

**UAA Mentoring Program
Participant Training
December 12, 2017
Washington Learning Center
Harare Room**

AGENDA

- 8:45 - 9:00 Meet and Greet over Coffee
- 9:00 – 9:30 SESSION I: Welcome and Introductions
- Speakers:*
John Heard, UAA
Gary Juste, USAID/HCTM
- 9:30 – 10:15 SESSION II: USAID in 2018
- Speaker: Steve Olive, HCTM*
- 10:15 – 10:30 Coffee Break (*please stay on the 6th Floor*)
- 10:30 – 11:30 SESSION III: The Mentoring Experience:
- Panelists:*
John Pielemeier (UAA)
Christiana Mpaka (GH)
Rand Robinson (PPL)
- 11:30 – 12:00 SESSION IV: The Mentoring Agreement – Questions and Answers
- 12:00 – 1:00 Lunch
- 1:00 – 2:15 SESSION V: Mentor Session Simulation
- 2:15 – 2:30 Coffee Break
- 2:30 – 4:00 SESSION VI: Mentoring Clinic
- 4:00 – 4:30 SESSION VII: Wrap-Up

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SPEAKERS (for SESSIONS I & II)

John Heard (UAA Board) spent a forty year career in international development program management with USAID, Peace Corps and the Pan American Development Foundation (PADF). Highlights include Country Director for the PADF program in Colombia, Associate Mission Director for Operations in El Salvador during the war, implementation of a business recovery program in Bosnia and co-direction with his wife of the Peace Corps program in Paraguay. Other assignments included Costa Rica, Nicaragua, the Philippines and two tours in USAID/Washington in the Africa and Latin America Bureaus. He retired as an FEOC and held a PDO (094) backstop.

Gary Juste is a member of the Senior Foreign Service with the rank of Counselor, is currently serving as the Senior Deputy Assistant Administrator for the Office of Human Capital and Talent Management. Prior to his current posting, he was the Senior Development Advisor for USAID/Libya based in Tunisia from 2015-2016. Mr. Juste served as Mission Director for USAID/Mali from 2013-2015. Other prior service includes Director of Acquisition and Assistance for USAID/Haiti after the earthquake (2010-13), Acting Deputy Director for Accountability, Compliance, Transparency, and Support for USAID's Office of Acquisition and Assistance (2009-10), Deputy Mission Director for USAID/Southern Africa (2007-09), Deputy Mission Director in Kabul, Afghanistan (2009). East Africa Regional (2003-07), Regional Contracting Officer in Côte d'Ivoire, Senegal and Russia (1996-2003). Mr. Juste earned a UN Graduate Certificate from New York State's Long Island University (1984), and an undergraduate degree in Political Science/Pre-Law from Norfolk State University (1983).

Steve Olive is a Senior Foreign Service Officer and currently serves as the Acting Director of the Foreign Service Center within the Office of Human Capital and Talent Management. Prior to this assignment, he served as the Deputy Mission Director for Somalia (also Somalia Country Representative) within the USAID/Kenya and East Africa Mission in Nairobi from August 2014 to May 2017. Steve also concurrently served as the Acting Deputy Chief of Mission, and occasionally, as the Charge d'Affaires for the U.S. Mission to Somalia. Prior posts include Deputy Mission Director for USAID/Haiti, and service in Peru and Nicaragua from 2002 to 2011. Steve has a Ph.D. in Political Science from the University of Hawaii where he was a recipient of an East-West Center scholarship, a Master in Public Administration from the University of Tennessee, and a Bachelor of Arts in Public Administration from Miami (Ohio) University.

SESSION III: The Mentoring Experience

This session includes a mini-panel discussion with UAA mentors on their experience in mentoring USAID colleagues. Brief presentations will be followed by an informal Q&A session.

JOHN D. PIELEMEIER spent more than 20 years with U.S. Agency for International Development. His assignments included Mission Director USAID/Brazil, Director for Office of South Asia, and Special Assistant in the Office of the Administrator. Since leaving the Agency, he has consulted broadly, serving as team leader for environment, health, HIV/AIDS, strategic planning and other consultancy teams sponsored by GEF, U.N., Packard Foundation, USAID and several non-profit organizations. John also served as a senior director for a U.S. private voluntary organization.

CHRISTIANA MPAKA is a Management and Program Analyst, in the Office of Professional Development and Management Support (PDMS), Bureau for Global Health (GH), United States Agency for International Development (USAID). At USAID, Christiana works closely with the Global Health Professional and Organizational Development II (GHPOD II) program to increase the capacity of USAID Global Health sector staff to lead and manage health programs. Christiana is also the Agreement Officer Representative (AOR) for the Global Health Fellows Program II (GHFP II) which identifies and supports diverse, technical professionals in achieving the Agency's global health priorities. Christiana serves as the GH coordinator for the USAID Alumni Association Mentoring Program.

RAND ROBINSON has served as PPL's 02/94 backstop coordinator since August 2015. Prior to this assignment, he served in five successive assignments, mostly as a 02/94, with USAID missions in Ukraine, West Bank/Gaza, Haiti, Afghanistan and Uganda. Before coming to USAID in 2001, he worked for CARE and Save the Children as a Program Director and Rural Development Advisor in the Philippines, Cambodia and Madagascar. He was also a Peace Corps Volunteer in Morocco in the early 1980s.

SESSION IV: Mentor and Mentee Agreement

Mentee's Name: _____

Mentor's Name: _____

Terms of Agreement

It is expected that the MENTOR will:

- share expertise, best practices and lessons learned on specific projects and activities;
- provide constructive feedback; share information on "unwritten rules for success;"
- act as a sounding board for ideas/concerns;
- identify resources to help the mentee enhance development in USAID;
- serve as an advocate for the mentee whenever appropriate; and
- build the mentee's confidence and strengths.

It is expected that the MENTEE will:

- identify specific skills, knowledge and/or goals that she/he wants to achieve;
- define development goals and work objectives in a developmental Action Plan
- solicit developmental feedback from colleagues on areas for improvement;
- agree with the mentor on frequency and methods of communication; and
- regularly provide feedback to the mentor on ways to refine and improve communication and optimize the mentor/mentee relationship.

Length of Relationship: At the outset, the period of mentoring is 6 months. However, if the mentor and mentee wish, the length of the relationship may be extended indefinitely by mutual agreement. At any time, either side also has the option of discontinuing the relationship for any reason providing the terminating party notifies the other. If one side decides to terminate the relationship, he/she shall inform the other side and the relevant USAID Bureau or the UAA contact at least one week in advance.

Confidentiality: All information provided by the Mentee to the Mentor under this Agreement is strictly confidential. By signing this Agreement, the Mentee agrees not to provide classified information to the Mentor under this program. Moreover, the Mentor agrees to review and assess any information provided by the Mentee only for the purposes of the mentoring relationship and for no other purpose. Such information shall not be disclosed by the Mentor to any third party, without the express permission of the Agency; this requirement shall last indefinitely and shall survive any termination or suspension of this Agreement. Such information includes all documents, discussions, text messages, faxes, and any form of communication, which may or may not be labeled as "sensitive but unclassified," "procurement sensitive," "proprietary" or "confidential." Institutional contractors could be precluded from certain USAID procurements if, at the time of such procurement, the contracting officer determines that a conflict of interest exists because procurement sensitive or other confidential information has been disclosed to such institutional contractors. Adherence to this confidentiality requirement is therefore essential for avoiding any potential conflict of interest, as well as other adverse consequences such as lack of trust between the Mentee and Mentor.

This document reflects the agreements that we enter into at this point in time. We understand the terms of this agreement may be changed at any time and that we agree to document any changes to such terms in writing.

Mentor Signature Date

Mentee Signature Date

Please return this signed first page to the UAA's John Heard at Johnheard2@msn.com

SESSION V: Mentoring Simulation

Let's assume that this is your second telephone mentoring session with **Diana, Program Officer, USAID/Kenya**.

Here is what you learned about Diana during your first session.

- This is Diana's first post as an FSO. She joined the program as a C3.
- What she likes best about USAID includes: An ability to contribute positively to other countries challenges; USAID's mission; travel and exposure to different cultures. She also enjoys all elements of being a program officer: strategy, project design, M&E, budget work, reporting.
- Her highest areas of confidence include: Coordinating teams, improving and streamlining processes, and building strong relations with colleagues.

At last week's session, you started discussing the following challenge that she is facing:

- Diana's supervisor and director of the Program Office, Anna, is experienced and skilled. Anna gets procurements moving forward, is good at building relations with technical teams and State Dept colleagues. **Yet...**
- Anna keeps me (Diana) and other members of the team off-balance with her mood swings and unpredictable behavior. One day she's in a good mood, the next bad.
- Interacting with Anna one-on-one is often tense. During team meetings, everybody is on guard, especially when she challenges us or asks a question. On several occasions Anna publically criticized us if she gets an unacceptable response. She also sometimes talks down to her staff, which is disempowering and brings down morale.
- All staff in the Program office – FSOs and FSNs alike -- are relatively new with no more than 1-2 years of experience, it affects our confidence.
- The impact on Diana (and others) is a fear of making an error. This creates an added level of stress and anxiety at work and even after work.

Guidance for Mentor:

- 1) Use the 1st minute to briefly recap the first session issue that came up, such as: *"Last week, we started to discuss the issue of _____."*
- 2) Use the next 5-7 min to enhance your knowledge about the mentee a bit more... *"Before we go into the issue, allow me to get to know you a bit more..."*
- 3) Use the next 10-15 min to discuss the issue. Feel free to ask questions and/or offer advice, encouragement, coaching -- as you feel fit.

Debrief:

- *What did the mentor do well?*
- *Which questions were particularly effective?*
- *What other questions might s/he have asked?*
- *What advice would you have offered Diana?*

SESSION VI: Mentoring Clinic

This interactive session will give each of you a chance to practice mentoring, receive mentoring and observe mentoring.

I. First, let's briefly review the **mentoring skill set**.

- Active listening:
 1. Stop talking.
 2. Turn off the “background conversation” in your head.
 3. Imagine the other’s person’s point of view.
 4. Look, act, be interested.
 5. Observe non-verbal behavior.
 6. Don’t interrupt.
 7. Listen ‘between the lines’.
 8. Speak only affirmatively.
 9. Ensure understanding by paraphrasing key points.
 10. Stop talking. Really.
- Powerful questions:
 1. Are open-ended and invite thinking.
 2. Are concise and abstract or general in nature.
 3. Do NOT contain the seed of an answer.
 4. Evoke more questions.
- Goal setting and accountability: What are you going to do and when?

II. The **Mentoring Conversation (CPA)**

1. **Listen to Clarify**: The first step is for the person being mentored to define the situation, issue or problem as clearly and simply as possible. It’s helpful for this to be done in the form of a question to be answered, rather than a statement of fact.
2. **Create Possibilities**: Once the situation, issue or problem is clear, the next step is to move out of analyzing it in detail and into the realm of what’s possible.
3. **Take Action**: Once a set of options has been generated, the coaching process deals with making a choice about what specific actions the person will take, what support they might need, and fixing accountability.

Mentoring Simulation

Instructions:

- a. Break group into groups of three (triads).
- b. Each person will take a turn as MENTOR, MENTEE and OBSERVER/TIMEKEEPER.
- c. 10 minute mentoring session followed by 5 minute debrief. Rotate until each member has been a mentor, a mentee and an observer.

Some sample mentoring scenarios (or make up your own).

- Public Speaking: Your colleague fears public speaking. As the manager of a large unit she is required to make frequent presentations to her staff, as well as to the senior leadership of the organization. She contacts you for advice. You decide to try coaching her first.
- Life Balance: A teammate lacks life balance. He keeps long hours, feels burned out, and often has little resilience. He wants to improve his quality of life, but doesn't know how. He asks you, a trusted peer, what to do. You choose to coach him.
- How to Give Feedback: An associate at work knows she needs to be able to give more effective feedback in order to succeed in her position, but doesn't know how. She is intent on improving herself and asks you for coaching.
- Tone It Down: You have given feedback to a direct report that he is too dominant and assertive in his work style, often squelching others' participation and negatively impacting morale in the unit. He knows this is a problem he needs to correct and asks you for assistance. You have chosen to coach him.

Conflict Resolution: A colleague has two direct reports who are in conflict. They don't like each other but must work together. Your colleague realizes she has been avoiding doing anything about this and that it's time for a discussion with them, but doesn't feel like she knows where to begin. She asks for your guidance. You offer coaching.

GUIDELINES FOR DE-BRIEF:

Mentor: What I think I did well was...
 What I will do more of or less of next time is...

Mentee: What you (the MENTOR) did that was most useful for me was...
 What I would have liked more of or less of was...

Observer: What I saw you (the MENTOR) do well was...
 When you did that well, I noticed that...

Sample Powerful Questions:

- Listen to clarify
 - What would you like to get out of this conversation?
 - What is a good image or metaphor to describe this issue/situation?
 - How does it feel?
 - What do you think is really going on?
 - What would you like to see happen?
 - What is working well? What is not?
 - What assumptions are at the heart of your thinking?
 - Who do you want to be (what kind of person?) as you approach this situation?
 - Which of your values are you honoring in this situation? Which are you not honoring?
 - What is really important about this to you?
 - How does this relate to your personal purpose/vision/mission?
 - What does your intuition tell you about this?
 - What is another perspective you could have about this?

- Create **P**ossibilities
 - What would it look like if things were the way you want them?
 - What would you do about this if you could do anything in the world?
 - What experiences like this have you had before? What worked?
 - What is the worst thing that could happen if you did nothing?
 - What are you going to contribute to this?
 - In what ways are you stuck? What would it take to get unstuck?
 - What opportunities does this issue present?
 - What other resources are available to you?
 - What are the potential costs? Benefits?
 - What other options are there?
 - What do you want to accomplish most in the next six months?
 - What do you want to say 'yes' to? 'No' to?
 - What option feels most exciting? Most 'right'?

- Take **A**ction
 - What specifically are you going to do? When?
 - What do you need to start doing, stop doing, or do differently?
 - What will it look like?
 - How will it feel when you've achieved it?
 - What support will you need?

- What will be the hardest part for you (in taking this action)?
- How will you know when you have met your goal?
- How will you measure success?
- What could derail you or keep you from acting?
- What can you do to keep yourself on track?
- What first steps will you take?
- How can I be of help to you?
- How will you be accountable?
- How will you celebrate once you've completed these actions?