



## **COURSE CONCEPT**

# **SPECIALIZATION COURSE ON MENTORING IN CIVILIAN CRISIS MANAGEMENT**

**Presented by  
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## I. INTRODUCTION

In the past years, mentoring as an approach has been increasingly applied by civilian crisis management operations to facilitate the transfer of expertise to counterparts and to increase local ownership of the changes initiated by the missions. The terms of reference for experts particularly in the areas of rule of law, justice system reform, corrections and police often include mentoring components as instruments to support national authorities in their progress toward sustainable democratic change and accountability and in further developing and strengthening their institutions (capacity building). However, little guidance is given on how to effectively mentor a person – regardless of the area of expertise – particularly in the unique working environment of post-conflict areas.

Definitions of mentoring vary and mission mandates range from being explicit to mentioning the term without ever explaining its meaning. Often it is used synonymously with advising, and in some cases there is a distinct difference between the two approaches. There are even cases where what is understood by mentoring is different for the police and for the rule of law pillars of a mission. This lack of clarity can lead to confusion and be an obstacle for experts working as mentors in peace support operations.

Furthermore, the mentoring process is highly affected by structural conditions that exist in the field and need to be constantly taken into consideration when building the relationship between mentor and mentee. Cultural aspects can further create obstacles to building this relationship, as well as the frequently changing political dimensions in the post-conflict environment. All of these variables make the application of mentoring decisively different from integrating it into a school, work place, or organisation in a non-crisis country, where it has proven a successful strategy.

The course will focus on consolidating the understanding of the role of a mentor in a post-conflict society. Indeed, subject matter experts in different fields know how to effectively perform their functions in their own working environment, however when performing the role of mentors in a capacity building mission in post-conflict zones, there is the necessity for them to operate a mindset shift from doers (*alias* professionals with authority and decision-making functions in their field) into facilitators in the identification of problems and their solutions (*alias* they need to establish as a resource to assist local officials and stakeholders in enhancing their ability).

Emphasis will also be put on how to build a sustainable cooperation with local counterparts in order to facilitate a mentoring relationship where sharing of expertise, experience, and knowledge can take place. Additionally, techniques will be introduced on how to cope with resistance, after analysing what reasons for resistance might exist. Participants will explore how resistance can be identified and will have the opportunity to discuss their experience with resistance to mentoring. Different communication strategies that can be applied when working with the mentee will be presented and role plays will be used to apply the knowledge acquired. Additionally, communication in the inter-cultural setting will be thoroughly discussed.

Basic negotiation and mediation skills will be introduced and practiced in order to build conflict resolution capacities. Furthermore, psychological aspects of mentoring and strategies on how to build trust will be discussed. An exchange with experienced mentors



as well as mission members responsible for integrating mentoring programs into the mission mandate will demonstrate the different challenges of this approach and the desired results and benefits. Overall, the concept of local ownership and how to promote it in the post-crisis environment will be analysed.

The main goal of the course is to equip subject matter experts with mentoring skills and to give them as mentors in peace operations the ability to successfully build a working relationship with their local counterpart and implement their project goals as well as their mentoring goals. The training provides the unique opportunity for experts to exchange not only in their area of expertise – policing, rule of law, corrections, etc. – but to exchange as mentors on successes they have experienced, challenges they face, and obstacles they continue to try to overcome.

## II. TARGET GROUP

The target group of the training are civilian, police and military experts expected to serve and/or working in civilian crisis management operations, who will/have mentoring components in their line of work and co-operation with local counterparts. Predominately this responsibility is included in the areas of rule of law, justice reform, democratization, corrections, police reform and security sector reform but not limited to those areas.

A diverse group of participants with varying backgrounds increases the quality of the discussion; therefore participants with mentoring experience in the field of development co-operation and civil society are strongly encouraged to participate. Since this training entails a high degree of group work, discussions and role plays, the participation of experts with civilian, police, and military backgrounds is highly beneficial.

This course was designed in cooperation with German police, military and civilian institutions and thus the content is relevant for participants with these backgrounds.

## III. OVERALL OBJECTIVES

The overall objective of the Specialization Course on *Mentoring in Civilian Crisis Management* is to enhance the skills and knowledge of experts working as mentors in peace support operations. Experts in different fields know how to effectively perform their functions in their own working environment; however when performing the role of mentors in a capacity building mission in post-conflict zones, they will no longer be professionals practicing their craft but **peers** who will assist local counterparts in enhancing their ability to do theirs. Hence a mindset shift is needed for them to stop behaving as doers and act as facilitator/agents of change,

The training particularly focuses on the role and skills of a mentor and the challenges of applying mentoring techniques in the framework of a civilian crisis management mandate and strategies that can be applied to strengthen the relationship between mentor and mentee. The course also provides a space for exchange between mentors from different missions (UN, EU, OSCE, etc.), from different institutions (police, military and civilian) and from the headquarter and field perspective.

Due to the large number of training subjects and depending on the availability of resource persons/trainers, not all learning objectives can be adequately addressed. Therefore, the



learning objectives of each subject are marked as either essential or desirable. Essential learning objectives will be used as basis for the certification process.

The methodology is participatory, based on the concept of adult learning, and will include group work, role plays, interactive exercises, and group discussions as well as preparatory pre-reading. It is foreseen that staff from existing field mission will be available as resource persons to share their mentoring experience with the participants. Moreover, the methodology encourages the creation of new knowledge and skills through the interaction that takes place among participants with diverse experience, professional skills, and national backgrounds.

The objectives of the modules are for participants to:

- Understand key aspects of the mentoring approach in peace support operations
- Be able to assess local capacity to determine effective knowledge transfer approaches
- Develop strategies on how to build a working relationship with a mentee and how to cope with resistance from the mentee
- Recognise the role mentoring plays in fulfilling the overall mission mandate and how to support the evaluation process of the mission

#### **IV. GENERAL BACKGROUND**

This course was developed in close cooperation with the German Federal Police Academy in Lübeck, the military UN Training Center in Hammelburg and the Ministry of Interior and Sport of Saxony-Anhalt. Mentoring is an approach utilized by police, military, and civilians to interact with local counterparts and therefore it is one of the central goals of this course to have all three institutions represented, either through participants and/or speakers/trainers. Since the way mentoring is implemented in the mandates of these institutions differs, having all of them represented during a training provides a unique opportunity for experience exchange and sharing successful strategies.

Since mentoring is also a cross-cutting skill for most civilians working in civilian crisis management, the course aims at bringing together people from varying fields of expertise. Additionally, through role plays and group work, also experienced mentors are allowed to share their experience and reflect on their actions.

As mentoring is increasingly being integrated into mission mandates and experts working in the field are increasingly expected to possess this skill, this course provides the opportunity to build this capacity.

## V. MODULES AND SUBJECT AREAS

### MODULE I – UNDERSTAND CAPACITY BUILDING AND BE A CHANGE AGENT

#### *Subject 1: Clarifying the Concept of Mentoring - Definitions*

- Knowledge of the difference between various approaches used by the civilians, military and police in peace operations. (essential)
- Terms to define: Mentoring, Monitoring, Advising, Partnering, Coaching (essential)

#### *Subject 2: Mentoring in Peace Operations*

- Increasing awareness of dilemmas of complex international peacekeeping mandates (essential)
- Wider knowledge of potential instruments and settings in which mentoring processes will take place in peace operations (desirable)
- Understanding of how mentoring has come about as an approach in peace operations through the different developments on UN Missions (1st – 4th generation) (essential)
- Strategies applied to increase local ownership and ensure sustainability (desirable – can also be put in a module on its own as described below)

#### *Subject 3: General Aspects of Mentoring*

- Define and assess capacity and plan for building it (essential)
- General assumptions of a mentoring relationship (essential)
- Reflections on the role of the mentor, the mentee and the context in a mentoring process (essential)
- Increased awareness of dilemmas of mentoring in peace operations (essential)
- Understand the difference between being a practitioner (‘doer’) at home and being a mentor (agent of change) in the field
- Wider knowledge of potential opportunities and obstacles regarding mentoring in the field (desirable)

#### *Subject 4: Phases of Mentoring*

- Understand the different phases of building a relationship with the mentee during mentor’s mission assignment (essential)
- Analysis of challenges that mentor and mentee face in each phase and strategies to prepare for them (essential)
- Identify areas where mission can support the mentoring relationship structurally (desirable)
- Reflect on methods to build and maintain trust in the mentor-mentee relationship (desirable)

## MODULE II – PROCESSES AND PRINCIPLES OF/FOR BUILDING CAPACITY

### *Subject 5: Local Ownership in Mentoring*

- Understanding the concept of local ownership and how it applies to mentoring (essential)
- Different strategies applied in mentoring to foster local ownership (essential)
- Lessons learned from different missions on how to build local ownership (desirable)

### *Subject 6: Communication Toolbox*

- Communication strategies that can be applied during the mentoring process (active listening, giving/receiving feedback, nonverbal communication) (essential)
- Reflection on communication habits and practice of ‘re-sending’ messages (4 sides of a message) (essential)
- Communicating in an inter-cultural environment (essential)

### *Subject 7: Working with Interpreters*

- Different types of interpretation, principles of interpretation and the role of the interpreter in the mentoring process (long-term, short-term) (essential)
- Challenges in interpretation caused by the mentor, the interpreter and the overall context of a peace operation (essential)
- General rules of behaviour when working with and communicating through interpreters (essential)
- Preparing and debriefing an interpreter before and after a meeting (essential)
- Positioning the interpreter during a meeting: advantages and disadvantages of different scenarios (essential)
- Practical exercises/role plays on how to deal with complications when working with interpreters (desirable)

### *Subject 8: Mentoring in the Field – Experience Exchange*

- First-hand exchange with an experienced mentor about the challenges and successes of mentoring in the context of a peace operation (essential)
- Lessons learned and issues to focus on when mentoring a local counterpart (essential)
- Strategies for building trust with the mentee (essential)
- Difference between mentoring for the police, military, civilian institution (desirable)

## MODULE III – APPROACHES TO CAPACITY BUILDING

### *Subject 9: Basic Negotiation Skills*

- Understanding the difference between interest-based and position-based negotiation (win-win situation) (essential)
- Preparation for and design of a negotiation process (essential)
- Identifying conflict parties’ interests and developing options for the results of a negotiation (essential)
- How can negotiation be helpful in a mentoring process? (essential)
- Analysing Alternatives (BATNA – Best Alternative to a Negotiated Agreement) (desirable)

- The role of power in a negotiation process (desirable)

### ***Subject 10: Coping with Resistance***

- General reasons for the existence of resistance and opposition to change (organisational): cognitive functional binding, cognitive dissonance, fear of losing one's freedom, etc. (essential)
- Identifying symptoms for resistance: behavioural changes and changes in attitude towards the mentor (passive and active) (essential)
- Developing strategies of dealing with resistance in the mentoring relationship: communication, de-escalation techniques, building trust (essential)
- Practical exercise on sharing one's own experience with resistance (desirable)
- Limits and boundaries of the mentoring relationship (desirable)
- Ethics in mentoring (desirable)

### ***Subject 11: Bringing it all together - Mentoring in Practice***

- Practical training of knowledge gained in situations with an interpreter (it is important to use a role player and an interpreter from a foreign country for the role play to be authentic) (essential)
- Practice of giving/receiving feedback during the debriefing sessions (essential)

## **MODULE VI – INTEGRATING MENTORING INTO THE MISSION STRUCTURE**

### ***Subject 12: Mentoring from the Mission Perspective***

- Integrating mentoring components into a mission mandate (essential)
- Aspects of the mentoring process that are important from the mission's operational perspective (essential)
- Challenges and limitations of mentoring in civilian crisis management operation mandates (essential)

### ***Subject 13: Handover & Reporting***

- Importance of documentation for evaluation, demonstration of progress, identifying areas where extra support is needed (essential)
- Different options for how to document the mentoring process (essential)
- Developing an effective handover – essential information to be included (essential)
- Strategies for how to develop an successful evaluation for a mentoring process (desirable)
- Identifying goals and indicators for the mentoring process; SMART objectives (desirable)