

Leadership Development-Mentoring  
1850-34530  
Expanded Course Outline

Instructional Goal: To provide the student with the knowledge and skills to transfer insight, skills and advice to others in a similar career path.

Performance Objectives: **Using videos, learning activities, and scenario exercises the students will:**

- o Know the different roles and responsibilities of a Department mentor.
- o Demonstrate an understanding of Department policy and the promotional processes related to career opportunities.
- o Understand the importance of being a role model and resource for other employees within the organization.
- o Apply various tools for professional growth to include education and training opportunities.
- o By the conclusion of the training, students will have more resources and practice coaching and mentoring other employees toward their career advancement and growth.

**I. Introduction 0700-0830 (90 Min)**

- A. Instructors background
- B. Students background
- C. Personal Experience Learning Activity
  - 1. Who mentored you and what resonated with you?
  - 2. If none, who did you look up to (youth/sports/career) and why?
  - 3. Why do you want to be a mentor?
  - 4. What did they do that you found helpful and/or encouraging?

**II. Mentorship Defined 0830-0900 (30 Min)**

- A. Flexibility: Mentoring means different things to people depending on the stage they are in their life/career.
- B. Development categories: Education, next phase or goal, career advancement, personal development, life goal development.
- C. Mentoring is basically about learning, and most mentors involved in successful mentoring relationships find that they have learned and grown as much as the mentee.
- D. The broad definition is: A mentor is an experienced person who goes out of his/her way to help a mentee set important life goals and develop the skills to reach them. An informal mentor provides coaching, listening, advice, sounding board reactions, or other help in an unstructured, casual manner. A formal or informal mentor agrees to an ongoing, planned partnership that focuses on helping the mentee reach specific goals over a designated period of time.
- E. Mentoring is a nurturing and educational process in which a more experienced individual teaches, encourages and counsels a less skilled or an inexperienced person. Mentors provide a long-term view, a perspective of things that lie ahead

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for mentees. Mentors guide mentees to a vision of what is possible for them to aspire to. Mentoring is a learning partnership in which the mentor is the facilitator, and long-distance mentoring, without face to face meetings is increasingly common. With the availability of email in addition to telephone, it has never been easier to mentor over long distances.

**III. Department Perspective: Group Discussion** **0900-0915 (15 Min)**

- A. Why is mentoring important to LAPD?
- B. What are the Department resources for mentoring?

**IV. Mentorship Relationship Life Cycle** **0915-0945 (30 Min)**

- A. Whether you are conscious of them or not, there will be four predictable phases in every mentoring relationship, whether the relationship is formal or informal
- B. The phases are: preparation, negotiation, implementation, and closure. Just being aware of the phases can contribute to the success of the mentoring partnership.
- C. Taking the phases for granted or thinking they can be skipped can lead to misunderstandings along the way and may damage the relationship.
- D. While the phases are predictable, the progression is not in a straight line, but in a circle that includes going back to an earlier phase before moving forward again
  - 1. Preparation – mentors consider the skills they have, their personal motivation, and their readiness to function as a mentor. Mentees assess their readiness to work with a mentor and what they hope to gain from the experience.
  - 2. Negotiation –This is the time when the mentoring partners reach agreement on learning goals and define the process of the relationship. A key component is initial the conversation between the two people as they work together to form an agreement.
  - 3. Implementation – During this phase the work of the relationship is carried out. The mentor nurtures the mentee’s learning and monitors the progress towards meeting the goals.
  - 4. Closure - begin with the end in mind. Know at the beginning of the partnership that it will end. Be ready to evaluate reaching the goals that you established at the outset and celebrate the relationship.

**V. What is distinct about this role of a mentor?** **0945-1015 (30 Min)**

- A. Paved the way
- B. Bigger picture that includes balcony view
- C. Experience matters: Learning from the successes and failures of other
- D. Motivation, confidence, coaching and courage

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- E. Mentoring Versus Coaching: The terms *mentoring*, and *coaching* are sometimes used interchangeably, with people who use the words not being clear what the difference is. Although for our purposes the distinction does not really matter, coaching is always part of mentoring, but coaching does not always involve mentoring. In a mentoring relationship, a mentor who coaches is one who helps the mentee fill a particular knowledge gap by learning how to do things more effectively.

#### VI. Identify Strategies of an *Effective* Mentor: Group Activity given topics

1015-1115 (60 Min)

- A. Rapport Building
  - 1. Introduction
  - 2. Common interests
- B. Building Trust
  - 1. Self-sacrifice
  - 2. confidentiality
- C. Information
  - 1. Education about the promotional process, steps
  - 2. Understanding of the job
  - 3. Increase marketability, work on strengths/weaknesses
- D. Challenging
  - 1. Encouraging
  - 2. Risk-taking
  - 3. Reinforcing
- E. Feedback
  - 1. Sometimes one or both partners in the mentoring partnership will be unfamiliar or uncomfortable with the feedback process. The process can be thought of as a circle which includes: asking for feedback, giving feedback, receiving feedback, accepting feedback, acting on feedback, and looping around again to asking for feedback.
  - 2. Honest feedback is only possible in a relationship in which rapport has been established and there is a climate of trust. The mentor can make feedback a regular aspect of the relationship by making it a routine part of conversations.
  - 3. Model the importance of feedback by regularly asking “How are we doing?”
  - 4. Tips on giving feedback are:
    - 5. Be specific and descriptive; share your observations; provide example
    - 6. Be non-judgmental
    - 7. Focus on behaviors, not personality
    - 8. Be authentic and sincere
    - 9. Balance candor with compassion

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10. Check for understanding and agreement

**VII. Ground Rules, Expectations, and Boundaries** **1115-1200 (45 Min)**

- A. Contact method (work vs. personal cellphone)
- B. Understanding your role
- C. Meet time (in-person, virtual, call and/or text and how long)
- D. Degree of participation
- E. Mutual expectations
- F. Commitment level and effort
- G. Goal setting
- H. Open communication and honest feedback
- I. Time management
- J. Elimination of interruptions (focused attention)
- K. Establishing boundaries

**1200-1300 (60 Min) Lunch**

**VIII. Tools of the trade** **1300-1400 (60 Min)**

- A. Mentorship Agreement
- B. Assessment surveys (feedback loops)
- C. Professional Development Plan
- D. Executive coaching practices
- E. Career development
- F. Affinity groups

**IX. Practice** **1400-1500 (60 Min)**

- A. Role play scenarios (5 groups-same scenario)
  - 1. Someone has taken 2-3 oral interviews and has not performed well. They are a hard worker and want a promotion but have not performed well. Concluded that no matter how hard they work, it isn't fair and they won't get ahead. Add on: Life is busy with young children, and limited help.
  - 2. In a new position, struggling to manage workload and personnel. Projects are not getting in and co-workers are frustrated. Appears to be overwhelmed.
  - 3. 10-15 years on the job and is not motivated. Unable to retire or leave but minimally performing at work. This is obvious to others around them and their reputation is no longer great. The person expresses discontent with "the Department" and its leadership.
  - 4. Young mother at home is overwhelmed and trying to find work life balance, yet not fall behind at work and concerned about reputation.

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5. Worked various assignments but mostly in the same division, very little exposure outside of the bureau and is ready and open to change.

B. Debrief

- X. Strategies for Mentoring Success 1500-1600 (60 Min)**
- A. Review information available to you to get to know your mentee
  - B. Establish a regular pattern of contact and agree on guidelines for contact in between
  - C. Keep focused on achieving goals and not just day-to-day challenges
  - D. Follow through on your commitments; hold your mentee accountable for his/her commitments
  - E. Be open to learning and new approaches
  - F. Periodically reflect on what you and your mentee are learning
  - G. Hold your mentee accountable for his/her growth and development
  - H. Provide regular feedback; seek and welcome feedback from your mentee
  - I. Expect to make mid-course correction
  - J. Bring closure and acknowledge the relationship