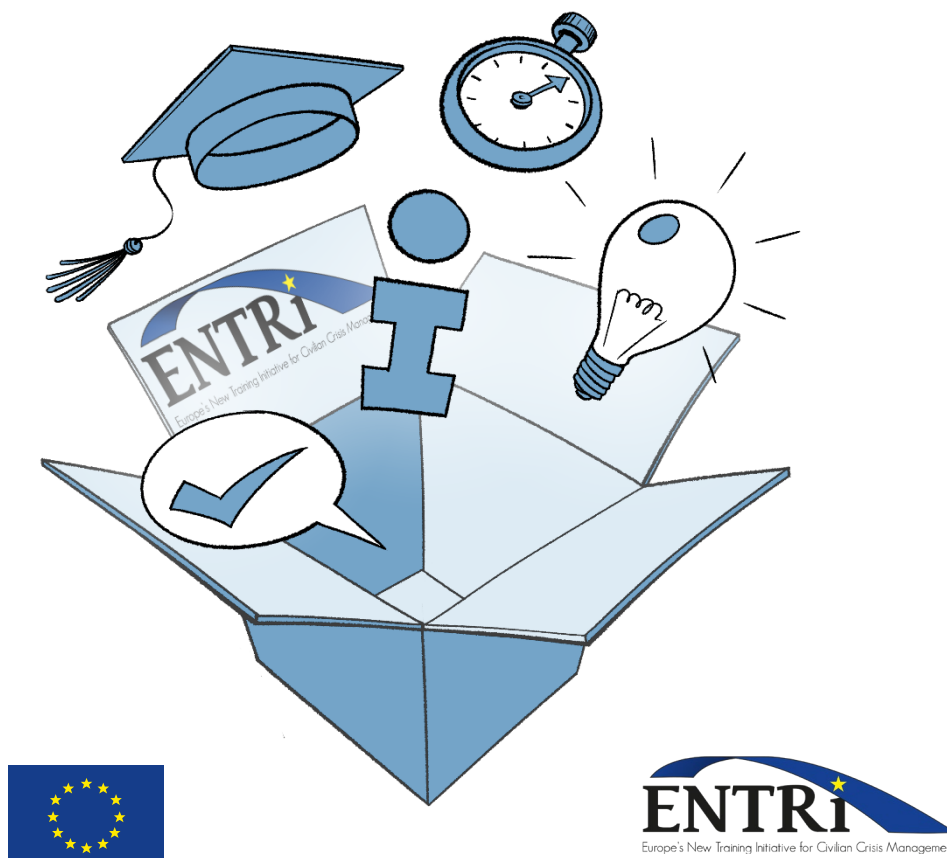# Facilitator's Guide

ENTRi Course Package on Mentoring in Civilian Crisis Management

Authors:

This Introductory Course Package on Mentoring in Civilian Crisis Management has been prepared by Centre for European

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The course package further includes:

PowerPoint presentations
Handouts with exercises and case studies
In-Test
Out-Test

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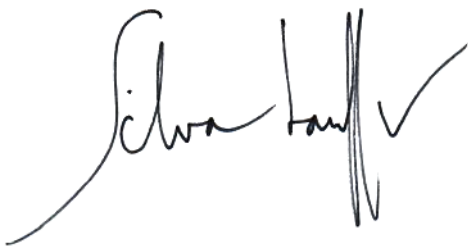
This training package has been developed to provide a sustainable and free resource to trainers and subject-matter experts worldwide.

The ENTRi Consortium partners have trained thousands of people over the past decade and more have learned many lessons. They have taught courses on their own or jointly with other training centres in many parts of the world. By means of this – and other – products, we hope to amplify the impact and spread knowledge to future projects and generations.

By sharing effective training techniques, tested methodologies, critical learning objectives, sample session plans and templates, our aim is to save you precious time and resources.

Since no size fits all, ENTRi Training Packages have been designed so that you can tailor them to your needs and audiences. However, whenever you use the original material, kindly give credit to ENTRi.

In the name of the ENTRi Consortium, I wish you great success with your training and encourage you to share these manuals with whomever could benefit from them.

Silva Lauffer

Head of the ENTRi Secretariat
Europe's New Training Initiative for Civilian Crisis Management (ENTRi)
Center for International Peace Operations

PREFACE

Rationale

This document is the Facilitator's Guide, to be used when delivering the ENTRi Course Package on Mentoring in Civilian Crisis Management. This package is designed to guide trainers in the delivery of a mentoring training in the field of international crisis management, with a special focus on peace operations. Moreover, it can also support the policy and programming work of stakeholders across the board – state and non-state actors, as well as international staff working in the area of advising.

The course package is designed to provide knowledge and tools to design a course to strengthen and develop an understanding of mentoring and the necessary practical skills related to mentoring as an approach to capacity building, with the aim of integrating mentoring in the activities of mission members. In particular, it provides practical guidance on the conceptual and operational understanding of mentoring in peace missions. The course package suggests concluding the course with a role play exercise involving mentoring tasks in order to test the acquired skills related to mentoring in the complex environment of a peace operation. The course package builds on the official UN and EU documents related to mentoring.

The overall learning objective of the course is to:

Provide guidance for development and delivery of training to relevant actors in the field of international crisis management, in order to support the implementation of mentoring tasks. After completing the course, the participants should be able to:

★ understand the mentoring approach in peace operations;

★ be familiar with the process and stages of mentoring;

★ be able to follow the stages of the mentoring process;

★ know how to identify and assess strengths and deficits of local capacities to determine approaches and priorities for the workplan;

★ be familiar with strategies on how to build a working relationship with a mentee and how to cope with internal and external challenges in the mentoring process (e.g. resistance from the mentee);

★ recognise the role that mentoring plays in fulfilling the overall mission mandate and apply strategies for how to develop a successful evaluation of a mentoring process.

Target Group

The target group of the training are civilian, police and military experts who are expected to serve and/or work in civilian crisis management operations with mentoring and advising tasks in their work descriptions. The training is predominately focused on the areas of rule of law, justice reform, democratisation, correctional institutions, policing, and security sector reform, although it is not limited to those areas.

Due to the self-standing character of the modules in this course package, training institutions and trainers can also use parts of this course package to design programmes for a target audience that does not directly carry out mentoring tasks, for instance mission strategic planners, NGO representatives, human rights activists, representatives of humanitarian organisations, police officers, and others. The suggested number of participants is between 10 and 24.

Using the Guide

The Facilitator's Guide is structured in such as way as to allow training institutions to use the whole package or only individual modules. There are three training modules. Each module outlines learning objectives, a proposed structure of the activities with the course content, including notes to the trainer, exercises and examples and, if appropriate, concluding points.

This Facilitator's Guide is based on a training methodology that encourages the active engagement of participants. Following Bloom's Taxonomy, this course package uses active verbs when formulating the learning objectives. This ensures that learning progress can be observed and is measurable.

Many of the exercises have been developed, used and tested by civilian and police training institutes in different courses within the context of peace operations. The sources of the exercises are indicated. The high number of exercises and cases included in the package aim to assure that courses keep the practical application of mentoring in focus and make the concept easy to comprehend and reflect upon.

Besides the Facilitator's Guide, this package offers a set of PowerPoint presentations for each of the modules with (good practice) examples, case studies, a sample of the In- and Out-Test as well as handouts on exercises or pre-reading material.

For pedagogical purposes, the PowerPoint presentations should be kept brief, and trainers are always encouraged to maintain the learners' focus by keeping the dialogue open and allowing space for self-reflection. Some of the slides contain a large amount of content meant as guidance and suggestions for trainers, and can as such be shortened and modified by the trainers according to needs. It is crucial that training programmes create space that allows the participants to reflect on their own learning, as this provides another opportunity for them to absorb content into their long-term memory and connect past experience to current learning. Therefore, this Facilitator's Guide encourages trainers to include a retention exercise at the end of each day.[1]

This Course Package on Mentoring is set up to create maximum possible synergies with other ENTRi Course Packages.

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[1] Easy-to-use retention exercises can be found in the ENTRi Training of Trainers Participant's Manual, pp. 36-37, available at: http://www.entriforccm.eu/package/train-the-trainer.html

Planning a Course on Mentoring in Civilian Crisis Management

In order to conduct a well-prepared course on mentoring in civilian crisis management, the following points should be taken into consideration:

★ Know the background of the participants – age, sex, country of origin, professional experience, previous gender training, training needs regarding mentoring – and adapt the training accordingly. A pre-course survey can be used to find this out.

★ This guide provides a list of selected bibliography with readings that could be shared with the target audience prior to and in preparation for the training.

★ Practical experience from the field is useful for the participants. The Facilitator's Guide provides many practical examples that you can use in your presentation. Additionally, it is recommended incorporate your own experiences/examples as well as those of the participants.

★ Encourage mutual listening and exchange of experience. Make the presentations as short and interactive as possible.

★ Encourage debate and the respectful exchange of differing opinions. Mentoring concepts and skills require discussion.

★ Provide regular breaks (every 40 minutes), particularly in the afternoon. Additionally, prepare some energiser activities for times when the energy level among participants is low, for example after lunch.

★ Make sure that you understand the purpose of each step of the training, and that you are clear about what you want to achieve from each exercise. This will also make improvisation easier when necessary.

For a practice-oriented, easy to use repository of tools and techniques to support you in the design and delivery of training, please refer to the ENTRi Training of Trainers Facilitator's Guide, available at:

http://www.entriforccm.eu/package/train-the-trainer.html

Course Checklist[2]

Use this checklist to make sure that you are ready to deliver your training.

Before the training

What?	Done?
Have you found out how many people are attending, who they are, what their general expectations may be?	☐
Have you sent instructions to the participants? Including details about:	☐
★ Dates of the training	☐
★ How long the days will last	☐
★ Where the training is and how to get there	☐
★ Accommodations	☐
★ Anything people will need to bring, dress code	☐
★ Any important pre-reading materials or similar	☐
★ Any other relevant information, e.g. special diet needs	☐
★ Consent forms i.e. regarding the use of photos and exclusion of liability	
Have you prepared and sent the pre-training survey to all participants, reviewed the results and shared them with participating trainers?	☐
Have you made sure you have all the equipment you need? Have you found out what equipment and resources will be provided at your training location?	☐
★ Stationery (pens, post-its, Blu Tack, pin board, flip-chart stand etc.) (Remember that dry-wipe pens provided in training rooms are often worn out!)	☐
★ Presentations, lesson plans, handouts, etc. on a spare USB stick (in case your laptop dies on Day 1!)	☐
★ Something like a multi-tool or Swiss Army penknife for things that go wrong	☐
★ Bags of chocolates or sweets (to lighten the mood when necessary)	☐
★ Your lesson plan (printed out on coloured paper so that it doesn't get lost in the training room)	☐
★ Technology needs (laptop, cables, adaptors, speakers, projector...)	☐
★ Backup plan in case of electricity outage, e.g. printout of all slides	☐
★ Special course requirements	☐

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[2] Adapted from ENTRi Training of Trainers Facilitator's Guide, pp. 10-12, available at http://www.entriforccm.eu/package/train-the-trainer.html

Handouts to be printed before the training

Title of handout	File name	Numbers	Additional information
Presentations for each module	*.ppt	1 for each participant	
In-Test	ENTRi_Mentoring in Civilian Crisis Management _IN Test.docx	1 for each participant	Give participants numbered cards to identify themselves, and remind them to keep the card for the Out-Test.
Handouts for each module including the case studies and exercises	.docx	1 for each participant	The handouts can be found in the respective folders of each module and/or in an additional folder "Handouts including tests".
Out-Test	ENTRi_Mentoring in Civilian Crisis Management OUT Test.docx	1 for each participant	Make sure that all the topics addressed by the questions are covered by the trainer after the delivery.
Course evaluation sheets		1 for each participant	The evaluation sheets are not included in this training package. Please download from: https://www.entriforccm.eu/resources/evaluation-toolkit/evaluation-toolkit-download.html Choose the respective evaluation sheets to be found in the folder "handouts": ENTRi Evaluation Toolkit Evaluation Form.docx

Please note: The handouts and the presentations can be found in the respective folders as part of the training package.

Stationary and special equipment requirements for the programme

Items?	Available?
★ Pads of 76 x 127 post-its, at least 10	☐
★ Marker pens for you as the presenter (range of colours)	☐
★ Marker pens for each person	☐
★ Dry-wipe pens (for a whiteboard)	☐
★ Flip-chart pads/paper	☐
★ Pack of coloured cards	☐
★ Tape	☐
★ Scissors	☐
★ A4-size white paper	

When you arrive at the venue

What?	Done?
★ Have you checked that you know how to get in and out of the training room(s), including in the event of an emergency?	☐
★ Do you know where emergency exits and toilets are?	☐
★ Do you know what the fire drill or other emergency precautions in the venue are?	☐
	☐
★ Is the room arranged in a way that is appropriate for your training event?	☐
★ Do you know how to control the heating and lighting in the room?	☐
★ Do you know how to work the audio-visual equipment that is provided?	☐
★ Do you have at least one flip-chart stand in the room and a number of flip-chart pads, as well as marker pens that actually work?	☐
★ Is the flip-chart stand positioned appropriately in the room (taking into account whether you are left-handed or right-handed)?	

Course Agenda

The suggested timeframe for the course is four days. However, the time devoted to each module can be adjusted to allow course organisers to carry out training ranging from a two-hour introductory workshop on mentoring up to a week-long course that trains and tests practical skills in mentoring.

As mentioned above, each module has a standalone character. For each module and every subsequent session, there is an indication of approximately how much time should be allocated for delivery.

Modules, presentations and exercises can be presented in a different chronological order, and examples can be removed, replaced or added. In this spirit, trainers are encouraged to review the outline critically and adapt it to the time available as well as to the needs of the respective training audience.

Here is a **sample course agenda** illustrating what a three-day course could look like:

TIME	DAY 1	DAY 2	DAY 3	DAY 4
09:00	Module 0 starts 08.00	Daily Recap		
10:00– 11:00	Module 1: Clarifying the concept of mentoring - definitions	Module 2: Phases of mentoring	Module 2: Working with language assistants and interpreters	Module 3: Bringing it all together – Mentoring in practice
B R E A K	Approx. 11:00 – 11:30			
11:30 – 13:00	Continuation of Module 1 Mentoring in peace operations	Module 2: Local ownership in mentoring	Module 2: Coping with resistance and motivation	Module 3: Bringing it all together – Mentoring in practice
L U N C H	Approx. 13:00 – 14:00			
14:00 – 15:30	Module 1: Mentoring from the mission perspective	Module 2: Communication skills and intercultural competence	Module 3: Reporting & handover	Closing (evaluation and delivery of certificates)
B R E A K	Approx. 15:30 – 16:00			
15:30 – 17:00	Module 1: Being a mentor in peace Operations and building trust with a mentee	Module 2: Basic negotiation skills in the context of mentoring	Module 3: Bringing it all together – mentoring in practice	

Understanding the Concept of Mentoring and its Value for the Field of International Crisis Management

Module 0: Opening and Introduction to the Course

The aim of this module is to introduce participants to the training and explain how it will be conducted (training methodology), and to familiarise them with its structure and its objectives. It will also give participants the possibility to get to know each other and the trainer(s) through an icebreaker, to set up ground rules as well as to introduce the 'car park'.

Estimated timeframe

90 minutes

Learning objectives

At the end of this module the participants will be able to:

★ state the aim and key learning objectives for the training;

★ explain key components of agenda and training methodology of the course;

★ name other participants in the group and the trainer/course organiser team.

What you will need for the session:

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

You will need:

★ Module 0 PowerPoint presentation slides

★ Flip-charts, numbered cards, markers

★ Laptop, projector

★ Prepared wall space/pin board

★ Printed copies of the programme and the In-Test

Duration	Activity	Resources/comments
15 minutes	**Session 1: Opening and Introduction to the Course** Display slides 1-9	Module 0 PowerPoint presentation, programme print outs

Session 1: Opening and Introduction to the Course

In an opening speech the participants are welcomed, and the training institute introduced. Show the slide "Who am I" (slide no. 3): Introduce yourself as the trainer, give name, brief summary of work experience, explain how much you are looking forward to the next few days, etc.

While the messages conveyed need to be tailored to the particular training, the following topics should be covered after the welcome and your introduction as trainer:

★ Overall learning objectives

Display Slide no. 4.

Provide guidance for development and delivery of training to relevant actors in the field of international crisis management to support the implementation of mentoring tasks. At the end of the course, the participants should be able to:

★understand the mentoring approach in peace operations;

★be familiar with the process and stages of mentoring;

★be able to follow the stages of the mentoring process;

★know how to identify and assess strengths and deficits of local capacities to determine approaches and priorities for the workplan;

★be familiar with strategies on how to build a working relationship with a mentee and how to cope with internal and external challenges in the mentoring process (e.g. resistance from the mentee);

★recognise the role that mentoring plays in fulfilling the overall mission mandate and apply strategies for how to develop a successful evaluation of a mentoring process.

★ Training methodology

Display Slide no. 5.

The training methodology is based on Bloom's Taxonomy, which specifies learning objectives according to the level and depth of learning, covering the sensory, cognitive and affective domains (for more details please refer to the ENTRi course package Training of Trainers[3]). This way, learning progress can be observed and more easily measured.

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[3] ENTRi Training of Trainers Facilitator's Guide, available at http://www.entriforccm.eu/package/train-the-trainer.html

The overarching course objectives are communicated to the participants at the beginning and at the end of each course, in a statement such as "By the end of the lesson, you will be able to…"

★ Agenda

Display Slide no. 6.

Explain the respective agenda containing the modules chosen for your training.

★ Evaluation and closing

Display Slides no. 7 and 8.

Give information on the evaluation sheets, In- and Out-Test and concerning participant attendance with regard to the certificate of attendance.

★ Logistical information

Display Slide no. 9.

Share information concerning facilities, coffee breaks, lunch, accommodation, fire exits, other issues, e.g. ask participants to let you know if there is a problem with noise, temperature, etc.

30 minutes	**Session 2: Introductory exercise - Icebreaker**	Prepared wall space/pin board

Session 2: Introductory exercise – Icebreaker

Icebreakers are a way to encourage communication and give the group an opportunity to get to know each other.

Simple icebreakers, to be carried out when time is limited, may involve asking participants to state their name, where they work and whether they have completed the training before. Having participants make name badges or name cards can also provide a good visual reminder and assist with addressing people by their name in the future.

If you have more time (30 min suggested), individuals can be invited to introduce themselves and tell the group a little about themselves.

One possible approach to this is to divide the class into pairs and ask each person to interview their partner and afterwards present that person to the group, possibly through a visualization on a flip-chart. The questions may include the other person's name, where they work, their reasons for being there, their interests and hobbies, and what they hope to take away from the training. Furthermore, they can ask each other about most rewarding/challenging project they have worked in, the place they call home or their childhood hero/heroine. Set a time limit to complete each interview. Then invite each person to introduce their counterpart to the rest of the group.[4]

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[4] The icebreakers are based on the ENTRi Training of Trainers Participants' Manual, pp. 35-37, which is available at: http://www.entriforccm.eu/package/train-thetrainer.html

| 15 minutes | **Session 3: Expectations** | Flip-chart, cards, markers |

Session 3: Expectations

Participants are invited to write down their expectations for this training on cards, to be posted on a flip-chart or the wall. This helps the trainer to consider if changes to the course agenda and/or additional information are needed. Furthermore, by leaving it visible throughout the course, participants and trainers can see which expectations have been met.

| 10 minutes | **Session 4: Set ground rules** | Flip-chart, markers |

Session 4: Set ground rules

We are looking to create an environment that is peaceful, respectful and wholly conducive to the learning process. To this end, trainer and participants should work together to establish acceptable standards of behaviour between participants, including you as the trainer. Ask participants to consider what they DO NOT want to see happening during the course (reverse brainstorming). Together with the participants, reverse these ideas into rules to make this course especially memorable, then write them on a sheet of flip-chart paper that can be put up in the classroom. Alternatively, ask participants what behaviour they would expect from themselves and their peers.

Make sure that you have rules covering basic issues such as use of mobile phones, break times, punctuality, respecting others and the Chatham House Rule.

| 5 minutes | **Session 5: Introduce the 'car park'** | Flip-chart, markers |

Session 5: Introduce the 'car park'

The car park is a way of keeping track of any issues that are raised but were not discussed further because they may not fit in with the current subject or timing. To have a car park, simply create a separate flip-chart sheet with the title 'car park' and fix it to a wall or pin board. If a topic that should be addressed at a later point comes up, make a note of it on the car park sheet and make sure that you schedule some time to discuss that point.

Session 6: In-Test

Give participants a number written on a card to identify themselves and remind them to keep the card for the Out-Test. Explain that the In-Test is anonymous and aims to allow participants to measure their level of existing knowledge about the different relevant topics. It allows the course organisers and resource persons to adjust their activities to the training needs.

Note: If only few modules are to be delivered, make sure to delete the questions relating to modules and topics that the training will not cover.

Module 1 – Understanding Mentoring

Aims and objectives

This module aims to introduce mentoring as a capacity building tool in peace operations. Furthermore, it explores capacity building and the associated basic principles, which should inform and guide mentoring in civilian crisis management. It provides an overview of the shift in peace operations' mandates, from traditional peacekeeping to multidimensional peace operations including capacity development. Lastly, the role of the mentor in such endeavours is discussed.

Duration: Less than 1 day

What you will need for the session:

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

★ ★ ★ ★

You will need: Module 1 PowerPoint presentation slides, flip-chart and markers, computer, projector, paper.

	MODULE 1		
	UNDERSTANDING MENTORING		
Time	**Title**	**Method/Material**	**Learning objectives**
90 minutes	Clarifying the concept of mentoring: definitions and principles	Presentations Computer and projector Flip-chart and markers Printed materials	• Define capacity building in the context of peace operations and understand its basic principles • Define mentoring, monitoring, advising, training, coaching, partnering for capacity building as understood by different stakeholders (UN, EU, others) • Know the differences and commonalities between the various approaches to MMA used by different IOs in peace operations
90 minutes	Mentoring in peace operations	Presentations Computer and projector Flip-chart and markers Printed materials	• Be aware of the increasing dilemma of complex international peacekeeping mandates • Understand when and how mentoring became a capacity building approach in peace operations of the UN and EU • Gain broader knowledge of potential instruments and settings in which mentoring processes will take place in peace operations
60 minutes	Mentoring from the mission perspective	Presentations Computer and projector Flip-chart and markers Printed materials	• Understand how mentoring components are integrated into a mission mandate • Reflect on aspects of the mentoring process that are important from the mission's operational perspective • Become familiar with challenges and limitations of mentoring in civilian crisis management missions' mandates

90 minutes	Being a mentor in peace operations and building trust with the mentee	Presentations Computer and projector Flip-chart and markers Printed materials	• Reflect on the role of the mentor, the mentee and the context in a mentoring process • Understand the differences between being a practitioner (doer) at home and being a mentor (agent of change) in the field • Gain a wider knowledge of potential opportunities and obstacles regarding mentoring in the field • Reflect on ways to build trustful rapport with the counterpart

Session 1: Clarifying the concept of mentoring

Learning objectives

Participants will be able to:

- define capacity building in the context of peace operations and understand its basic principles;

- define mentoring, monitoring, advising, training, coaching, partnering for capacity building as understood by different stakeholders (UN, EU, others);

- be familiar with the differences and commonalities between the various approaches to MMA used by different IOs in peace operations.

	MODULE 1 SESSION 1		
	Clarifying the concept of mentoring		
Time	**Title**	**Method/Material**	**Learning objectives**
90 minutes	Clarifying the concept of mentoring	Presentations Computer and projector Flip-chart and markers, Printed materials	• Define capacity building in the context of peace operations and understand its basic principles • Define mentoring, monitoring, advising, training, coaching, partnering for capacity building as understood by different stakeholders (UN, EU, others) • Be familiar with the differences and commonalities between the various approaches to MMA used by different IOs in peace operations

Duration	**Activity**	**Resources/comments**
90 minutes (recommen ded)	PART 1: DEFINITIONS This session illustrates to participants the definition of MMA (Monitoring, Mentoring & Advising) as tools for capacity building in peace operations. Initially the term capacity building is introduced and discussed. The module refers to the UN Manual on Police Monitoring, Mentoring and Advising in Peace Operations (2017) and the Operational Guidelines of Monitoring, Mentoring and Advising in Civilian CSDP Missions (2014). Furthermore, it highlights differences to and similarities with training and other forms of capacity building, such as partnering and coaching. The larger context for these various tools is capacity building. **Monitoring, mentoring,**	

	advising and **training** are tools to develop and strengthen the skills and expertise of local counterparts. Display **Slide 2** – outlining the content of the session – and **Slide 3** – learning objectives – to link concepts to the learning process that trainees are undergoing in the training activity.	
	Show **Slide 4** and introduce the topic by explaining how: • crisis management missions are increasingly being tasked with the mandate of assisting in the rebuilding, reforming and restructuring of local capacities and institutions; • international experts within those missions have been increasingly playing the role of *early peace builders*, not only mandated to keep peace and stabilise the country but also to contribute to sustainable peace. Emphasise the fact that this entails a **shift in the approach** from traditional peacekeeping to multidimensional peace operations including capacity development, which comes on top of the change in function of peacekeepers from officers with executive functions in their own countries and professional environments ('**doers**') to resources for their local counterparts while deployed abroad ('**mentors and advisors**'). Such a shift entails co-locating international staff – be they civilian, military or police – side by side with their national counterparts to mentor, advise and/or train them in how to strengthen and/or reform their local institutions and capacities.	PowerPoint presentation slides **:** **M1_S1 definitions.pptx** - Printed materials: copies of: European Union CIVOPSCDR Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions, DPKO/DFS Guidelines on Police Capacity-Building and Development

Ask participants to give you a definition of what **capacity building** is. Write the keywords they suggest on a flip-chart.

Explain that before defining capacity building we need to explain what capacity is and what a ' capable society' is. Show **Slide 5** and display the first definition – of capacity – given by UNDP (UNDP 2009. Explain that such a definition implies that capacity consists of the functions and systems peacefully and productively coexisting in a society (Gerspacher 2016, p. 7).

Put the accent on the 3 levels enlisted in the sentence: individuals, institutions and societies. Display **Slide 6** to spell out the 3 levels of capacity (UNDP 2009):

Individual level: Capacity consists of the ability of individuals to perform specific functions in an effective way so as to contribute to the running of the entire system.

Institutional (or organisational level): Capacity refers to the internal structure, policies and procedures that determine an organisation's effectiveness.

Societal level: Capacity consists of the broad social system within which people and organisations function.

Highlight the fact that different terms have been used interchangeably by missions and organisations to describe **capacity building efforts entailing** knowledge transfer and skills development: **Monitoring** (linked to mentoring and advising activities), **mentoring, advising, training,**

partnering or **coaching** are just a few examples. They are, however, distinct undertakings.

Explain that this session will contribute to setting the context by providing definitions of the various knowledge transfer tools used for capacity building purposes.

Slide 7 – Exercise on definitions

Instructions: Divide the class into 4 groups and ask each group to discuss and write down a definition of:
- Group 1: Monitoring
- Group 2: Advising
- Group 3: Mentoring
- Group 4: Training

Give the groups 10/15 minutes for this exercise, ask them to use a flip-chart and appoint a rapporteur who will present the definition to the plenary.

After going through the definitions given by each group, present and highlight the main threads of the definitions of those terms as used within the EU (CivOpsCdr Guidelines 2014) and the UN (UNPOL MMA 2017) by showing and discussing the content of **Slides 9-15**.

Show the diagram on **Slide 16** and explain the main traits of mentors, advisers and trainers.

The diagram summarises the roles and functions of the advisor, the trainer and the mentor. It also highlights the links between these roles, and how they build on each other.

	- **Advisor:** operates primarily at **strategic level**; offers advice that can contribute to the development of policies and procedures; target audience would be **decision-makers**, or those who influence decision makers; relationship between advisors and their local counterpart or principal is often that of **equals**, since they both have something to offer and gain from each other - **Mentor**: works mainly at the **operational level**; asks, fosters skills, performance professionalism; goal of mentoring is to be a **resource and a means of support** in order to provide assistance in achieving the standards the mentee and his/her institution aspires to - **Mentors and trainers:** assist in the implementation of various decisions, policies, procedures; once a specific policy or procedure has been adopted, trainers will contribute to increasing the capacity of those concerned so that they are able to effectively implement the policy or procedure; target audience of trainers is those tasked to implement specific policies or procedures; **trainers' relationship to these individuals is more unidirectional** compared to that established by a mentor, since trainers impart their knowledge and draw on knowledge of the participants regarding a given issue; **mentors** also work with those who will be implementing various policies and procedures; they use their experience and expertise **to act as a guide** to a stakeholder	

they also provide assistance in performing the required tasks effectively. (Gerspacher 2016, p. 19-23)

Conclude by saying that other terms are also used in this field, such as **partnering** and **coaching**. Briefly mention that partnering has been used mostly for **bilateral military cooperation** while the term **coaching** is more often found in **business-related activities**. (**Slide 17**)

Essential bibliography	- "European Union CIVOPSCDR Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions" (EEAS COCC (2014)4077896) - United Nations, Police Monitoring Mentoring and Advising in Peace Operations Manual, Ref. 2017.14 - DPKO/DFS Guidelines on Police Capacity-Building and Development, Ref. 2015.08	

	- EUPOL Afghanistan, Mentoring handbook. Guidelines for EUPOL mentors and their line managers, April 2013 - "Strategic Advising in Foreign Assistance: A Practical Guide," by Nadia Gerspacher (Kumarian Press, 2016) - UNDP, "Capacity Development: A UNDP Primer", 2009.	
Useful web resources		

Duration	Activity	Resources/comments
90 minutes (recommended)	PART 2: PRINCIPLES This session is a continuation of the first one and introduces participants to the basic principles of MMA by giving an overview of the principles enlisted in the CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions (European values, local ownership, sustainability, flexibility etc.) and by referring *mutatis mutandis* to the core principles underlying of police capacity building and development within the UN. (**Slide 19**)	
	Start by showing **Slide 20** that presents a quote by the UNDP Primer on Capacity Development, emphasising on keywords such as **local ownership** and **sustainability**. Introduce the 4 core principles (**Slide 21**) that form the basis of capacity building and are applicable in mentoring and advising interventions:	PowerPoint presentation slides

1. Local ownership 2. Sustainability 3. Do no harm 4. Respect, humility, empathy (Gerspacher 2016, p. 28-28) Explain each of the principles: (a) **Local ownership** entails the notion that capacity, locally generated and sustained, is essential to the success of any development enterprise. The host country or institution needs to drive its own development needs and priorities and international actors *shall empower but not substitute* local capacity. For mentors and advisors • it entails the acknowledgement of the social, economic, cultural and logistical realities on the ground, while also relying on previous experiences to gain an insight of the problem at stake; • it means engaging the local counterparts in identifying the problem and encouraging them to seek viable solutions through joint analysis, planning, program design, implementation and monitoring. (b) **Sustainability** is strictly linked to local ownership and relates to ensuring that the capacity developed will remain in place and be effective in the long run. For this, there is a need to focus on building capacity at the *individual, institutional and societal level*. **(c) Do no harm**: This principle is derived from the DO NO HARM analytical framework developed	Printed materials: Copies of: European Union CIVOPSCDR Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP Missions, DPKO/DFS Guidelines on Police Capacity-Building and Development

from the programming experience of many assistance workers. It provides a tool for mapping the interactions of assistance and conflict and can be used to plan, monitor and evaluate both humanitarian and development assistance programs. This is a descriptive tool that: 1) identifies the categories of information that have been found through experience to be important for understanding how a programme intervention can affect conflict; 2) organises these categories in a visual layout that highlights their actual and potential relationships; and 3) helps to predict the impacts of different programming decisions. **It is a useful tool that mentors and advisors can apply to evaluate the possible negative consequences of planned interventions and programmes.**

(d) **Respect, humility and empathy** are attributes that mentors and advisors should possess to build a productive and functioning relationship. Respect is a prerequisite for being receptive to one's mentoring or advising activity; humility is the quality of being modest and reverential; empathy is the ability of understanding individuals in their context.

After having introduced these 4 principles, explain how they have been embedded as basic principles in the EU Civ OpsCdR Guidelines for Mentoring and Advising in Civilian CSDP Missions. Give a general overview of the document (**Slides 22-23**) for enlisting the 13 basic principles at section 5 of the

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document itself. **Slide 23** contains a list of such principles.

Slide 24: Exercise: The basic principles of mentoring

Divide the class in 4 groups. Assign a set of principles to each group:

Group 1: European values, local ownership, capacity building

Group 2: sustainability, flexibility, patience

Group 3: awareness of the political, legal and administrative environment; cultural awareness; respect; interaction

Group 4: trust and confidence; structured transfer of knowledge; cooperation with other actors

Instructions: Ask each group to:

  (a) explain the principles applied within EU CSDP missions and prepare a 5 to 10-minute presentation;
  (b) use the CivOpsCdr Guidelines as a reference;
  (c) present the work to the plenary.

Direct the attention of the class to another relevant policy document in this regard: the UN Police Capacity Building and Development Guidelines **(Slide 25)**. These guidelines define the fundamental principles and core elements of police capacity

building and development, and serve to guide assessment and planning processes.

Briefly go through the 7 fundamental principles and draw connections to the basic principles discussed before. (**Slide 26**)

1. **Win multi-party, cross-societal consensus on police reform:** Police reform is as much a political as a technical matter. In a polarised post-conflict society, there are social, political or tribal divisions. Successful police reform is a precondition for reconciliation. UN Missions shall reach out beyond police to a variety of political, religious, ethnic, gender-based and other associations, parliamentarians, criminal & traditional justice and security providers, national HR institutions, civil society organisations, media and other relevant groups. Police reform needs to be made a nationally owned project. *[links with local ownership, sustainability and do not harm principles]*

2. **Put host state government and police in the lead:** Reform requires widespread acceptance, commitment and participation across ranks and assignments. Reformers should be careful not to denigrate the motivation, knowledge, or skill of the people whose behaviour and conduct they are trying to change. *[links with local ownership, sustainability and do not harm principles]*

3. **Address behaviours,** build a culture of

	accountability: Police culture/behaviour cannot be changed simply by formal reorganisation. 4. **Broaden reform beyond Police**: Justice and corrections [*sustainability]* 5. Insist on **standards** and **benchmarks** [*international standards/European values…]* 6. **Comprehensive integration of women's rights and gender equality** [Do not harm] 7. **Praise and encourage,** but do not shy away from **critical feedback.**	
Essential bibliography	- European Union CIVOPSCDR Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions" (eeas.cpcc(2014)4077896) - DPKO/DFS Guidelines on Police Capacity-Building and Development, Ref. 2015.08 - "Strategic Advising in Foreign Assistance: A Practical Guide," by Nadia Gerspacher (Kumarian Press, 2016) - UNDP, "Capacity Development: A UNDP Primer", 2009.	
Useful web resources		

Session 2: Mentoring in peace operations

Learning objectives

Participants will be able to:

- be aware of the increasing dilemma of complex international peacekeeping mandates;

- understand when and how mentoring became a capacity building approach in peace operations of the UN and EU;

- gain a wider knowledge of potential instruments and settings in which mentoring processes take place in peace operations.

MODULE 1 SESSION 2			
Mentoring in peace operations			
Time	**Title**	**Method/Material**	**Learning objectives**
90 minutes	Mentoring in peace operations	Presentations Computer and projector Flip-chart and markers Printed materials	• Be aware of the increasing dilemma of complex international peacekeeping mandates • Understand when and how mentoring became a capacity building approach in peace operations of the UN and EU • Gain a broader knowledge of potential instruments and settings in which mentoring processes will take place in peace operations

Duration	**Activity**	**Resources/comments**
90 minutes	This session illustrates to participants the evolution of the concept of peacekeeping, including peace-building elements through an overview of the main changes marking peace support operations that are increasingly tasked with the mandate of assisting in the rebuilding, reforming and restructuring local capacities. The focus will also be put on the centrality of the national capacity development paradigm. Display **Slide 2** – content – to show all the different aspects you will deal with and **Slide 3** – learning objectives – to link concepts to the learning processes trainees are undergoing through the training activity.	

Introduce the topic by explaining that most current peace operations' mandates are 'strengthening mandates'. **What does this mean?** Ask participants to give some examples. Write them on a flip-chart and use them, where applicable, as a reference while discussing the evolution of peace operations mandates, also including peacebuilding tasks. Display **Slide 4** summarising the main threads of the evolution of peace operations from 1948 to the present day. Explain how peace operations have evolved from a primarily military model of observing cease-fires and separating forces to incorporating a mix of military, police, civilian capabilities to support the implementation of comprehensive peace agreements and help lay the foundation for sustainable peace and legitimate governance. With **Slide 5,** illustrate the evolution of peacekeeping. Use this graphical representation to explain how the boundaries between conflict prevention, peacemaking, peacekeeping, peacebuilding and peace enforcement have become increasingly blurred and how peace operations are rarely limited to one type of activity. Then proceed to illustrate the evolution of peacekeeping mandates. **(Slides 6-10)** **Slide 6: Classical or traditional peacekeeping** Briefly explain the main traits of operations belonging to the first generation:	PowerPoint presentation slides **: M1_S2 Mentoring in Peace Operations.pptx**

- Founded on three basic principles that have traditionally served and continue to serve United Nations peacekeeping operations:
  - **consent of the parties, impartiality, non-use of force except in self-defence and defence of the mandate**
- Tasked to perform functions such as**:** observation, monitoring and reporting; supervision of cease-fire and support to verification mechanisms; interposition as a buffer and confidence-building measure
- Essentially **military** in character

Slide 7: 2nd generation: multi-dimensional. With the end of the Cold War in the early 90s, the strategic context for United Nations peacekeeping severely changed, and the UNSC began to more actively promote the containment and peaceful resolution of regional conflicts and to be increasingly involved in the '*management of peace'*. Hence, peacebuilding went beyond physical security and reconstruction and started to involve non-military instruments and to address the political, social and economic development of a post-conflict society. A new generation of 'multi-dimensional' United Nations peacekeeping operations started. (UN DPKO/DFS United Nations Peacekeeping Operations: Principles and Guidelines, 2008, p. 22)

Review with participants the core functions of a multi-dimensional United Nations peacekeeping operation:

1. **Create a secure and stable environment while strengthening the State's ability to provide security, with full respect for the rule of law and human rights**
2. **Facilitate the political process by promoting dialogue and reconciliation and supporting the establishment of legitimate and effective institutions of governance**
3. **Provide a framework for ensuring that all United Nations and other international actors pursue their activities at the country-level in a coherent and coordinated manner** (UN DPKO/DFS 2008, p. 23)

Slide 8 – Peace **enforcement** (3rd generation): Explain that it involves the application of a range of coercive measures, including the use of military force, with the authorization of the UNSC. Such actions are authorised to restore international peace and security in situations where the Security Council has **determined** the existence of a threat to the peace, breach of the peace or act of aggression (art. 39 UN Charter). The Security Council may utilise, where appropriate, regional organisations and coalitions of the willing under its authority.

Slide 9: **Robust** peacekeeping (4th generation). Robust peacekeeping involves the use of force at the tactical level with the authorisation of the Security Council and consent of the host nation and/or the main parties to the conflict. The environments into which United Nations peacekeeping operations are deployed are often

characterised by the presence of militias, criminal gangs, and other armed groups who may actively seek to undermine the peace process or pose a threat to the civilian population. In such situations, the Security Council has given United Nations peacekeeping operations "robust" mandates authorising them to **"use all necessary means"** to deter forceful attempts to disrupt the political process, protect civilians under imminent threat of physical attack, and/or assist the national authorities in maintaining law and order. (UN DPKO/DFS 2008, *passim*)

Slide 10: Hybrid missions 5th generation. A hybrid mission is a joint effort where a regional organisation shares the political, financial, logistical and military burdens with the UN. In hybrid missions, the partners are theoretically peers and align their agendas to achieve the mandate. There is a single political representative and a single military commander. (e.g. UNAMID since 2007)

Slide 11: Show the map of current UN operations and explain that 10 out of current 14 UNPKOs have a multidimensional mandate and have been tasked to perform peacebuilding activities with personnel more and more given the function of supporting reform and restructuring processes in different institutional fields, also through mentoring, advising, training. Moreover, since 2003, almost all new PKO mandates have included capacity building and development activities.

Slide 12: Now put the focus on the role of the EU in crisis management and give an overview of the

most recent history and evolution of peace operations under the EU flag. Explain that in the wake of the conflict in the Balkans in the '90s, the EU and its Member States decided that the regional organisation should be able to plan and conduct its own operations and missions. In this endeavour, steps were undertaken to set up the necessary decision-making bodies, planning structures and command and control arrangements. It was in 2003 that the first EU missions were launched: the EU policing mission in Bosnia and Herzegovina (EUPM-BiH) and a military operation in the Former Yugoslav Republic of Macedonia (CONCORDIA-FYROM).

Since then, the EU has launched and run 34 operations and missions on three continents. Of these, 22 were civilian and 11 were military, and one – in Darfur – was mixed. As of today, there are 16 on-going CSDP operations, 10 civilian and six military.

Slide 13: Stress that while in 2003 external security of the Union and defence were not perceived as priorities by Europeans, several factors later triggered a greater EU involvement in crisis management. These factors include the 2008 financial crisis and the security crises of 2014.

Slide 14: CSDP missions and operations represent a unique tool in the EU's toolbox, allowing for direct action and rapid response, in less permissive environments if need be, to manage and help resolve a conflict or crisis. This is done at the request of the country to which assistance is provided, and always fully respecting international law.

While decisions to establish these missions have been taken on a case-by-case basis, they are part

	of a strategic effort to provide security from the Sahel to the Horn of Africa and to the Middle East, to provide maritime security along key routes and to enable countries in the Western Balkans and Eastern Europe to fully recover from conflict and enhance their own capacities to provide security.
	Slide 15: This shows a map of current CSDP missions and operations. **Slide 16** shows the 10 current civilian missions in a puzzle to highlight capacity building components of their mandates. All missions except EUMM Georgia have mentoring, training and/or advising components in their mandates.
Essential bibliography	• Gerspacher, Nadia, "Preparing Advisers for Capacity-Building Missions", Special Report 312, Washington: USIP, August 2012 • HANDBOOK ON CSDP - THE COMMON SECURITY AND DEFENCE POLICY OF THE EUROPEAN UNION, Rehl J. (Ed.) Third edition, 2017 • UN DPKO/DFS, Peacekeeping and Peacebuilding: Clarifying the Nexus, non paper, (New York: United Nations, September 2010 • UN DPKO/DFS United Nations Peacekeeping Operations: Principles and Guidelines, 2008 • UN, Security Council resolution, United Nations Peacekeeping: a Multidimensional Approach, (S/res/2086 (2013)), 21 January 2013. •
Useful web resources	

Learning objectives

Participants will be able to:

- understand how mentoring components are integrated into a mission mandate;

- reflect on aspects of the mentoring process that are important from the mission's operational perspective;

- become familiar with challenges and limitations of mentoring in civilian crisis management missions' mandates.

Time	Title	Method/Material	Learning objectives
MODULE 1 SESSION 3 **Mentoring from the mission perspective**			
90 minutes	Mentoring from the mission perspective	Presentations Computer and projector Flip-chart and markers Printed materials	• Understand how mentoring components are integrated into a mission mandate • Reflect on aspects of the mentoring process that are important from the mission's operational perspective • Become familiar with challenges and limitations of mentoring in civilian crisis management missions' mandates

Duration	Activity	Resources/comments
60 minutes	This session should be run as a sort of roundtable, with experienced mentors currently deployed in missions invited to participate and share their experiences as they relate to: • the integration of mentoring components into a mission mandate; • aspects of the mentoring process that are important from the mission's operational perspective; • challenges and limitations of mentoring in civilian crisis management operation mandates. Potentially, selected trainees with such a background could also be asked to take an active role in the panel.	

Session 4: Being a mentor in peace operations and building trust with the mentee

Learning objectives

Participants will be able to:

- reflect on the role of the mentor, the mentee in the mission context;

- understand the differences between being a practitioner (doer) at home and being a mentor (agent of change) in the field;

- gain a wider knowledge of potential opportunities and obstacles regarding mentoring in the field;

- reflect on ways to build trustful rapport with the counterpart.

MODULE 1 SESSION 4
Being a mentor in peace operations and building trust with the mentee

Time	Title	Method/Material	Learning objectives
90 minutes	Being a mentor in peace operations and building trust with the mentee	Presentations Computer and projector Flip-chart and markers	• Reflect on the role of the mentor, the mentee and the context in a mentoring process • Understand the differences between being a practitioner (doer) at home and being a mentor (agent of change) in the field • Gain a wider knowledge of potential opportunities and obstacles regarding mentoring in the field • Reflect on ways to build trustful rapport with the counterpart

Duration	Activity	Resources/comments
90 minutes (recommen ded)	This session focuses on the various aspects related to performing the mentoring function in peace operations, and discusses the main **attributes** a mentor should possess, the **role** of a mentor in a capacity building environment and **what it entails** to perform such functions in a host country environment (**shift** from a doer to a **change agent**). It also discusses some of the main **challenges** and **dilemmas** related to such activities. (**Slides 2 and 3** related to content and learning objectives)	
	Slide 4: Start the session by asking participants the following question: **How should one behave/act and not behave/act in a mentoring context?**	PowerPoint presentation slides

In order to be effective, mentors need an unusual set of skills. These skills are considered 'unusual' because they necessitate combining subject matter expertise (hard knowledge) and knowledge transfer techniques (soft skills on how to be a knowledge broker, attitudes/behaviours that are respectful of the basic principles dealt with in Module 1). **Slide 5: Group work on the 'attributes of a mentor'** Divide trainees into 4 groups; ask 2 groups to portray a 'good' mentor and 2 to portray a 'bad' mentor by identifying desirable and non-desirable attributes. It would be preferable for the groups to only use drawings instead of words and sentences. Give them 20 minutes for the exercise and then ask spokespersons to introduce the work of each group. Hold a plenary discussion on a 'model mentor'. **Tips for trainers:** This exercise allows trainees to share ideas on how to behave and not to behave in the mentoring context, and to create a model to refer to during the entire course. Some attributes you should see in the drawings: big ears and eyes (active listener, observer, curious), smiles, receptive mood, open disposition (interested in learning and gain knowledge, openness, respect, humility); mentor and mentee should be the same size/height (peer relationship, equal footing). **Materials needed:** different coloured markers, flip-chart sheets After the exercise, continue the presentation by introducing aspects related to the role of the mentor in a capacity building process. Set the stage by explaining that mentors have to prepare	**M1_S4 Being a Mentor.pptx**

themselves for making the shift from being professionals with executive functions ('doers' in their own country/professional environment) to becoming mentors/capacity builders whose experience in solving problems, facing challenges, developing plans, programmes and strategies needs to be transferred to their local counterparts (establishing oneself as a resource).

Such a knowledge transfer is not a self-evident process for many professionals undertaking mentoring functions in a peace operation. Hence it is necessary to reflect on such a transformation process. Show **Slide 6** to introduce this shift from doers to mentors, and explain it as shown on **Slides 8 and 9**.

Step 1: From decision-maker to resource for others in charge of making decisions
THIS IS THE MOST CHALLENGING SHIFT. As a practitioner at home you will be asked to execute your tasks and to implement policies and decisions. As a mentor in a host country you will have to use the experience you have gained to help others carry out their work more efficiently. This entails establishing yourself as a **resource** (based on your subject matter expertise, your skills and attitude). (Gerspacher 2016, passim)

Step 2: **From** an environment where one enjoys a **professional reputation** to an environment where one needs to **establish credibility** based on one's own expertise and ability to apply it to the local context.

"Seasoned practitioners have professional reputations and are often sought after in their respective communities. […] But in a foreign country, the adviser arrives with little or no reputation." (Gerspacher 2016, p. 25)

Step 3: Little/no cultural compass
You will work in an environment where you have little or no cultural understanding of the professional context of operations. While you will need to make an extra effort to prepare yourself prior to your mission in order to gain a general knowledge and understanding of the history, culture, traditions, politics of the country of deployment; you can ask your counterpart to be your cultural mentor. (Gerspacher 2016, *passim*)

Step 4: No direct responsibility and accountability to performance
As a practitioner in your own country, your actions are mandated by the responsibilities associated with your functions, and you will be held accountable for results. As a mentor you are not going to have direct responsibility for the performance of your mentee or the host institution you are embedded in. This does not, however, mean that you do not have any responsibility. The nature of your responsibility is different from the responsibilities you have in your professional position at home: In this endeavour you will have responsibility towards: (1) the mission/sending institution, and (2) your mentee, to ensure that the advice and support you provide is useful, relevant and effective. Your success as a mentor will be

measured against these two benchmarks. (Gerspacher 2016, *passim*)

Step 5: Listener/identifier of issues and communicator of potentially viable solutions
As a practitioner in your own professional environment, you are expected to communicate messages, issues and results quickly, regularly and in a clear way. As a mentor you need to become a strategic active listener. You need to learn as much as possible about the mentoring context you are working in. (Gerspacher 2016, *passim*)

Display **Slide 9** and explain that this 'Puzzle Man' was created (by Nadia Gerspacher, USIP) to show the ideal skillset that a mentor should possess: functional expertise, compounded by a full range of attributes to effectively perform the role of a knowledge broker. Invite participants to reflect on those attributes and make your own assessment of the areas where they need improvement.

After having delineated the profile of a mentor, the transformation a professional needs to make in order to operate effectively as a resource in a reform/capacity building environment and the skillset needed to perform efficiently, conduct an **exercise** for discussing ways on **how to establish oneself as a resource for the counterpart**.

Slide 10: Exercise – Being a resource
This **exercise** is meant to encourage trainees to reflect on how to introduce themselves to their counterpart.

Remind them that they are engaging a person who does not share the same frames of reference in terms of culture, needs for reform, processes, perception of problems etc. They must show an understanding of existing differences and send the message that they are interested in building a peer relationship.

Instructions: You have 10 minutes to write down a short text that introduces you to a counterpart. You have to send signals that you are there to help bring about change. Pair up with a colleague and exchange constructive feedback, critique and edit each other's texts. Read the text to the entire class and solicit group feedback.

The **aim** of the exercise is to reflect on messages to send to the local counterpart for building a relationship that is conducive to working together. Some suggestions trainers may wish to give:

- Don't explain your CV; instead, try to translate your experiences into a possible constructive contribution to your mentee.
- Find common situations that both of you might have experienced, and use them as a key to establish an entry point into the relationship.
- Use words that can be easily interpreted, and remember that there are certain expressions that do not translate culturally.
- Do not make promises you cannot keep; send signals to help the counterpart understand that you are there to assist, but that you do not have the power to change anything.

Conclude the exercise debriefing by also showing **Slide 11**, indicating some of the key elements for a successful mentoring relationship (based on Dr. Strauss, Characteristics of Successful and Failed Mentoring Relationships, 2013).

Reciprocity: Stress the bi-directional nature of mentoring, including strategies to make it sustainable and mutually rewarding. Use the metaphor of a 2-way street to make trainees understand the concept.

Mutual respect: Emphasise respect for mentor and mentee's time, efforts, qualifications.

Clear expectations: These need to be outlined at the beginning, and revisited and readjusted over time. Both mentor and mentee are accountable to these expectations. (link this aspect to the exercise above)

Personal connection: Ensure that the mentee feels that you care about the relationship, about what s/he thinks and about his/her opinion/s.

Shared values: Try to identify a common foundation of core values that you both share to nurture and base your relationship on.

Using these concepts as a starting point, discuss potential obstacles that mentors might encounter from the very outset of their deployment: **challenges in the relationship with their local counterpart**, **mission/systemic challenges, more general challenges related to the operational environment**, and possible dilemmas while conducting capacity building activities.

Slide 12: Exercise – Relationship Challenges.

Diving participants into four groups, ask them to identify and discuss factors that may affect the relationship with the mentee. Then present the findings in plenary and brainstorm on the issues raised.

To conclude, show and discuss **Slides 13,14 and 15,** which illustrate some potential challenges, clustered into three levels: mission/systemic; implied in the mentor/mentee relation; related to the context of operations.

As a final topic of the session, discuss dilemmas in mentoring. **Slide 16** reproduces a sampling of the dilemmas mentors might face in the operational environment while carrying out their functions:

- Multiple bosses?
- Sustainability or dependency?
- International ethics vs. local practices?
- Security vs. trust?

(These are some of the dilemmas identified by Nadia Gerspacher in her 2016 book).

Explain that dilemmas put mentors at a crossroad, forcing them to choose which path to take, and that whatever choice they make will have consequences.

Explain each of the dilemmas enlisted in the slide:

Multiple bosses: Mentors will have to consider that once they are in the operational theatre they will have to report or be accountable to (in a formal or informal way) to different 'bosses' or chains of command (the mission, the seconding institution, possible donors who are sponsoring projects they are supposed to implement).

Sustainability vs. dependency: Capacity building is a long-term process, and the deployment of the

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| | mentor in the field is generally limited by a deadline. Actions, programmes and projects that are proposed, planned and implemented always have to be balanced against the principle of sustainability; remember that they will – at least initially – be dependent on external/international funds/efforts. What will happen when the mentor leaves? What will happen when the mission withdraws from the country? The extent of local dependency on international assistance always needs to be taken into account. **International ethics vs. local practices:** Mentors might find themselves in situations that challenge the code of conduct of their mission, international standards on human rights, or their own personal values and ethics. Local practices might go against these principles that the mentors and the mission/institution/state they belong to are committed to respecting, protecting and promoting. What is the tolerance standard in such situations? To what point can there be compromise? What are the existing rules in place for addressing such malpractices (e.g. corruption)? There are no straightforward answers, but these are aspects to reflect upon. **Security vs. trust**: Trust forms the basis of a rapport between mentor and mentee, and access to the counterpart is an aspect related to such a relationship. Access may be hampered by security reasons, and this can affect implementation of joint projects, which could be temporarily suspended as a result. This can also create the perception by the local counterpart that the mentor considers the environment to be too hostile. | |

Essential bibliography	- "Strategic Advising in Foreign Assistance: A Practical Guide," by Nadia Gerspacher (Kumarian Press, 2016) - "Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers", Sharon E. Straus; Mallory O. Johnson; Christine Marquez; Mitchell D. Feldman, Academic Medicine. 88(1):82–89, JAN 2013	
Useful web resources		

MODULE 2 – Principles and Processes of Building Capacity Through Mentoring

Aims and objectives

The second module aims to reflect on processes and principles of and for capacity building. It discusses the different phases of mentoring and the potential challenges mentors might face in each of those phases. It also reinforces aspects already discussed in other sessions, such as methods to build and maintain trust and ways through which the mission can structurally support the mentoring relationship. Emphasis is also put on how mentoring can help build and sustain local ownership within a mission context. The communication and negotiation toolbox will also be unpacked in order to provide trainees with tools to more effectively carry out their tasks .

Duration: more than one day

What you will need for the session:

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

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You will need: Module 2 PowerPoint presentation slides, flip-chart and markers, computer, projector, paper

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MODULE 2 PRINCIPLES AND PROCESSES OF CAPACITY BUILDING THROUGH MENTORING			
Phases of mentoring			
Time	**Title**	**Method/Material**	**Learning objectives**
90 minutes	Phases of mentoring	Presentations Computer and projector Flip-chart and markers Printed materials	• Understand the different phases of building a relationship with the mentee during the mentor's mission assignment • Discuss the potential challenges that mentors and mentee might face in each phase, as well as strategies to prepare for these challenges • Reflect on methods to build and maintain trust and ways through which the mission can structurally support the mentoring relationship
Local ownership in mentoring			
Time	**Title**	**Method/Material**	**Learning objectives**
45 minutes	Introduction to local ownership	Presentation and group discussion	▪ Describe the concept of local ownership and how it applies to mentoring ▪ Identify challenges to achieving local ownership
15 minutes	Examples of local ownership	Presentation and group discussion	▪ Identify practical examples of where local ownership has been achieved
15 minutes	How can mentoring help?	Presentation and group discussion	▪ Identify how mentoring can help develop a sense of local ownership
Communication skills and intercultural competence			
Time	**Title**	**Method/Material**	**Learning objectives**

Time	Title	Method/Material	Learning objectives
45 minutes	Mentoring communication skills	Presentations Computer and projector Flip-chart and markers Printed materials: Mentoring Approach handout Mentoring Approach Observation Form	▪ Demonstrate effective mentoring communication behaviour
45 minutes	Listening	Printed materials: Mentoring Listening handout	▪ Demonstrate effective listening
30 minutes	Feedback and reflection	Printed materials: Mentoring Feedback handout Self-reflection form Mentoring Feedback Observation Form	▪ Demonstrate how to give effective feedback ▪ Identify how communication styles may differ in different cultural situations
Basic negotiation skills			
Time	**Title**	**Method/Material**	**Learning objectives**

Time	Title	Method/Material	Learning objectives
45 minutes	What is negotiation?	Presentations Computer and projector Flip-chart and markers Printed materials: Basic Negotiation handout Negotiation Planner	▪ Explain how negotiation can help in mentoring ▪ Explain the difference between interest-based and position-based negotiation ▪ Identify the limits and boundaries of a mentoring relationship
35 minutes	Negotiation planning	Cont.	▪ Follow a process for preparing for a negotiation ▪ Identify an appropriate BATNA ▪ Identify potential conflicts of interest and develop appropriate 'what if' options
10 minutes	Planning for power		▪ Describe the role of power in the negotiation process and plan for it appropriately

Working with language assistants and interpreters			
Time	**Title**	**Method/Material**	**Learning objectives**
60 minutes	Working with interpreters	Presentations Computer and projector Flip-chart and markers Printed materials	• Become acquainted with different types of interpretations, principles of interpretation and the role of the interpreter in the mentoring process • Understand challenges in interpretation caused by the mentor, the interpreter and/or the overall context of operations • Understand the general rules of behaviour when working with and communicating through interpreters

Time	Title	Method/Material	Learning objectives
30 minutes (additional 90 minutes can be spent on the last day 'Bringing it all together')	Cont. (role plays)	Instructions for different role play scenarios	

		Coping with resistance and motivation	

Time	Title	Method/Material	Learning objectives
45 minutes	Why resistance exists	Presentations Computer and projector Flip-chart and markers Printed materials: Handout: Motivation Road to Change cards (cut into separate cards)	▪ Explain why people resist mentoring and change
25 minutes	What causes resistance	Cont.	▪ Explain what causes resistance in terms of behaviour/motivational drivers
20 minutes	Handling resistance		▪ Identify behavioural strategies to overcome resistance

Session 1: Phases of mentoring

Participants will be able to:

• understand the different phases in the mentoring cycle, from building a relationship with the mentee to identifying needs, from creating and implementing a workplan to review and update;

• discuss the potential challenges that mentors and mentees might face in each phase, as well as strategies that can be used to prepare for them;

• reflect on methods that can be used to build and maintain trust, and ways through which the mission can structurally support the mentoring relationship.

	MODULE 2 SESSION 1
	PHASES OF MENTORING

Time	Title	Method/Material	Learning objectives
90 minutes	Phases of mentoring	Presentations Computer and projector Flip-chart and markers Printed materials	• Understand the different phases in the mentoring cycle, from building a relationship with the mentee, to identifying needs, creating and implementing a workplan to review and update • Discuss the potential challenges that mentors and mentees might face in each phase, as well as strategies that can be used to prepare for them • Reflect on methods to build and maintain trust and ways through which the mission can structurally support the mentoring relationship

Duration	Activity	Resources/comments
90 minutes	This session covers the phases of mentoring and the potential challenges that mentors might face in each of these phases. It also reinforces aspects already discussed in other sessions, such as methods used to build and maintain trust and ways through which the mission can structurally support the mentoring relationship. (**Slides 2** and **3**)	
	Slide 4 shows the graph contained in the UN Police MMA manual that crystallises the various phases of the mentoring process (stages of individual mentoring). Explain that such a model is analogous to the methodologies used in the Project Cycle Management or related to the training cycle:	PowerPoint presentation **M2_S1 Phases of mentoring.pptx** Video (see link below)

identification/assessment of needs; joint agreement on objectives to reach; creation of a workplan (the clear expectations we referred to in the Strauss elements for a successful mentoring relationship - see Module 1 Session 3); reciprocal feedback; update on progress to the chain of command (mission)).	Exercise factsheet
While this is a good reference scheme to keep in mind when organising the work to be done with relation to the mentoring process, when discussing phases of mentoring we should also consider other aspects – namely those related to the **establishment of rapport with the mentee, the nurturing of the relationship and the exit strategies** at the end of the mentor's individual tour or at the termination of the mission mandate.	**M2_S1 Exercise factsheet.doc**

Hence, explain how the model proposed by the UN on the different phases of individual mentoring needs to be embedded into broader phases **(Slide 5):**

    (a) Establishment of rapport (the beginning)
    (b) Nurturing the relationship (joint identification of needs and of possible viable solutions, joint planning, implementation)
    (c) Exit strategy planning

Slide 6

(a) Establish rapport

    1. Initial meetings

Recall the exercise related to presentations of the mentor to the mentee and the 5-sentence speech to find an entry point into a relationship (Module 1 Session 3) and do a **role play** on the first meeting with the mentee, working in groups of three participants (mentor, mentee and critical friend).

Each group will have instructions on a separate paper). (see instructions in M2_S1 exercise factsheet)

After the exercise, debrief the group by discussing the contents of **Slide 7** that outline the main elements to take into account in this phase as a kind of checklist.

As a conclusion of the discussion of phase, 1 show the **video**.

(b) Nurturing the relationship

2. **Joint identification and definition of deficits and needs**

You do not have the solution for every problem. As a result, you should avoid proposing solutions; instead, you should offer to act as a valid resource to address problems that the counterpart has identified (perhaps based on similar issues you have faced in your professional career). You can share your experience with the mentee on your approach and what issues you had to consider, challenges you had to face etc.

3. **Joint identification of viable solutions**

After the identification of a problem, the next phase relates to the definition of possible solutions. In this regard, mentors should always remember that their role is that of a resource, and they do not have the relevant authority or decision-making power, which normally lies in the hands of the local counterpart. They should also bear in mind the principles of sustainability and local ownership when providing suggestions toward devising ways to address identified issues. Their role is that of giving inputs for the development of local viable solutions.

4. **Development of a plan**

| | Based on the Project Cycle Management process, a planning tool which mentors and advisors are familiar with, the next step, after the identification of problems, definition of possible ways to solve them, is the development of a plan. This might not always be a self-evident approach for the local counterpart, and mentors must abstain from doing it themselves. Instead, it should be an additional tool and part of a mentor's experience that can be transferred to their mentees to help them guide the process. Always keep in mind the principles that guide mentoring.

5. Implementation of the plan
The mentor should help in this phase as well, and should also pave the way for an exit strategy. **(Slide 9)**

Slide 10. Conclude the session by discussing coordination with other actors in the mentoring process and in all phases of such an effort. Coordination should take place not only with the local counterpart, but also with other international actors to ensure there is no duplication of efforts but rather synergic coordination and, when overlap exists, that is constructive. | |
| **Essential bibliography** | - "Strategic Advising in Foreign Assistance: A Practical Guide," Nadia Gerspacher, Kumarian Press, 2016
- "Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers", Sharon E. Straus; Mallory O. Johnson; Christine Marquez; Mitchell D. Feldman, Academic Medicine, 88(1):82–89, JAN 2013
- "Mission Challenges, Lessons Learned and | |

	Guiding Principles: Policing with Communities in Fragile and Conflict Affected States", Georgina Sinclair, Rohan Burdett (Eds.), The Scottish Institute for Policing Research, 2018	
Useful web resources	**Video: https://vimeo.com/55045081**	

Session 2: Local ownership in mentoring

Aims and objectives

This aim of this module is to consider how mentoring can help build and sustain local ownership within a mission context. In particular, it considers how mentoring can support the concept of capacity building.

Duration: 75 minutes

What you will need for the session:

Module 2 Session 2 PowerPoint presentation slides, flip-chart and markers, computer, projector, paper.

Content

Introduction to local ownership

Examples of local ownership

How can mentoring help?

Learning objectives

Participants will be able to:

- describe the concept of local ownership and how it applies to mentoring;
- identify challenges to achieving local ownership;
- identify practical examples of where local ownership has been achieved;
- identify how mentoring can help develop a sense of local ownership.

MODULE 2 - SESSION 2			
LOCAL OWNERSHIP IN MENTORING			
Time	**Title**	**Method/Material**	**Learning objectives**
45 minutes	Introduction to local ownership	Presentation and group discussion	▪ Describe the concept of local ownership and how it applies to mentoring ▪ Identify challenges to achieving local ownership
15 minutes	Examples of local ownership	Presentation and group discussion	▪ Identify practical examples of where local ownership has been successfully achieved
15 minutes	How can mentoring help?	Presentation and group discussion	▪ Identify how mentoring can help develop a sense of local ownership

Duration	Activity	Resources/comments
Subject 1: What is local ownership?		
45 min (total)	This subject introduces the concept of local ownership and discusses how it applies in a mission context.	Introduction slide
	Introduce the contents and the learning objectives for Session 2 with **Slide 2** (**Content**) and **Slide 3** (**Learning Objectives**).	PowerPoint presentation slides **M2_S2 Local Ownership in Mentoring.pptx**.
10 min	**Group exercise** Ask participants the following question: What is your understanding of the concept of local ownership? Write the answers on a flip-chart. Show **Slide 4** and explain how **local ownership** is about local people taking responsibility for rebuilding their community. Use **Slide 5** to **define local ownership.** Local ownership is about finding local solutions to local problems, while still complying with international law and standards. This means that outside agencies need to work with local authorities and encourage seeking advice from other local stakeholders. For local ownership to be achieved, local people need to have the knowledge, skills and capacity to be able to work together and take full ownership of rebuilding their neighbourhood. Share the definition slide.	PowerPoint presentation slides **Intro to Local Ownership**
5 min	Ask a further question: **What is capacity building?** (**Slide 6**) A key part of the mentor role is to build this capacity through developing the knowledge, skills and competencies of individuals, groups and institutions. Share **Slide 7** covering the **definition of capacity building** and discuss how mentoring needs to focus on developing this knowledge and skill.	
5 min	Ask the following question: Do people in your local community want to take ownership, or do they want to be told what to do? Discuss with the group how different types of culture respond to authority (Hofstede's **concept of power distance/Slide 8**). Some cultures are more autocratic, and people prefer to be told what to do because it	

	helps them feel safe. Others prefer a more consultative approach. Local ownership is more likely to happen in a culture where the sense of power distance is small. But people can still have a choice of how they want decisions to be taken and how much power or authority they want.	
5 min	Show **Slide 9 (Individualist)** and ask the following question: Is this a community that values the individual or the group? Discuss with the group how different types of culture are individualist or collectivist. Explore what that means for the concept of local ownership. Collectivist cultures tend to 'not rock the boat', and are more likely to acquiesce to what is asked of them, without really committing to it. People may also be reluctant to take on new tasks or do things in a different way.	
5 min	Present **Slide 10 (Uncertainty)** and ask the following question: Are the people in this community highly stressed and anxious, or relatively laid back? Discuss the level of uncertainty in the community. If it is high, then people may be reluctant to develop new skills and try out new things.	
	Summarise with **Slide 11: The Impact of Culture.**	
15 min	Ask the following question: What else gets in the way of people taking ownership (**Slide 12)**, both culturally and individually? Write the answers on a flip-chart and discuss. Explain to the group that as you work through the programme, you will address the issues.	
Essential bibliography	1. CIVOPSCDR OPERATIONALGUIDELINES FOR MONITORING, MENTORING AND ADVISING IN CIVILIAN CSDP MISSIONS, page 11	
Further bibliography	1. Cultures and Organisations Software of the Mind, Hofstede G & Hofstede GJ, 2005	

Duration	Activity	Resources/comments
Subject 2: Examples of local ownership		
15 min (total)	This subject engages participants in a discussion about how local ownership could work in their own situation.	
15 min	**What works?** Ask the group for **examples (Slide 14)** of where they have seen local people take on ownership when implementing mission initiatives. List these examples on the flip-chart, focusing on what made local ownership work in these situations. Note: If the group can't think of any examples, ask them to consider what would potentially need to happen in their local community to enable local ownership.	

Duration	Activity	Resources/comments
Subject 3: How can mentoring help?		
15 min (total)	This subject engages participants in a discussion about how mentoring can help develop local ownership.	
15 min	**What works?** Ask the group how they think mentoring can help develop a sense of local ownership, given what they have learned so far. Use **Slide 16: How Can Mentoring Help?** Emphasise the importance of building trust and rapport, which a mentoring relationship helps to do. Also note that there will be discussion of which communication skills can help build local ownership.	

Session 3: Communication skills and intercultural competence

Aims and objectives

This aim of this session is to introduce communication skills that are essential for effective mentoring. The focus is on the communication approach taken, the quality of the listening and the quality of the feedback/reflection.

Duration: 120 minutes, but could ideally go longer

What you will need for the session

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

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You will need: Module 2 Session 3 PowerPoint presentation slides, flip-chart and markers, computer, projector, paper and handouts.

Content

Mentoring communication skills

Listening

Feedback and reflection

Learning objectives

Participants will be able to:

- demonstrate effective mentoring communication behaviour;
- demonstrate effective listening;
- demonstrate how to give effective feedback;
- identify how communication styles may differ in different cultural situations.

DAY 1 - MODULE 2 - SESSION 3			
Communication skills and intercultural competence			
Time	**Title**	**Method/Material**	**Learning objectives**
45 minutes	Mentoring communication skills	Presentations Computer and projector, flip-chart and markers Printed materials: Mentoring Approach handout Mentoring Approach Observation Form	▪ Demonstrate effective mentoring communication behaviour
45 minutes	Listening	Printed materials: Mentoring Listening handout	▪ Demonstrate effective listening
30 minutes	Feedback and reflection	Printed materials: Mentoring Feedback handout Self Reflection form Mentoring Feedback Observation Form	▪ Demonstrate how to give effective feedback ▪ Identify how communication styles may differ in different cultural situations

Duration	Activity	Resources/comments
Subject 1: Mentoring communication skills		
45 min (total)	This subject introduces different mentoring behaviours and provides opportunities for practice.	Introduction slide
	Introduce the **contents** (**Slide 2**) and the **learning objectives** (**Slide 3**) for Session 3.	
10 min	**Mentoring communication approaches** Explain that there are two fundamental styles of communication – telling and asking. Introduce the **telling style/approach** (**Slide 5**). This is generally effective when you have power, are short on time, a decision has already been taken and can't be changed, and there is no payoff to the other party. Introduce the **asking style (Style 6)**. This works best when the solution is unclear, the quality of the solution is vital, you need buy-in from the other party, you can't enforce the outcome and the quality of the on-going relationship is also important.	PowerPoint presentation slides **Handout M2_S3: Effective Mentoring Behaviours**
5 min	**Effective mentoring approaches** Use **Slide 7: Talking vs. Listening** and introduce the behavioural research on what approach seems to work best. Explain that these behavioural profiles are based on research from European managers, so that when looking at the figures they should also take into account how the cultural approach might need to be adapted to their local circumstances. Explain that the research compared the mentoring behaviours of two different groups of mentors – those whose mentees said they were highly motivated at the end of the mentoring session ('effective'), and those whose mentees were not motivated at the end of the session ('ineffective'). Introduce the effective and ineffective mentor percentages for talking and listening approaches respectively.	
5 min	**Making proposals** Introduce the research around proposals with **Slide 8: Making Proposals - Definitions**. Point out that effective mentoring sessions tend to be more future-focused. Also explain how effective	

	mentors use a behaviour called 'seeking proposals' to get the mentee to come up with the proposals.	
	Discuss how important the proposal behaviours (**Slide 9: Making Proposals - Research Data**) are when it comes to creating a sense of local ownership.	
	Reveal the proposal research data for the effective and ineffective mentors.	
5 min	**Mentoring communication role play 1: Mentoring Approach Role Play – Purpose (Slide 10)**	PowerPoint presentation slides
	Explain that we are now going to start practising using mentoring communication skills.	
	Introduce the purpose of the role play. They are going to have the opportunity to mentor a fellow participant on a real life situation. So they all need to think of a topic for which they would like to be mentored.	
	The mentors should decide if they want to employ the telling approach or the asking approach. Their focus should be on trying to get their mentee to come up with actionable ideas, i.e. proposals.	
	They will work in groups of three. Each person will take turns being a mentor, mentee and observer. So if A mentors B, C is then the observer; subsequently, B mentors C, while A observes. Finally, C mentors A, while B observes.	
	The observer is there to complete a behavioural observation form.	
5 min	**Mentoring Approach Role Play – Process (Slide 11)**	**Handout M2_S3a**: Mentoring Approach Observation Form
	Make sure that everyone is clear on who is playing which role, and how to swap roles. Explain that each role play should last no longer than 10 minutes, and that feedback will not be given at the end of the session, because another role play will be conducted later, when there will be an opportunity for feedback.	Prepared flip-chart with behaviours listed:
	Gather the observers together and go through the Mentoring Approach Observation Form. Explain the different types of behaviour that you want them to record.	% mentor talking % mentor asking % total proposals % mentor proposals
	There are three objectives to this observation exercise.	
	1. Work out what percentage of the talking is done by the mentee compared to the mentor. To do this, the observers have to tally the amount of verbal behaviour from each person by ticking the mentee side every time the	

	mentee speaks and ticking the mentor side every time the mentor speaks. If one of them speaks for more than 15 seconds they add a second tick, and a third tick if the person carries on speaking for more than 30 seconds. For example, if somebody speak non-stop for a minute they will get four ticks. 2. Work out the percentage of mentor behaviour that is devoted to asking questions. This will identify if they use a telling style or an asking style. To do this, whenever the mentor asks a question observers put a tick in the Mentor Questions box, and whenever the mentor says anything that is not a question they put a tick in the Mentor Other box. 3. Record the number of actionable ideas put forward in the conversation, as well as who suggested them (i.e. were they suggested by the mentor or the mentee?).	
	Mentoring approach role play Allow time (if possible) for the three rounds of role play.	
15 min	**Role play review** Gather all the observation forms and add up the total percentage of mentor talking time for everybody. Also add up the total percentage of mentor questions, the percentage of all proposals as percentage of total behaviour and the percentage of proposals that came from the mentor. Add these figures to your prepared flip-chart.	
	Review the behavioural profiles. Discuss the impact of cultural differences. Ask people to reflect on whether they feel that their behavioural approach was appropriate, or whether they would like to try out a different approach. Distribute the Mentoring Approach handout.	
Essential bibliography	2. Handout: Mentoring Approach	

Duration	Activity	Resources/comments
Subject 2: Listening		
45 min (total)	This subject introduces listening behaviours.	
30 min	**Listening at different levels** Ask the following questions: How good to people think they are at listening? How often, when listening to other people talking, do they start thinking about something else? What happens if they feel a strong reaction to what somebody else is saying? How easy is it to carry on listening to the other person then? Explain that we are now going to do a short listening exercise. Ask everybody to sit quietly in a circle. Then ask each person to focus on what is going on in their heads. What is their inner voice saying right now? Go around the room, asking people to articulate their thoughts. Now ask the question to the group: Having articulated those thoughts, can they now let them go? Now move on to feelings. Ask each person to focus on their emotional state. How are they feeling right now? Again, go around the room and ask people to articulate their feelings. Again ask the question to the room: Having articulated those feelings, can they now let them go? Finally, ask people to sense their own bodies. When they do so, what thoughts do the have? Give them two minutes for this exercise, then bring them back to the plenary. Ask each person to describe in one word what they were sensing.	PowerPoint presentation slides
5 min	Use **Slide 13: Listening at Different Levels** to explain that the reason for this exercise is because, to be an effective mentor, we have to be fully present for our mentee, which means presence on a physical, mental, emotional and spiritual. Introduce them to the concepts of 'head space', 'heart space' and 'embodied space'. Discuss how our thoughts and feelings affect our ability to listen to others.	

10 min	**Listening definitions and behaviours (Slide 14: Listening Definition** (Richard Mullender))	
	Introduce Mullender's definition of listening. Explain that this came from hostage negotiations both in the UK and the Middle East. Discuss what type of keywords they might want to listen for in a mentoring conversation. Use **Slide 15: Listening Behaviours - Definitions**	
	Introduce the listening behaviours of testing, understanding and summarising. Explain that in the next role play, they will practise using these behaviours. Use **Slide 16: Listening Behaviours – Research Data.**	
Essential bibliography	3. Handout: Effective Listening	

Duration	Activity	Resources/comments
Subject 3: Feedback and reflection		
30 min (total)	This subject introduces the subject of giving feedback and outlines a process for reflecting on the mentoring process.	
5 min	**Giving Feedback** Ask participants for examples of when they have received effective feedback in the past, and what made it effective. List these attributes on the flip-chart. Use **Slide 18: Feedback Behaviours – Definitions.** For guidance on what effective feedback looks like, refer them to the Giving Feedback handout. Introduce the feedback behaviours and the concept of 'giving knowledge'. Show **Slide 19: Feedback Behaviours - Research Data.** Explain that when you are recognised for your expertise, using that expertise is extremely valuable in mentoring situations. However, giving knowledge is different from telling people what to do. It is more like offering them wisdom so that they can make more informed choices themselves. Discuss how effective mentors offer less feedback, both positive and negative, instead encouraging the mentee to self-reflect.	PowerPoint presentation slides
5 min	**Mentoring communication role play 2: Giving Feedback** Explain that in this last role play on communication skills, we are going to practise encouraging self-reflection. Work in the same groups as last time, but this time everyone is going to mentor their mentor from last time. So if last time A mentored B while C observed, B mentored C while A observed, and C mentored A while B observed, this time the roles should be as follows: B mentors A with C observing, C mentors B with A observing, and A mentors C with B observing. This way the mentor is in a position to give feedback to their mentee on how they were mentored last time. Introduce the purpose of the role play (**Slide 20: Mentoring Feedback Role Play - Purpose**). This time the focus is on helping the mentee to self-reflect. The mentor should focus on trying to use	**Handout M2 S3b: Self-Reflection Form**

	the listening behaviours and encourage reflection.	
	To prepare for this session, everybody should complete a self-reflection form on their mentoring from last time, which they take into the mentoring session.	
	The focus of the role play should be on the mentee reflecting on their performance. The mentor is there to listen and give feedback if necessary.	
	Participants have 10 minutes to reflect on their own and complete their own self-reflection form before dividing into groups.	
5 min	**Feedback role play setup (Slide 21: Mentoring Feedback Role Play – Process)** Make sure that everyone is clear on who is playing which role, and how to swap roles. Explain that each role play should last no longer than 10 minutes. Gather the observers together and go through the Feedback Observation Form. Make sure that they feel comfortable looking identifying the different behaviours. In this role play they are focusing on identifying listening behaviours from the mentor and feedback behaviours.	**Handout M2 S3c: Feedback Observation Form** Prepared flip-chart with behaviours listed: Testing Understanding Summarising Reflection Praise Negative feedback
5 min	**Feedback role play preparation** Allow participants 5 minutes to complete the self - reflection form in preparation for the role play.	
5 min	**Feedback role play** Allow 5 minutes (or more, if possible) for the three rounds of role play.	
5 min	**Role play review** Gather all the observation forms and add up the total number of each behaviours. Then add them to the flip-chart. Do the final review of the behavioural profiles. Discuss the impact of cultural differences. Ask people to reflect on how it felt to use these behaviours.	
Essential bibliography	4. Handout: Giving Feedback	**Handout M2_S3d**

Subject 4: Basic negotiation skills

Aims and objectives

This aim of this module is to introduce some basic negotiation skills that may be useful in post-conflict zones.

Duration: 90 minutes

What you will need for the session

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

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You will need: Module 2 Session 5 PowerPoint presentation slides, flip-chart and markers, computer, projector, paper and handouts.

Content

What is negotiation?

Negotiation planning

Planning for power

Learning objectives

Participants will be able to:

- explain how negotiation can help in mentoring;
- explain the difference between interest-based and position-based negotiation;
- identify the limits and boundaries of a mentoring relationship;
- follow a process for preparing for a negotiation;
- identify an appropriate BATNA;
- identify potential conflicts of interest and develop appropriate 'what if' options;
- describe the role of power in the negotiation process and plan for it appropriately.

MODULE 2 - SESSION 4			
Basic negotiation skills			
Time	**Title**	**Method/Material**	**Learning objectives**
45 minutes	What is negotiation?	Presentations Computer and projector Flip-chart and markers Printed materials: Basic Negotiation handout Negotiation Planner	▪ Explain how negotiation can help in mentoring ▪ Explain the difference between interest-based and position-based negotiation ▪ Identify the limits and boundaries of a mentoring relationship
35 minutes	Negotiation planning	cont.	▪ Follow a process for preparing for a negotiation ▪ Identify an appropriate BATNA ▪ Identify potential conflicts of interest and develop appropriate 'what if' options
10 minutes	Planning for power		▪ Describe the role of power in the negotiation process and plan for it appropriately

Duration	Activity	Resources/comments
Subject 1: What is negotiation?		
45 min (total)	This subject introduces the concept of negotiation and what needs to exist before a negotiation can take place.	Introduction slide
	Introduce the **contents (Slide 2)** and the **learning objectives (Slide 3)** for Session 5.	
5 min	Give the participants a scenario in which the two sides have nothing in common. Ask them if negotiation is possible? Answer: No.	PowerPoint presentation slides
	Then give them a situation where the two sides are completely in agreement. Ask them if they would negotiate? Answer: No	
	Then give them a situation where the two sides have something in common, but also a disagreement. Ask them if they would negotiate? Answer: Yes.	
	Use **Slide 5: Conditions Required for Negotiation** and explain that for a negotiation to take place, agreement and conflict must exist. If the two sides can't agree on anything, then negotiation cannot take place. If they are in total agreement, then why negotiate?	
	Now describe a scenario in which one of the sides cannot move. Ask them if they can negotiate. Answer: No. Each side has to be able to vary the terms. Otherwise, you cannot create the movement required to negotiate.	
	Finally, describe a scenario where one item is plentiful and one is scarce. Ask them which one they would negotiate over. Answer: the scarce one. If something is plentiful, then there is no need to negotiate.	
5 min	Introduce the **two golden rules of negotiation** (**Slide 6**): always trade, never concede, and no deal is better than a bad deal. Emphasise the importance of having a range of issues to negotiate over, and the importance of knowing your walk-away point.	
15 min	Explain the importance of understanding the underlying interests. Use the Fisher/Ury example of the Israeli-Egyptian dispute over the Sinai peninsula. **Group Exercise Slide 7: What Are the Underlying Interests?**	**Negotiation planner handout (M2_S4a)**

	Make it realistic. Split the participants into two groups. Give them a real-life situation (Somalia, Afghanistan, Syria). Assign each group the role of one of the negotiating parties. Give the groups 10 minutes to come up with a list of known facts, assumptions and the underlying interests. Then have each group present their lists to the whole group. Use this information to discuss where the common ground or overlap might lie. Also discuss how seeing the situation from the other side's point of view can help create movement in the negotiation.	
10 min	How can negotiation help in mentoring? Ask the participants how they think negotiation can help in mentoring. Use **Slide 8: What You Might Negotiate as a Mentor.** Explain that negotiation is most useful around limits and boundaries. Discuss the importance of setting limits and boundaries within the mentoring process. Mentors and mentees need to be clear from the start about what they can expect from each other during the mentoring process.	
Essential bibliography	5. Basic Negotiation **Handout (M2 S4)**	
Useful bibliography	6. Fisher and Ury: Getting to Yes.	

Duration	Activity	Resources/comments
Subject 2: Negotiation planning		
35 min (total)	This subject introduces a process for planning a negotiation.	
5 min	Introduce what you need to consider when planning a negotiation. Start with the concept of objectives and the importance of creating long-term objectives. Show **Slide 10: Negotiation Planning – Objectives.** Reiterate the importance of common ground and how you can use it to create movement in the negotiation. **Slide 11: Negotiation Planning - the Common Ground** Introduce the concept of BATNA with **Slide 12 – Best Alternative to a Negotiated Agreement.**	

	Discuss how having a good BATNA gives you power in the negotiation.	
15 min	**Exercise** Ask them to go back to their negotiation. Each group needs to decide on their own long-term objective, reaffirm the common ground and look for their BATNA. Again, ask both sides to share the relevant information. Discuss the impact of hearing the other side's objective. Also discuss BATNAs. Would you reveal a BATNA or not? How does having a strong BATNA influence how you feel going into the negotiation? Explain that we will come back to that feeling of power later.	**Handout M2 S4a Negotiation planner**
5 min	Introduce the concept of negotiable issues with **Slide 13**. Explain the importance of identifying levers – based on the conflict of interest between both parties. Explain how assessing the relative priority of each issue for each side helps to create movement and a potential win-win scenario. Use **Slide 14: Negotiation Planning - Identifying Levers.**	
10 min	**Exercise** Introduce the Negotiation issue planner. Ask them to go back to their negotiation. Their task now is to develop a list of negotiable issues and determine the priority of each issue for each side. On the planner they can then categorise the issues into: contentious, softeners, levers (ours and theirs). Allow 15 minutes for this planning. At the end of this period, ask each group to confirm whether they have been able to identify levers that they can use in the negotiation.	**Negotiation issue planner**
5 min	Show **Slide 15: Negotiation Planning – Developing Options.** Discuss the concepts of growing the pie and developing options. Offer an example of growing the pie: for example, if a negotiable issue is who pays for damages, is there the potential of securing additional funding from a third party? For developing options, show them the slide and discuss with them the importance of exploring 'what if' scenarios.	
Essential bibliography	1. Basic Negotiation **Handout (M2 S4)**	
Useful bibliography	2. Fisher and Ury: Getting to Yes.	

Duration	Activity	Resources/comments
Subject 3: Planning for power		
10 min (total)	This subject introduces the subject of power in a negotiation.	
5 min	Explain that we are going to consider the role of power in a negotiation. Show **Slide 17: Power Versus Long-term Success.** Ask people if they think power is important. Provide a scenario in which you are walking into a negotiation feeling much less powerful than the other side. Ask whether you would come out a winner or a loser? Answer: probably a loser. Now think about a scenario where you have an equal balance of power with the other side. Would you come out a winner or a loser? Probably a winner. Now think about a scenario where you feel more powerful than the other side. Winner or loser? Research shows that you might come out a winner in the short-term, but in the long run you are still likely to lose. Just look at what happened to France and Germany after World War I.	
5 min	Discuss the **Perception of Power (Slide 18)**. For example: Do salespeople think sellers or buyers have the most power? Answer: the buyers. And who do buyers think have the most power? Answer: the sellers. This shows that power is in your head. Remind them of how important the BATNA is in terms of creating a sense of power.	
Essential bibliography	1. Handout: Basic Negotiation	

Subject 5: Working with language assistants and interpreters

Participants will be able to:

• get acquainted with different types of interpretation, principles of interpretation and the role of the interpreter in the mentoring process;

• understand challenges in interpretation caused by the mentor, the interpreter and/or the overall context of operations;

• understand the general rules of behaviour when working with and communicating through interpreters.

MODULE 2 SESSION 5			
Working with language assistants and interpreters			
Time	**Title**	**Method/Material**	**Learning objectives**
60 minutes	Working with interpreters	Presentations Computer and projector Flip-chart and markers Printed materials	• Get acquainted with different types of interpretation, principles of interpretation and the role of the interpreter in the mentoring process • Understand challenges in interpretation caused by the mentor, the interpreter and/or the overall context of operations • Understand the general rules of behaviour when working with and communicating through interpreters
30 minutes (additional 90 minutes can be spent on the last day 'Bringing it all together')	cont. (role plays)	Instructions for different role play scenarios	

Duration	Activity	Resources/comments
60 minutes 30 minutes (role plays) To be continued for 90 minutes in the last day as part of the session 'Bringing it all together'	This session illustrates to participants the different types of interpretation, principles of interpretation and the role of the interpreter in the mentoring process. It discusses challenges in interpretation caused by the mentor, the interpreter and the overall context of a peace operation, and spells out the general rules of behaviour when working with and communicating through interpreters. It also gives some practical tips and instructions on how to practically work with and through interpreters (how to prepare and debrief an interpreter, the position the interpreter should assume during a meeting, etc.). Display **Slide 2** – **Content** to show all the different aspects you will deal with and **Slide 3** – **Learning Objectives** to link concepts to the learning process trainees are undergoing through the training activity.	
	Show **Slide 4** and introduce the topic by explaining the major differences between: • Interpretation – conveying messages from one language to another, orally • Translation – conveying messages from one language to another, in written form **Slide 5** contains the main definition of different kinds of interpretation: consecutive, simultaneous, whispered interpretation. Discuss with participants the main principles underlying interpretation (**Slide 6**) • Responsibility In many instances, interpreters will look to mission members for guidance, advice, information and, sometimes, even protection. It is their responsibility to provide it. To get the best results from interpretation, mission members must take the lead. Interpreters have a right to expect this. (OSCE, p. 14) • Leadership "Interpreters will expect mission members to take the lead in professional activities." Mission members are those who hold meetings. "It will be their discussions, their outcomes and their decisions. It is the mission member's responsibility to choose a style and content for the encounter. The way mission	PowerPoint presentation slides**:** **M2_S5 Working with Interpreters** **Handout M2 S5 Role Plays: Working with Interpreters**

members manage meetings will influence their relationship with their counterparts in the host society. The outcome, in terms of the quality of interpretation, will depend greatly on the amount of time invested in preparation. Mission members are responsible for leading the discussions, while interpreters limit themselves to assist in that task, mainly by acting as a bridge for communication across language barriers." (OSCE, p. 15)

- Teamwork

The mentor and his/her interpreter are a team. Explain that in order to work in an effective way, the principles of teamwork must be applied in their relationship: successful teams **develop** strong relationships and **incorporate** effective group processes; they **work together** to establish and meet agreed upon **goals**; they have relationships that are based on **commitment, cooperation,** and **trust**; they **foster** team members' **participation, satisfaction, learning, and growth.**

Clearly set out the role of the interpreter (**Slide 7)** by explaining that s/he is not only:
- a language converter but also…
- a source of information, a filter of attitudes, the environment and the counterpart's mood, and
- a cultural guide.

Slide 8 - **Exercise**:

Divide into three groups and discuss:
1. Aspects to consider when communicating via an interpreter (group 1)
2. Elements to include in a briefing with your interpreter (group 2)
3. Challenges you might face when working with an interpreter (group 3)

Allocate 20 minutes for group discussion, then have each group present their main deliberations to pave the way for devoting time to discuss the three questions.

Slide 9 – **Communicating Through an Interpreter**

What to do and what to consider?
- Preliminary introductions
- Only use the **language** that is being translated.
- **Listen** and **pay attention** to the counterpart's **tone** of voice and **body language.**
- Ask for **clarifications** whenever necessary.
- **Only speak through** the interpreter.
- Avoid jargon or acronyms.
- Do **not speak directly** to the interpreter.

- Do not assume that others do not speak English or the language you are using with your interpreter.
- Do not have side/private discussions with the interpreter.
- Do not allow your interpreter to be intimidated or compromised.

Slide 10-11 - Challenges in Working Through/with an Interpreter

The slides outlines some of the most common challenges; discuss them and add some additional elements from deliberations of group no. 3 to give a comprehensive picture of the major obstacles you might face.

Slide 12 –13 Briefing Interpreters

Go through the list on **Slide 12** to discuss important aspects to take into consideration when using interpreters, and how to brief your interpreter for the work to be done.

Slide 13 contains a recap of elements to take into consideration in this endeavour.

Conclude the session with role plays.
Create groups of 3 persons (mentor, mentee and interpreter) and have the groups go through the different scenarios:
1. Prepare for your meeting (mentor/interpreter + critical friend)
2. The first meeting (interpreter/mentor + critical friend)
3. The first meeting with your counterpart (mentor/mentee/interpreter)
4. A meeting to discuss a strategic plan with your mentee (mentor/mentee/interpreter)

Instructions for each exercise are on a separate information sheet. You can decide, based on the time allocated to the session, whether to conduct all exercises or to choose only some of them. The role plays contained in a separate document are meant to be modified to the context of the training (e.g. if participants serve in a mission in Africa, it might be useful to contextualise the role plays to the specific country/region and use real interpreters from that area as role players who can also act as cultural guides and include elements related to the do's and don'ts in a specific culture).
The time allocated for each exercise is about 20 minutes.

After a general debriefing, to conclude the session, show the video contained in **Slide 14**.

Essential bibliography	- OSCE, Working with or as an interpreter - OSCE handbooks for fieldwork,	
Useful web resources		

Session 6: Coping with resistance and motivation

Aims and objectives

This aim of this module is to introduce some motivation/change theories and strategies to help mentors overcome resistance to change and resistance to the whole mentoring process.

Duration: 90 minutes

What you will need for the session

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

✷ ✷ ✷ ✷

You will need: Module 2 Session 6 PowerPoint presentation slides, flip-chart and markers, computer, projector, paper and handouts, including the Road to Change cards that need to be printed on thick paper and cut apart.

Content

Why resistance exists

Motivation

Handling resistance

Learning objectives

Participants will be able to:

- explain why people resist mentoring approaches and change;
- explain what causes resistance in terms of behaviour/motivation drivers;
- identify behavioural strategies to overcome resistance and know how to apply them.

MODULE 2 - SESSION 6			
Coping with resistance and motivation			
Time	**Title**	**Method/Material**	**Learning objectives**
45 minutes	Why resistance exists	Presentations Computer and projector Flip-chart and markers Printed materials Handout: Motivation Road to Change cards (cut into separate cards)	▪ Explain why people resist mentoring approaches and change
25 minutes	What causes resistance	cont.	▪ Explain what causes resistance in terms of behaviour/motivation drivers
20 minutes	Handling resistance		▪ Identify behavioural strategies to overcome resistance

Duration	Activity	Resources/comments
Subject 1: Why resistance exists		
45 min (total)	This subject looks at why resistance exists, using models/theories on the process of change.	
	Introduce the contents (**Slide 2**) and the learning objectives (**Slide 3**) for Session 6.	
15 min	Start by asking participants a question:	PowerPoint presentation slides
	How do you respond to change – especially a traumatic change, such as death, illness, or the type of trauma brought about by conflict and war?	
	Ask them to write their thoughts down on post-its and put them on a flip-chart, grouping them into themes. See if you can identify a pattern in them that links to theories of change.	
	Introduce the idea that behaviour is a matter of choice. We choose how we act and how we respond to any situation or change. Our brains go through a process of weighing the benefits of change versus the cost of change.	
	Often the change process is triggered by a situation that causes pain. Change models such as the Kubler-Ross curve (**Slide 5**) illustrate this. For us to recognise the need to change, the pain has to hurt enough to overcome the inherent resistance to change (**Slide 6**).	
	However, people live with problems. As models such as the Kubler-Ross Curve demonstrate, for	

	people to work towards change, they have to start focusing on the benefit of the change.
30 min	Introduce the Road to Change (**Slide 7**).
	The Plateau of Complacency. This is where 'the Holidaymaker' lives. "Happy as I am" – s/he can't see the problem.
	The Valley of Despair, home of 'the Blamer': "It's everyone else's fault." Classic denial position. Sees the problem but accepts no responsibility for it.
	Next comes 'the Sufferer': "I'm rubbish." Quickly heading toward depression. Takes all the blame, and feels very negative doing so.
	A need to turn the corner from looking at 'Pain' to looking at 'Gain' in order to start climbing the 'Mountain of Opportunity'. This is where the Customer is: "I really want to learn this." The Customer is looking ahead and setting new goals: experiment, decision and integration.
	Finally, we have the Blusterer: "I really want to learn this, BUT..." S/he can see the benefits of change, but is overcome by the fear or risk associated with change. S/he makes all the right noises but is stuck either in the Valley of Despair or even on the Plateau of Complacency.
	Lay out the Road to Change cards on the floor. Invite participants to come and stand where they think they are on the road to change, in relation to developing their mentoring skills.
	Now ask them to think about somebody they are likely to mentor. Where do they think they are on the road to change? How will they deal with that situation as a mentor?

Essential bibliography	7. **Handout M2 S6**: Motivation	

Duration	Activity	Resources/comments
Subject 2: What causes resistance		
25 min (total)	This subject explores what causes resistance, i.e. what the motivating factors are that influence behaviour.	
5 min	Introduce the iceberg model. Show **Slide 10: Understanding Behaviour.** Explain how behaviour is driven by thoughts and feelings – in effect the thoughts from our 'Head space' and the feelings in our 'Heart space', which we previously covered. **Slide 11: Understanding Behaviour:** Below are our values/beliefs, which represent the guiding principles by which we live our lives. These are influenced by the culture in which we live and work. So while we all have individual personality traits, what we come to believe and value as important is influenced by our environment. **Slide 12: Understanding Behaviour**: At the bottom of the iceberg are the lessons from childhood. There are various theories that are based on the notion that early childhood has a significant and lasting impact on our behaviour. One such theory is Transactional Analysis, which is based on the concept of Ego states – Adult, Parent and Child.	
5 min	Exercise Ask them to reflect on their own values and beliefs. What is important to them in their lives? Ask them to write the values down on post-its, then have them share them with the group. Are	

	their similar values in the room? Differences? Are these similarities and differences cultural or individual?	
	Finally, ask them how these values/beliefs are likely to have an impact on how they behave as a mentor. Will their mentees share similar values/beliefs, or will they be different?	
	Emphasise the importance of meeting people where they are. Values and beliefs are difficult to change. For this reason, acknowledging a mentee's values/beliefs and understanding how they are formed is the first stage in building a mentoring relationship. Remember: You don't have to agree with somebody else's values/beliefs, you just need to understand them.	
5 min	Values Validation Exercise:	
	Group people into pairs. Ask them to share with the other person their values/beliefs and where they came from. The other person listens without interrupting. At the end they repeat back to the speaker their understanding of their values/beliefs and why those values/beliefs are important.	
	Review the exercise. How did it feel to have your values/beliefs validated by another person? How did it affect the relationship between you?	
5 min	**Motivation Theories (Slide 13)**	
	Introduce the main motivation theories. Explain the different types of motivation, starting with basic survival needs, needs based around self-esteem and finally self-actualisation needs.	
	Introduce the difference between extrinsic and intrinsic motivation. Discuss how intrinsic	

Duration	Activity	Resources/comments
	motivation has been found to be more powerful.	
5 min	**Slide 14: What We Need to Feel Secure**: Explain how Maslow's theory suggests that we need to feel safe and secure in order to be intrinsically motivated. Introduce the slide that illustrates what we need to feel safe and secure and keep our inner child quiet.	
Essential bibliography	3. **Handout M2 S6**: Motivation	

Duration	Activity	Resources/comments
Subject 3: Handling resistance		
20 min (total)	This subject looks at how to overcome resistance.	
5 min	Show **Slide 17: Creating a Safe Container**: Introduce the concept of a secure base. A secure base mentor is one who is supports their mentor through a caring approach, and at the same time challenges them by daring them to take risks and try out new things. Both are essential in mentoring. Caring builds trust and helps the mentee to feel safe. Daring encourages them to move forward.	
5 min	**Handling resistance** Ask for examples of when they have felt resistance from another person. Discuss how that made them	

	feel.	
	Discuss the importance of 'checking in' at the start of a mentoring session, so that the mentee has the opportunity to express anything they need to say.	
	Use the slide to demonstrate how, when somebody pushes us, we often respond defensively. While this is a natural way of responding, it doesn't help to build a successful mentoring relationship.	
	Ask the group for ideas on how they could respond when somebody is resistant. List their ideas on the flip-chart.	
	Explain how often the way we respond is conditioned by events from the past, especially from childhood. The key to effective mentoring is to remain present in the here and now, and to respond to what the mentee is saying, rather than to our own internal emotional reactions.	
	Introduce the alternative strategy for responding to the resistance. Explore with the group how this might work for them. Encourage them to build on it and suggest alternatives.	
10 min	**Exercise** Group the participants into pairs. Explain that in this exercise they will take turns making a proposal to the other person, who will resist it. Ask them to try out different approaches to overcoming the resistance. Reconvene and explore with the group how the exercise went. What strategies worked best? How did the 'resistors' feel when different behaviours were used?	

Essential bibliography	1. **Handout M2 S6**: Motivation	

MODULE 3 – Integrating Mentoring into the Mission Structure

Aims and objectives

The third module aims at reflecting on all the subjects encompassed in this training. After first exploring the important topic of reporting and handover , participants then have space and time to wrap up the overall contents of the training: from different phases of mentoring and the potential challenges mentors might face in each of those phases to communication skills, negotiation, motivation and working with interpreters. The aim is to reinforce aspects already discussed in other sessions and give participants a safe place to test their skills and knowledge related to the topic of the training.

The interactive part of this module starts with a preparation for the practical exercise, in which trainees are given materials for the simulation and role plays to be carries out.

Duration: Half a day

What you will need for the session

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

▪ ▪ ▪ ▪

You will need: PowerPoint presentation slides, flip-chart and markers, computer, projector, paper.

MODULE 3			
INTEGRATING MENTORING INTO THE MISSION STRUCTURE			
REPORTING AND HANDOVER			
Time	Title of the session/subject	Method/Material	Learning objectives
90 minutes	Reporting and handover	Presentations Computer and projector Flip-chart and markers Printed materials Group discussions	• Be aware of importance of documentation for evaluation, demonstration of progress and identifying areas where extra support is needed • Apply different options to document the mentoring process • Be able to develop an effective handover – essential information to be included • Apply strategies for how to develop a successful evaluation for a mentoring process • Identify goals and indicators for the mentoring process; SMART objectives

BRINGING IT ALL TOGETHER			
Time	**Title**	**Method/Material**	**Learning objectives**
270 minutes (less time if some content from Communication and Negotiation is implemented on the last day of the course)	Bringing it all together (Simulation and role plays)	Presentation Computer and projector Flip-chart and markers Printed materials Instructions for a role play	• Practical exercise (role play) to test skills in situations between mentor and mentee, working with an interpreter • Practice of giving/receiving feedback during the debriefing sessions

Subject 1: Reporting and handover

Participants will be able to:

• be aware of importance of documentation for evaluation, demonstration of progress, identifying areas where extra support is needed;

• apply different options to document the mentoring process;

• be able to develop an effective handover – essential information to be included;

• apply strategies for how to develop a successful evaluation for a mentoring process;

• identify goals and indicators for the mentoring process; SMART objectives.

MODULE 3 SESSION 1			
REPORTING AND HANDOVER			
Time	**Title**	**Method/Material**	**Learning objectives**
90 minutes	Reporting and handover	Presentations Computer and projector Flip-chart and markers Printed materials Group discussions	• Be aware of importance of documentation for evaluation, demonstration of progress and identifying areas where extra support is needed • Apply different options to document the mentoring process • Be able to develop an effective handover – essential information to be included • Apply strategies for how to develop a successful evaluation for a mentoring process • Identify goals and indicators for the mentoring process; SMART objectives

Duration	Activity	Resources/comments
60 minutes 30 minutes (role plays, can be continued in the last session 'Bringing it all together')	This session illustrates to participants the importance of the handover process in the mission, as related to MMA activities. Things that are not reported and written down do not factually exist in the mission. This is why reporting is extremely important for the handover process. Display **Slide 4** – content to stress the importance of all the different aspects of the handover process: importance of documentation, demonstration of progress, identifying areas where extra support is needed and for developing an effective handover. Ask participants if they are aware of any strategies for the handover process that relate to mentoring aspects.	
	Brainstorm with the participants about the importance of documentation.	PowerPoint presentation slides: **M3_S1 Reporting and Handover**

Explain the main evaluation phases in mentoring (forming a partnership, establishing trust, challenging for growth, sustaining & nurturing impacts). Discuss with participants when the transition period starts and what the main elements of the transition process are:

- Responsibility
- Leadership
- Teamwork

Clearly set out the role of the mentor **in the transition process**:

- Mentoring plan
- Challenges
- Final evaluation is a starting point for the successor

Exercise:
Divide into 3 groups and discuss:
4. Aspects to consider when handing over to your successor (group 1)
5. Elements to include in a report for your successor (group 2)
6. Challenges you might face when reporting and handing over (group 3)

Allocate 20 minutes for group discussion, then have each group present their main deliberations to pave the way for devoting time to discuss the three questions.

Conclude the session with a general debriefing.

Essential bibliography	/	
Useful web resources	/	

Subject 2: Bringing it all together

Participants will be able to:

- Test skills in situations between mentor and mentee, working with an interpreter
- Practice giving/receiving feedback during the debriefing sessions

Time	Title	Method/Material	Learning objectives
270 minutes (less time if some content from Communication and Negotiation is implemented on the last day of the course)	Bringing it all together (Simulation and role plays)	Presentation Computer and projector Flip-chart and markers Printed materials Instructions for a role play	• Practical exercise (role play) to test skills in situations between mentor and mentee, working with an interpreter • Practice in giving/receiving feedback during the debriefing sessions

Duration	Activity	Resources/comments
165 minutes (role plays)	This session is devoted to a practical exercise (role play) in which the participants can test their skills as a mentor and mentee in the safe environment of a training course.	PowerPoint presentation slides : **M3_S2 Bringing it all together**
	The aim of the role plays is for the participants to practice their tasks in different roles, according to the given scenarios.	**Module 3 session 2 role plays**
	The role plays can be implemented simultaneously or one after another. In the latter case, the other participants can practice giving and receiving feedback as it relates to their roles in the simulation.	
	Discuss all the different aspects of mentoring that have been covered during the course. Have all the print-outs prepared according to the number of the course participants and the corresponding roles for the role play. Explain the guidelines and the background of the simulation and start with the role plays.	

Evaluation and Closing

All training should be conducted in accordance with the European Convention on Human Rights (ECHR) principles, using procedures and common terminology, while at all times ensuring adherence to best practices pertaining to safety, professionalism, behaviour and diversity.

The ENTRi Project has developed a comprehensive evaluation toolbox applicable to all training efforts offered under the ENTRi umbrella or elsewhere. Course organisers should be able to implement an effective evaluation process as part of organising a training based on the ENTRi package. The course package programme should be appraised in accordance with the ENTRi evaluation toolbox to ensure that the programme:

- achieves its aim(s) and intended learning outcomes;
- is delivered in a manner which reflects the highest standards of professional practice;
- guarantees sustainable use of resources;
- meets the needs of learners;
- meets the requirements of civilian crisis management/peacebuilding missions.

Since it is a long path from a training course to the actual implementation of the acquired skills, effective evaluation needs to be multi-faceted in order to identify which aspects of training need adjustments or improvement. Hence, it is useful to carry out several types of evaluation, each of which aims at a different 'level of evaluation'. Four such levels of evaluation can be distinguished (Kirkpatrick 1979): reaction, learning, behaviour and results. In order to guarantee a systematic and comprehensive assessment of the training programme and its impact, ENTRi conducts five different types of evaluation that correspond to the four levels:

- All training courses are to be evaluated by the participants with a **Post-Course Evaluation Form**.
- Training courses are to be evaluated by the implementing organisation as well as in a peer review by the partnering organisation (**special form – Guided Feedback for Peer Review**).
- Effectiveness of the training is evaluated by checking the learning progress of individual participants in anonymous **In- and Out-Tests**.
- After six months, former course participants receive a link to an anonymous online survey (**Six-Month-Post Evaluation**) in order to generate feedback on the relevance of the course's content with regard to their working environment and duties in mission.
- The ENTRi Consortium occasionally implements **Training Impact Evaluation Missions** in order to measure the impact of ENTRi training on participants and their working environment.

The focus of each evaluation gradually shifts from looking at the individual, to the training courses, and finally the working environment of former trainees.

The main purposes of ENTRi evaluations are:
- to improve future training activities and projects through feedback of lessons learned;

- to provide a basis for accountability, including the provision of information to the donor, the public and interested third parties.

To learn more about the ENTRi Evaluation Framework and download the evaluation tools, please visit: http://www.entriforccm.eu/resources/packages.html

For the course evaluation please choose the following document to be found in the folder 'handouts':

ENTRi Evaluation Toolkit Evaluation Form.docx

Downloadable materials include:

Evaluation type	Description	Level of evaluation	Purpose
Course-evaluation	▪ Course evaluation sheets for trainees: The focus lies on how participants perceived the different trainers and modules (content and methodology), the overall organisation of the course (incl. logistics) and the facilities. ▪ Course organisers are obliged to ask participants about how they perceived the training and are asked to note feedback comments in the course director's report. ▪ Peer review by implementing partner organisation ▪ Course directors report	*Reaction*	▪ "General estimate of a particular course's success based upon the views of the participants" ▪ Addresses the trainers' behaviour and the participants' experience ▪ Reflects participants' opinions ("customer satisfaction") ▪ Measure of feelings, not of actual learning
In- and Out-Test	▪ Participants have to participate in two tests, one before and one after the ENTRi training course. The focus of the test is not on individual performance of the respective trainee, but rather to check on the learning success.	*Learning*	▪ Identification of principles, facts, and techniques that were understood and absorbed by the participants (cognitive skills, knowledge)
6-Month-Post Questionnaire	▪ The questionnaire serves to assess to what degree participants are able to apply the skills acquired in the training courses for their working life – in particular the ability to integrate quickly into the mission environment, the ability to become agents of change within	*Behaviour*	▪ Estimation of training-related transfer of learning/knowledge into behaviour ▪ Feedback to those involved in (re-)designing programmes to meet future needs

	their organisation, and the ability to enable former participants to better contribute to the implementation of the respective mission mandate.		
Training Impact Evaluation Mission (TIEM)	▪ Through qualitative interviews, TIEMs analyse the impact ENTRi pre-deployment and specialisation trainings had on: 1) capacity building, i.e. knowledge, skills, attitude, networks; 2) the use of capacity by the individual in a mission; 3) the impact of the individual using capacity built by ENTRi on his/her performance and in fulfilling the mission mandate.	*Results*	▪ Estimation of impact of training-related behavioural change on the organisation

Estimated timeframe

90 minutes

What you will need for the session

You will need:

★ Flip-charts, markers

★ Printed copies of the evaluation sheets (to be downloaded from:
   http://www.entriforccm.eu/resources/packages.html)

★ Out-Test

Duration	Activity	Resources/comments
30 minutes	**Session 1: Out-Test**	Printed copies of the Out-Test

Session 1: Out-Test

Ask participants to retrieve the numbered cards assigned to each of them during the In-Test and distribute the Out-Test. Remind them that the Out-Test is anonymous and is intended to allow participants to check on the learning success.

Note: If only few modules were delivered, make sure to delete the questions relating to modules and topics that were not covered.

Duration	Activity	Resources/comments
30 minutes	**Session 2: Evaluation**	Printed copies of the evaluation sheets Flip-chart and markers

Session 2: Evaluation

Distribute the evaluation sheets to the participants to asses the overall organisation of the course (incl. logistics) and the facilities.

Remind them that it is anonymous and explain that it aims to improve future training activities and projects.

Retrieve the flip-chart with the expectations raised by the participants on the first day of the training (see Day 1, Module 0, Session 3) and review them with participants by identifying which of the expectations were met.

Guide an oral feedback session using the flip-chart in order to assess the overall level of satisfaction of participants with regard to lectures, organisational aspects and logistics. This is intended as a sharing platform for suggestions and feedback.

Duration	Activity	Resources/comments
30 minutes	**Session 3: Closing ceremony**	Printed and signed copies of the certificates

Session 3: Closing ceremony

In a closing speech, the following key messages can be conveyed:

★ The expectations of participants were met concerning the content/quality of the training and the professionalism of the trainers and facilitators.

★ The importance of lifelong learning

★ What participants have learned during the training will be useful for performing their tasks and better contributing to their professional goals.

The participants are presented with their certificates of attendance. Summarise the training briefly and return to the overarching learning objectives. Do not forget to inform the participants about the upcoming evaluations.