conflicting stories about what happened.

Technique Four: Active Listening and Reflection

If you are really listening to your mentee you are doing each of the following:

- Listening without interruption
- Clarifying and confirming that you fully understand what the mentee is saying by repeating it and asking questions; this is also called reflecting back
- Looking at the mentee, not just listening; body language adds a great deal to understanding the message the other is sending
- Listening without judging what the mentee is saying; not being critical from the start

Demonstrating that you are truly listening to your mentee is critical in your relationship. Mentoring is a relationship between adults who show mutual respect and who each of much to contribute to the dialogue. Active listening demonstrates the mentor’s commitment to that process.

MODULE 5: Descriptive Versus Evaluative Language of the Mentor

1. Why is feedback an essential part of the mentoring relationship?
2. What are the pitfalls involved in providing feedback to your mentee about his or her professional conduct?

Descriptive Feedback states specific facts and gives examples. It does not judge the behaviour, it only describes it.

“In one place in the report you refer to the section of the law that applies as ‘Code 42356A, Manslaughter.’ In another section of the report you state that the code is ‘Code 56411A, Homicide in the Second Degree.’”

“Your uniform is perfectly complete and immaculate; you are a role model of professional appearance.”

“You did not take any notes when the eye witness provided her account of the robbery. You are depending entirely on your memory to provide her complete account when you return to the station house.”

Evaluative Feedback makes a judgment and generalizes about a behaviour as negative or positive.

“You made a mistake in the report. In one place you quote one number for the section of the law that applies to the indictment and then quote a different, wrong code in another part. They don’t reconcile. This misstatement won’t do.”

“You’re just great at dealing with the community!”

“I didn’t think you handled that prisoner’s outburst effectively.”

Exercise:

In the statements below decide if they are D for Descriptive or E for Evaluative. If the statement is evaluative, rewrite it to be descriptive.

1. “You didn’t do a very good job of conducting the meeting this morning.”
2. “I don’t know this about you myself, but some people have told me that they don’t want to work with you because they can’t count on you to follow through.”
3. “You do good work.”
4. “You’re not a very good planner.”
5. “When the Chief gave you those long instructions yesterday I noticed you didn’t write them down or repeat them back.”

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6. "Six of the ten warrants had information missing."

Coaching Feedback

Setting the Stage: Find a good place and time to give feedback. Start with a positive reference to the behaviour you will be mentioning. Focus on behaviour, never on the personality of the individual. Describe the impact of the behaviour. Reinforce good behaviour. Identify the behaviour that should change.

The Coaching Model

- Step 1:** Decide what the objective of the coaching is. What behaviour change are you seeking from the mentee? What do you want to get him to agree to?
- Step 2:** Refer to the specific behaviour/incident that demonstrated the need for this behaviour change.
The incident or condition must be recent and you must be factual. Speak without making judgments, but be honest and firm on principles.
Provide a balanced view of what's positive and of your concern.
- Step 3:** Ask open questions to get the mentee's point of view
Encourage self evaluation
Be patient; give the mentee time to think and then speak
- Step 4:** Encourage the mentee to provide an alternative approach
If the mentee can't, ask questions before providing alternatives
- Step 5:** Seek agreement on a preferred alternative approach
End on a positive note

Role Play

Exercise: You and your team will be assigned a role play scenario. Decide **what** you would say at each step and **how** you would say it and the questions you'll ask. One of you will play the mentee and one the mentor. The mentee should provide some resistance to be genuine.

1. **Police:** You accompanied two national police officers who you are mentoring when they went on a foot patrol in a dangerous downtown area in the capital. Outside a pub you three observe two civilian men with a woman who appears to be trying to get away from them. They are restraining her from leaving and she is calling out. Your two mentees go and speak with the two men asking them to let the woman go. The two civilians become very belligerent toward the two national police officers. One of the police officers begins to beat the men with a night stick, using excessive force and causing injury. Ultimately the woman leaves, one of the men, the more belligerent and beaten is taken into custody, and the other goes free. How would you provide coaching feedback to the national police officer around excessive use of force?
2. **Justice:** You helped secure the funds for a prison reconstruction project for the national civil servant you are mentoring who is in charge of this project. Now that the funds are in place your mentee wants you to do all the contracting work and to supervise the contractors as well. This is not the way to build capacity. How will you provide coaching feedback to your mentee to remedy this situation?
3. **Corrections:** The local police chief you are mentoring has no system in place for recruiting or vetting new hires. At present he selects new hires largely in an effort to keep various parts of the civilian community happy because they have some representation. Naturally this isn't leading to the best selection process. How will you coach him to institute a more useful and comprehensive recruiting and vetting of new hires?
4. **Justice:** You are mentoring a local rural prosecutor. You observe that the prosecutor fails to include in the indictment a statement of the law and the section of the law against which the offence is said to have been committed. Coach your mentee on the importance of this.
5. **Corrections:** The corrections officer you are mentoring is in charge of scheduling outdoor time for the prisoners. There appears to be no systematic procedure for this or fair treatment of the prisoners. This is crucial in this very overcrowded situation. Coach the corrections officer to improve the situation.

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6. **Police:** You accompanied your mentee, a police officer attached to the homicide unit, when he went to investigate the scene of a homicide. He seriously mismanaged taking the testimony of eye witnesses at the scene and failed to adequately document that testimony or find out how to contact these witnesses in future. Coach him to improve the situation.
7. **Police:** 125 arbitrary arrests were made in the last week. The persons taken into custody by police were done so without charges, “for their own protection”. You are the mentor to the chief of this police facility. Coach him to improve the situation.
8. **SSR:** The civil servant in this office has drafted input for a policy. Some of the draft is good and shows improvement, but some of it shows a lack of understanding of international requirements and national law. Provide feedback to your mentee.
9. **Justice:** The senior justice officer you are mentoring does not see any benefit for junior officers to participate as a group to develop prison policies. Coach the senior officer, your mentee, on the benefits of involving the lower level officers in processes such as this.
10. **Police:** You observed that your mentee, a police officer, failed to take the basic profile and background information of the defendants and the victims in a crime scene investigation. Coach your mentee to do this.

Best Practices for Mentors Wisdom from Former & Present Mentors

Exercise: Please answer each of the questions assigned to your team.

1. Mentors who help the mentee see the benefits to them of mentoring improve success. (For example: You will make your job easier; you'll perform better; you'll be more likely for promotion.)

Provide another example of a benefit for the mentee:

2. Mentors who cultivate, establish and maintain good relationships and open communications with their mentee's line manager have a greater chance for success.

Why cultivate your mentee's line manager?

3. Mentors who develop a set of goals and a time line with their mentee at the outset of the mentoring relationship increase chances for success.

Why is this important?

4. Mentors who keep a journal or log of their mentee's progress improve chances for success.

How is this record useful? What should you record and how often?

5. Mentors who understand the mandate of the mission and the direction the country is going improve chances for success.

Why is this important?

6. Mentors who make even a small attempt to learn some words in the mentee's local language improve chances for success.

Why is this important?

7. Mentors who are very discreet about the differences between their pay and their mentee's pay improve chances for success. ("You need EQ, emotional intelligence, even more than IQ, intellectual capacity!")

Why does this make a difference?

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8. Mentors who use good techniques to get the mentee to talk and the mentor to listen increase their chances for success. (Biggest complaint “Mentors talk too much!”)

What techniques do you need to do this?

9. Mentors who translate their knowledge into local culture and local context increase their chances for success.

How do you do this?

10. Mentors who demonstrate respect for national sovereignty and refrain from doing the job but instead mentor and advise increase their chances for success.

Why?

11. Mentors who see the difference between providing right “answers” and assisting the mentee to build “process skills” increase their chances for success.

What are process skills?

12. Mentors who are disposed to like other people, who are optimistic and who are egalitarian in their approach to others increase their chances for success.

How does this make a difference in the mentoring relationship?

13. Mentors who are good at anticipating crises and engaging the mentee in problem solving around those potential crises increase their chances for success.

How can you anticipate crises?

14. Mentors who assess their mentee’s skill level from the start and suit the mentoring to that level increase their chances for success.

How do you assess a mentee’s skill level?

15. Mentors who promote positive visibility for their mentee rather than taking credit for accomplishments themselves increase their chances for success.

When might you have a chance to provide favourable visibility for the mentee?

Course Feedback**Date:****Instructor:**

1. As a result of this training I have a clearer expectation of what to expect in the mentoring relationship, how to assess needs and establish goals. Circle one:

Excellent

Very Good

Good

Fair

2. As a result of this training I have specific techniques to employ for dealing with cross cultural issues, using appropriate communication techniques for mentoring and employing adult learning in my mentoring.

Excellent

Very Good

Good

Fair

3. As a result of this training I feel more confident in my approach to mentoring.

Excellent

Very Good

Good

Fair

4. The amount of participation in this training was:

Excellent

Very Good

Good

Fair

5. The facilitator's knowledge, flexibility, practicality and enthusiasm were:

Excellent

Very Good

Good

Fair

6. What types of supports would you welcome from your mission to assist you during the course of your mentoring experience? _____

7. My overall comment on the experience of the course: _____
