



Judicial Council of California · Administrative Office of the Courts

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REPORT TO THE JUDICIAL COUNCIL

For business meeting on: October 25, 2013

Title	Agenda Item Type
Trial Courts: A Model Mentoring Program for Court Staff in California's Superior Courts	Action Required
Rules, Forms, Standards, or Statutes Affected	Effective Date
None	January 1, 2014
Recommended by	Date of Report
Access and Fairness Advisory Committee Hon. Laurie D. Zelon, Chair Hon. Diana Becton, Pilot Mentoring Program Committee and Project Chair	September 11, 2013
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Executive Summary

The Access and Fairness Advisory Committee recommends that the Judicial Council approve a model trial court staff mentoring program, effective January 1, 2014. The voluntary program is designed to enhance the ability of all individuals serving in their courts to achieve high standards of professionalism, ethics, and performance and to promote diversity in all levels of the courts. The instructions and other materials necessary to implement a local mentoring program would be available on Serranus, the California Judicial Branch Extranet, to all courts that are interested in a mentoring program. The program would be modeled after the pilot mentoring program conducted from May 1, 2012, through April 30, 2013 in the Superior Courts of Alameda, Contra Costa, San Francisco, and Solano Counties.

Recommendation

The Access and Fairness Advisory Committee (advisory committee) recommends that the Judicial Council, effective January 1, 2014:

1. Adopt a statewide voluntary mentoring program for trial court staff based on the results of the pilot programs in the Superior Courts of Alameda, Contra Costa, San Francisco, and Solano counties;
2. Direct the advisory committee and the AOC to collaborate with those trial courts that wish to implement the program for their staff;
3. Direct the Access and Fairness Advisory Committee to make a presentation to the Court Executives Advisory Committee to promote the voluntary mentoring program for trial court staff with the goal of increasing the representation of small, medium, and large trial courts in the program in the various geographical regions of the state; and
4. Direct the advisory committee and the AOC to report back to the Judicial Council in one year after expanded implementation to present any proposed revisions to the program resulting from further consultation between the Access and Fairness Advisory Committee and the participating trial courts.

The mentoring program materials are attached at pages 9–39.

Previous Council Action

The Judicial Council’s Executive and Planning Committee approved the pilot mentoring program for court staff as part of the Access and Fairness Advisory Committee’s 2012–2013 Annual Agenda. To guide the advisory committee’s work, Judge Diana Becton chaired the Pilot Mentoring Program (PMP) Committee, which consisted of the court executive officers and court staff managers from the four pilot trial courts. The PMP Committee established a pilot mentoring program outline, objectives, and program materials that formed templates for the participating courts.

Rationale for Recommendation

The implementation of a voluntary pilot mentoring program for trial court staff helped to achieve Goals I and V of the branch’s 2006–2012 strategic plan that “in order to serve the state of California effectively, the judicial branch should reflect the diversity of the state. The judicial branch must continue efforts to enhance public trust and confidence by working with other branches of government toward a judicial branch that mirrors the state’s diversity”; and “high-quality education and professional development will be provided to enhance the ability of all individuals serving in the judicial branch to achieve high standards of professionalism, ethics, and performance.”

Feedback from the participating pilot program courts reveals shared specific, positive outcomes:

- Three courts reported that of the 13 mentees/mentors, 6 mentees and 1 mentor received promotions during the course of the program, crediting participating in the program with helping them to achieve identifiable personal career objectives.

- Participating courts reported improved staff morale as a result of one-on-one meetings with a staff member outside of their specific work unit, and noted that, although the time investment was minimal, it was focused and meaningful.
- Participating court staff members reported positive outcomes from an increase in their network of resources, improved preparation and perspectives for career growth, and the nurturing of confidential relationships that could be continued beyond the program.
- One court provided feedback that a visit to the AOC and to a Judicial Council meeting, as well as participation in the CJER-led educational training program “Leaders Pay It Forward” provided an invaluable insight into the workings of the judicial branch outside their trial court experience.
- Three courts intend to continue the program beyond the pilot because court staff members who were unable to participate in the pilot expressed interest in participating if the program were implemented on a permanent basis.
 - When the advisory committee first contemplated this project, it consulted with the AOC Human Resources Division (now the AOC Human Resources Services Office) regarding implementation strategies and potential barriers. There was some concern about whether, given the reductions in court staff and the resulting increase in workload for local court employees, the program would be feasible on a permanent basis.

Comments, Alternatives Considered, and Policy Implications

The advisory committee also consulted with the AOC Human Resources Division regarding the format, implementation, training materials, and employment issues that could have been of concern for a court program involving employees. With the division’s assistance, the committee concluded that the pilot program was feasible. The committee was also concerned that courts might not participate due to the tremendous challenges that persist with staff reductions and diminished resources. Therefore, it opted to request approval to conduct a pilot with four courts in close geographic proximity,¹ rather than requesting approval to offer a statewide program at the outset. However, the committee concluded that because of the pilot program’s positive outcomes and similarly positive feedback from participants, the program should be made available to all courts that want to implement such a program.

This proposal was not circulated for public comment because the proposal is to offer a local court program not involving the public and because the program is not mandatory. Courts may choose not to implement the program. Finally, because the program model provides some flexibility in implementation, local courts can modify certain elements (e.g., the number of mentors and mentees) while maintaining the overall integrity and goals of the program.

¹ Close proximity was important to facilitate meetings, training, or educational programs that might be convened during the pilot to avoid unreasonable travel time and expenditures and to facilitate collaboration among those courts.

Implementation Requirements, Costs, and Operational Impacts

The committee recommends that individual courts consider their operational needs and staffing to determine whether this program can or should be implemented in their courts. The program is completely voluntary, but entirely feasible for implementation, even if on a limited basis. If a court determines for any reason that implementing the mentoring program is not feasible for any given year, the possibility remains that the court can consider implementation at a later date. The program costs should be minimal, consisting primarily of costs associated with duplication of the program materials. Further, based on the feedback received from the pilot courts' executive officers, court operations would be minimally affected. Each pilot court assigned a mentor program coordinator from its staff to answer questions or circulate program materials. Mentor-mentee pairs scheduled meetings in a variety of formats that suited their mutual needs and schedules. For instance, some participants communicated primarily by e-mail (which would suit courts where participants are in different court locations), and others scheduled face-to-face lunchtime meetings. There is sufficient flexibility built into the proposed model program to allow participating court staff to easily manage their workloads, yet simultaneously take advantage of the professional development the program offers.

Relevant Strategic Plan Goals and Operational Plan Objectives

As discussed, this pilot was designed to promote Goal V, Education for Branchwide Professional Excellence, of the judicial branch's 2006–2012 strategic plan that “high-quality education and professional development will be provided to enhance the ability of all individuals serving in the judicial branch to achieve high standards of professionalism, ethics, and performance.” Another targeted goal was to provide opportunities for *all* court employees to enhance their professional development and thereby help to achieve the strategic plan's Goal I, Access, Fairness, and Diversity, which states, in part, “in order to serve the state of California effectively, the judicial branch should reflect the diversity of the state. The judicial branch must continue efforts to enhance public trust and confidence by working with other branches of government toward a judicial branch that mirrors the state's diversity.” The pilot program also explored one method of achieving the branch's operational plan objective for Goal I—to promote a state judiciary and judicial branch workforce that reflects California's diversity—by developing a “pipeline program[] to attract, retain, and advance a diverse workforce and to promote careers in the judicial branch.”²

Attachments

1. Attachment A: Mentoring in the California Courts Program Proposal
2. Attachment B: Program Materials

² *The Operational Plan for California's Judicial Branch, 2008–2011*, objective 6a.

MENTORING IN THE CALIFORNIA COURTS
**A Pilot Program for the Superior Courts of California, Counties of
Alameda, Contra Costa, San Francisco, and Solano**

Program Description and Purpose

This proposed pilot program will offer formal mentoring relationships for court staff in the participating Superior Courts of Alameda, Contra Costa, San Francisco, and Solano Counties. A mentee will be assigned a mentor who will help the mentee grow professionally. Specifically, the program aims to facilitate communication of the goals of the judicial branch and the courts through one-to-one relationships, while supporting professional development and enhancing leadership competencies.

The program would be another method of achieving Goal V of the branch’s 2006-2012 strategic plan— that “high-quality education and professional development will be provided to enhance the ability of all individuals serving in the judicial branch to achieve high standards of professionalism, ethics, and performance.”

About the Pilot Mentoring Program

The proposed pilot program was created by first identifying courts in Northern California with diverse court staff that vary in size (including large, medium, and small courts), and that are in relatively close geographical proximity to one another. This geographical factor will facilitate any necessary meetings, training, or coordination with the Administrative Office of the Courts. The pilot program was discussed with the executive officers and high-level court management of these courts who understand that individual participation in the program is strictly voluntary.

Pilot Mentoring Program Objectives

- Clarify and finalize a statement of purpose for the program, as well as its desired outcomes, goals, objectives, and protocol boundaries.
- Ensure that the program is clearly linked to the mission and values of the branch as set forth in the branch’s strategic plan.
- Demonstrate how a mentoring program is beneficial to courts and their staff.
- Establish a method for matching and preparing mentors and mentees.
- Identify workable strategies to increase diversity at all levels of the court workforce.

What Is Mentoring?

Mentoring is a partnership between an experienced court professional (the Mentor) and a more inexperienced court professional (the Mentee) who desires additional professional knowledge, expertise, or guidance. The partnership is based on trust, respect, confidentiality, and ethical conduct. Through mentoring, the Mentor will guide, support, answer questions, provide networking opportunities, and share experiences with the Mentee. Mentoring might also include

conversations to help resolve specific issues and challenges. The relationship should not be expected to produce immediate results for the mentee, but it is designed to result in long-term benefits for the mentee, the mentor and the courts.

A mentoring program does not require an elaborate formal structure.

Court Staff Mentoring Program Goals

- Promote the mentees' professional development.
- Increase diversity at all levels of the court system as set forth in Goal I of the branch strategic plan—the makeup of California's judicial branch will reflect the diversity of the state's residents.
- Increase the retention of valued court employees.
- Promote the transfer of technical, organizational, and historical knowledge about the court and the judicial branch.
- Improve morale, job satisfaction, and individual perception of empowerment and productivity.
- Improve and build relationships among court employees.
- Provide a confidential environment for mentees to discuss concerns and challenges.
- Enhance the mentees' and mentors' leadership and interpersonal skills.

The Benefits of a Mentoring Program

The mentoring program offers many benefits to each mentor, mentee, and the court and the judicial branch, including but not limited to:

- For the mentor
 - Shaping the future of court management professionals
 - Achieving personal satisfaction
 - Reviewing own strengths and weaknesses
 - Learning from the mentee
 - Enhancing professional growth
 - Individually assisting the court in developing a viable succession plan
- For the mentee
 - Obtaining guidance from a seasoned court professional
 - Learning more about the organization of the court
 - Receiving feedback on meeting performance objectives
 - Increasing career satisfaction
 - Enhancing professional growth
 - Increasing career networking opportunities
 - Developing or improving on core competencies
 - Developing a global perspective regarding court and branch operations

- For the courts and the judicial branch:
 - Integrates court staff into the organization
 - Instills the values, vision, and mission of the court and the branch
 - Supports career progression within the court
 - Enhances court employee satisfaction and retention
 - Implements a key element of succession planning and knowledge management
 - Develops a global perspective regarding court and branch operations

Support of Court Leadership

For this program to succeed, court leadership must support it and be thoroughly comfortable with the methodology chosen to implement it.

Pilot Courts Mentoring Committee

Each participating court will appoint at least one representative to a Pilot Courts Mentoring Committee, which will be charged with developing the pilot program guidelines, preparing, and finalizing all documents, and establishing procedures for outreach and publicity. Its tasks will include:

- Reviewing the mentoring programs that are currently in place in the other superior courts for best practices (Orange, Fresno, and San Mateo Counties); and
- Preparing mentor and mentee application forms, orientation materials, and the evaluation instruments to be used for measuring the success of the program;
- Developing the protocol for mentoring assignments, e.g., establishing eligibility requirements for mentors and mentees (including whether mentees can participate in the program more than once with different mentors) and ensuring that mentors and mentees are not in the same chain of command;
- Addressing the number of mentees each mentor can have while participating in the pilot program;
- Identifying specific issues to be addressed by each court, such as existing personnel policies, union MOUs, the number of participants in the pilot program from each court, and requests from mentors or mentees for reimbursement of expenses;
- Determining how each participating court can establish a “matching committee” that will serve as the local clearinghouse to pair mentors with mentees;
- Identifying the expected time commitment for the mentors and the mentees, as well as the time period for the pilot program;
- Developing a clear policy statement that participation in the program will not qualify participants for career or job advancement or education credits;
- Identifying how the mentor/mentee relationship can be terminated early;
- Establishing procedures to announce and publicize the program.

Local Court Protocol

Each participating court may also establish a local approach (or protocol) for matching the developmental needs of the mentee with the expertise of the mentor. Mentees/mentors can request not to be assigned to mentors/mentees with whom they believe they are not compatible. The courts should also develop protocols for the mentors and mentees roles, such as:

➤ Mentor's Role

- Meet with your mentee at least once a month and maintain contact by telephone or e-mail in the interim.
- Work collaboratively with the mentee to develop an action plan.
- Provide support, a networking system, and knowledge of community resources and act as a sounding board.
- Complete evaluations of the program and suggest ways to enhance it.

➤ Mentee's Role

- Meet with your mentor at least once a month and keep in contact by telephone or e-mail in the interim.
- Identify barriers to advancement and collaborate with the mentor to develop a plan to overcome the barriers.
- Candidly discuss issues and consider advice.
- Complete evaluations of the program and suggest ways to enhance it.

Mentoring normally develops between individuals as a natural extension of their professional relationship. The goal of this program is to create an environment that encourages these relationships to flourish.

Post-Pilot Mentoring Program Committee Role

Collaborate with the Administrative Office of the Courts to:

- Develop a Court Staff Mentoring Toolkit that can be housed on the Serranus website.
- Identify strategies to communicate with the other trial courts about the pilot program (e.g., *CNU*, regional meetings etc.).
- Disseminate an evaluation survey to the participants and, based on the feedback from the survey, evaluating the benefits to the participants.
- Review evaluations from mentors and mentees and note recommendations for improvement.
- Identify program areas that should be modified based on observations and evaluations of the participants in the program.
- Report to the Judicial Council's Executive and Planning Committee on outcomes and the feasibility of implementing a voluntary statewide program for the trial courts.



Developing the Leaders of Tomorrow Today: Mentoring in the California Courts

A MODEL MENTORING PROGRAM
FOR COURT STAFF IN CALIFORNIA'S
SUPERIOR COURTS

ORIENTATION SESSION
GBC9FH85H9Q



JUDICIAL COUNCIL
OF CALIFORNIA

ADMINISTRATIVE OFFICE
OF THE COURTS

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Developing the Leaders of Tomorrow Today: Mentoring in the California Courts
 COURT STAFF PILOT MENTORING PROGRAM
 ORIENTATION SESSION [INSERT DATE]

Training Agenda: Becoming an Effective Mentor or Mentee

Time	Topic & Slide Content	Facilitation Methods & Activities
8:30am-9:00am	<i>Registration</i> [Insert Location] <ul style="list-style-type: none"> • Sign-in 	<ul style="list-style-type: none"> • Participants meet and greet • Morning refreshments
9:00am-9:30am	<i>Welcome & Overview</i> <ul style="list-style-type: none"> • Introductions • Course description • Course goals & objectives • Course schedule/agenda • Course ground rules • Participant goals & expectations 	<ul style="list-style-type: none"> • Activity #1: Icebreaker – Who’s Who? Oral trainer/participant intros. • Lecturette – PPT Slide facilitation • Participant discussion – oral review of what participants want to get out of today’s training & the formal mentorship program.
9:30am-10:30am	<i>Module 1: What is Mentoring?</i> <ul style="list-style-type: none"> • Common Definitions • Mentoring as Defined in the Courts • Types of mentoring (for the Courts) • Good & Bad Mentoring Relationships: What’s the Risk? • Benefits of the Court’s mentoring program 	<ul style="list-style-type: none"> • Lecturette – PPT Slide facilitation • Participant discussion – oral review of specific examples of participant experiences with effective & non-effective mentor/Mentee Relationships
10:30pm-12:00pm	<i>Module 2: Mentor & Mentee Breakouts (facilitated concurrently)</i>	See special note & each breakout session detailed below.
12:00pm-1:00pm	LUNCH	
1:00pm-2:00pm	<i>Module 3: Making the Most of Mentoring</i> <ul style="list-style-type: none"> • Stumbling blocks to overcome in Mentoring • Milestones to celebrate in Mentoring • Strategies for making the most of the mentoring relationship • The mentoring agreement • The mentoring action plan 	<ul style="list-style-type: none"> • Lecturette – PPT Slide facilitation • Participant discussion – list/take suggestions for overcoming stumbling blocks & celebrating milestones based on what was learned in today’s training session • Activity #4: The Mentoring Agreement & Action Plan. Mentoring dyads will mock a formal mentoring agreement & action plan.
2:00pm-3:00pm	<i>Course Wrap-up</i> <ul style="list-style-type: none"> • Oral Review • Course Evaluation 	<ul style="list-style-type: none"> • Participant discussion – oral review of concepts learned. • Complete Training Satisfaction Survey.
3:00pm-4:00pm	<i>Networking & Social Hour</i> <ul style="list-style-type: none"> • Pre-determined location for all the new Mentee /mentor pairs to meet after the training. (optional) 	<ul style="list-style-type: none"> • Social Hour – encourages informal discussion among mentoring pairs so that they better get to know each other and establish rapport. (optional)

Developing the Leaders of Tomorrow Today: Mentoring in the California Courts
COURT STAFF PILOT MENTORING PROGRAM
ORIENTATION SESSION - [INSERT DATE]

Special Note: Before lunch, Training participants are separated into two groups: Mentors and Mentees. From **10:30pm - 12:00pm** each group will receive separate training with a separate facilitator. Mentees will stay in the one room, whereas the Mentors will move to another room. After lunch at 1:00 pm, mentees and mentors will reconvene in the main training room for the remainder of the training course.

Module 2a: Mentors Breakout [Location]

Time	Topic & Slide Content	Facilitation Methods & Activities
10:30am-11:15am	<p><i>Module 2a – Mentor Breakout: Key Roles & Responsibilities</i></p> <ul style="list-style-type: none"> • The mentors job (<i>role</i>) • Functions of a mentor (<i>responsibilities</i>) • A mentoring model • Phases of the mentoring journey • The mentor assessment tools 	<ul style="list-style-type: none"> • Lecturette – PPT Slide facilitation • Activity #2a: the Mentor Profile Form and Readiness Survey • Participant discussion – oral review of what the tools used <u>suggests</u> about them & their best <i>mentee</i> match.
11:15am-12:00pm	<p><i>Module 2a – Mentor Breakout: KSAs, Key Characteristics, Coaching, Feedback & Conflict</i></p> <ul style="list-style-type: none"> • Mentor KSAs (<i>knowledge, skills, abilities</i>) • Key Characteristics • Coaching & Style • Communication, listening & giving constructive/ appropriate feedback • Handling conflict 	<ul style="list-style-type: none"> • Lecturette – PPT Slide facilitation • Activity #3a: Mentor Career Legacy Form • Participant discussion – oral review of what their style, preferences & experiences w/ <u>giving</u> feedback & handling conflict suggests about them and their best <i>mentee</i> match.

Module 2b: Mentees Breakout [Location]

Time	Topic & Slide Content	Facilitation Methods & Activities
10:30am-11:15am	<p><i>Module 2b – Mentee Breakout: Key Roles & Responsibilities</i></p> <ul style="list-style-type: none"> • The mentee’s job (<i>role</i>) • Functions of a mentee (<i>responsibilities</i>) • A mentoring model • Phases of the mentoring journey • The mentee assessment tools 	<ul style="list-style-type: none"> • Lecturette – PPT Slide facilitation • Activity #2b: the Mentee Profile Form and Readiness Survey • Participant discussion – oral review of what the tools used <u>suggests</u> about them & their best <i>mentor</i> match.
11:15am-12:00pm	<p><i>Module 2b – Mentee Breakout: Key KSAs</i></p> <ul style="list-style-type: none"> • Mentee KSAs (<i>knowledge, skills, abilities</i>) • Key Characteristics • Learning & Style • Communication, listening & receiving constructive/ appropriate feedback • Handling conflict 	<ul style="list-style-type: none"> • Lecturette – PPT Slide facilitation • Activity #3b: the Mentee Career Planning Form • Participant discussion – oral review of what their style, preferences & experiences w/ <u>receiving</u> feedback & handling conflict suggests about them and their best <i>mentor</i> match.

Mentor Profile Form

Dear Mentoring Nominee: Please complete each section of the form below so that the **Mentoring Program Matching Committee** may gain some information about your background as well as a true sense of your understanding of and reasoning for becoming a **Mentor** in our program. The information gained will be used for program recruitment purposes only.

Mentoring Program: _____ **Date:** _____
Nominee: _____

BACKGROUND CHARACTERISTICS

1. Identify your current job **role & responsibilities**. *Explain.*

2. What **career goals** have you set for yourself while working for the court?

3. What has been your **career progression** while working at the court?

4. What **career barriers** have you **overcome** in pursuit of your achievements?

5. How many **years** in your current position? ____; with your court? ____; or in a court system? ____.

6. Identify the **Knowledge, Skills & Abilities (KSAs)** to perform your job. *Mark all that apply.*

- | | | |
|---|---|--|
| <input type="checkbox"/> Influence | <input type="checkbox"/> Stress Tolerance | <input type="checkbox"/> Customer Focus |
| <input type="checkbox"/> Networking | <input type="checkbox"/> Interpersonal Skills | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Planning &
Organization | <input type="checkbox"/> Change management | <input type="checkbox"/> Decision making |
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Strategic Thinking | <input type="checkbox"/> Delegation |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Leadership Skills | <input type="checkbox"/> Cultural Sensitivity |
| <input type="checkbox"/> Written
Communication | <input type="checkbox"/> Motivational Skills | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Coaching Ability | <input type="checkbox"/> Meeting Facilitation |
| | <input type="checkbox"/> Developmental Skills | <input type="checkbox"/> Organizational
Knowledge |
| | <input type="checkbox"/> Problem Solving | |

Go on to the next page...

7. Identify any **technical knowledge** or other **KSAs you possess** that are not listed above. *List.*

8. With which 4 **KSAs** listed above, do you particularly **excel** and could **share** with a Mentee? *List.*

9. What are 2 of the most important **professional values** that you possess?

10. Name the court departments, areas &/or units which make up your **professional network** at work.

11. Identify some of your work & career related **professional affiliations** (groups, societies, etc.).

12. What are a few of the non-work related **hobbies & interests** you pursue in your leisure?

KEY UNDERSTANDING & REASONING

13. Select the terms below that indicate what **you understand** a **Mentor** to be. *Mark all that apply.*

- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Authority |
| <input type="checkbox"/> Director | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Guide | <input type="checkbox"/> Superior |
| <input type="checkbox"/> Dictator | <input type="checkbox"/> Confidant |

14. Select the terms below that indicate what **you understand** a **Mentee** to be. *Mark all that apply.*

- | | |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Partner | <input type="checkbox"/> Disciple |
| <input type="checkbox"/> Collaborator | <input type="checkbox"/> Follower |
| <input type="checkbox"/> Helper | <input type="checkbox"/> Cohort |
| <input type="checkbox"/> Flunky | <input type="checkbox"/> Ally |

Go on to the next page...

15. Select the **major reasons** that **you** want to be a **Mentor** from the choices below. *Mark all that apply.*

- To do something good for others and their career potential
- To pass along the knowledge, experience and information they have accumulated over the years
- To help build and sustain the organization into the future
- To create some positive energy and self satisfaction through the experience of helping someone else grow and develop in the organization
- To be recognized by peers, coworkers and higher level individuals within the organization
- To learn new information from others and/or build/update my current skill set
- To improve my job performance
- To have a personal assistant to do things for me at my discretion

16. What do you hope **to gain** by being a **Mentor**? What most do you want your Mentee to **offer you**?

17. What are you hoping **to offer** a Mentee? In what ways **can you help** him or her best?

18. How often do you **travel** as part of your job? Are you reasonably **available** during working hours?

19. What **major obstacles** do you foresee that may **interfere** with you providing quality mentoring?

20. Please include any **additional comments** below that indicate why you would be a suitable **Mentor** in the court's formal mentoring program.

Please **Sign & Date** below indicating that you stand behind all of the above statements & selections as TRUE to the best of your knowledge.

Your Signature

____/____/____
Date

Please return to [Name & Contact info.] by the deadline of [Insert Date].

Mentor Readiness Survey

Dear Mentoring Nominee: Please complete each part of the following survey so that you may carefully consider **if you are ready** for becoming a part of the court's formal mentoring program.

PART I: COMMITMENT

1. Review the statements listed below and think about your own readiness to be a mentor. In the blank space beside each statement, write down the number that corresponds to your readiness to perform that particular mentor behavior. Use the following scale when making your response.

1 = Not Ready

2 = Somewhat Ready

3 = Definitely Ready

- _____ • Help the Mentee make contacts with senior leaders in the organization.
- _____ • Provide positive recognition and constructive feedback to the Mentee.
- _____ • Share your knowledge of the organizations unwritten rules.
- _____ • Give the Mentee assignments that expose him or her to key figures in the organization.
- _____ • Role model the way things get done properly.
- _____ • Help the Mentee develop a career path, and action plan and follow it.
- _____ • Give the Mentee developmental guidance and advice as needed.
- _____ • Keep the Mentee apprised of important events and goings-on.
- _____ • Help the Mentee diagnose and assess his or her developmental needs and resolve them.
- _____ • Provide the challenging assignments to help them excel.

PART II: WILLINGNESS

2. Review the statements listed below and check the answer that is most appropriate for you.

- Are you willing to invest time, energy, and effort in a mentoring relationship? YES NO
- Are you willing to help the Mentee learn from his or her challenges and mistakes? YES NO
- Are you willing to give open & honest feedback to the Mentee YES NO
- Are you willing to share the learning from your failures as well as your successes? YES NO
- Listed on the following page are some common concerns as well as potential benefits with regard to Mentoring. Check those concerns and benefits most important to you. *Mark all that apply.*

Go on to the next page...

Concerns

- Time commitment
- Perceptions of bias and fairness
- Lack of chemistry with Mentee
- Problems will be held against me
- My ability to provide valuable and relevant experiences
- My ability to coach and give constructive feedback

Benefits

- Opportunity to help someone develop
- Opportunity to improve my coaching feedback & leadership skills
- Contribute to the company's success
- Leave a legacy with the company
- Build my support system
- Develop my professional network

PART III: CONVICTION

3. Review the statements listed below and check the answer that is most appropriate for **you**.

- Do you believe the benefits **outweigh** the concerns? YES NO
- Do you having any **second thoughts** about getting involved? YES NO
- Do you think this is the **right time** for you to be involved? YES NO
- Do you have any **additional questions** to ask? YES NO
- Are you **ready** to become a **Mentor**? YES NO

Please **Sign & Date** below indicating that you stand behind all of the above statements & selections as TRUE to the best of your knowledge.

Your Signature

____/____/____
Date

Please return to [Name & Contact info.] by the deadline of [Insert Date]

Mentor Career Legacy Form

Instructions: Take a moment to think about what you want for your own career. Use the form below to guide your thoughts and each of the 3 questions to the best of your ability.

1. Define the **legacy** that you would like to leave and indicate that below.

2. Determine the **position and level** that you want to achieve in your career and indicate it below.

3. Now, identify the **short term, midterm** and **long-term** goals that it would take for you to reach your destiny as defined above along with the **steps/positions** it would take to get there and the **developmental needs** required along the way in the chart below.

Short-Term Career Goals (1-2 years)	Mid-Term Career Goals (3-5 years)	Long-Term Career Goals (8-10 years)
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Steps/Positions to Achieve Goal	Steps/Positions to Achieve Goal	Steps/Positions to Achieve Goal
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What Needs Development?	What Needs Development?	What Needs Development?
<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> 	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> 	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/>

Mentee Profile Form

Dear Mentoring Nominee: Please complete each section of the form below so that the **Mentoring Program Matching Committee** may gain some information about your background as well as a true sense of your understanding of and reasoning for becoming a **Mentee** in our program. The information gained will be used for program recruitment purposes only.

Mentoring Program: _____

Date: _____

Nominee: _____

BACKGROUND CHARACTERISTICS

1. Identify your current job **role & responsibilities**. *Explain.*

2. What **career goals** have you set for yourself while working for the court?

3. What has been your **career progression** while working at the court?

4. What **career barriers** have you **encountered** in pursuit of your achievements?

5. How many **years** in your current position? ____; with your court? ____; or in a court system? ____.

6. Identify the **Knowledge, Skills & Abilities (KSAs)** to perform your job. *Mark all that apply.*

- | | | |
|---|---|--|
| <input type="checkbox"/> Influence | <input type="checkbox"/> Stress Tolerance | <input type="checkbox"/> Customer Focus |
| <input type="checkbox"/> Networking | <input type="checkbox"/> Interpersonal Skills | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Planning &
Organization | <input type="checkbox"/> Change management | <input type="checkbox"/> Decision making |
| <input type="checkbox"/> Adaptability | <input type="checkbox"/> Strategic Thinking | <input type="checkbox"/> Delegation |
| <input type="checkbox"/> Oral Communication | <input type="checkbox"/> Leadership Skills | <input type="checkbox"/> Cultural Sensitivity |
| <input type="checkbox"/> Written
Communication | <input type="checkbox"/> Motivational Skills | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Coaching Ability | <input type="checkbox"/> Meeting Facilitation |
| | <input type="checkbox"/> Developmental Skills | <input type="checkbox"/> Organizational
Knowledge |
| | <input type="checkbox"/> Problem Solving | |

Go on to the next page...

7. Identify any **technical knowledge** or other **KSAs you need** that are not listed above. *List.*

8. With which 4 **KSAs** listed above, could you particularly use the **help** of a Mentor? *List.*

9. What are 2 of the most important **professional values** that you possess?

10. Name the court departments, areas &/or units which make up your **professional network** at work.

11. Identify some of your work & career related **professional affiliations** (groups, societies, etc.).

12. What are a few of the non-work related **hobbies & interests** you pursue in your leisure?

KEY UNDERSTANDING & REASONING

13. Select the terms below that indicate what **you understand** a **Mentor** to be. *Mark all that apply.*

- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Authority |
| <input type="checkbox"/> Director | <input type="checkbox"/> Facilitator |
| <input type="checkbox"/> Guide | <input type="checkbox"/> Superior |
| <input type="checkbox"/> Dictator | <input type="checkbox"/> Confidant |

14. Select the terms below that indicate what **you understand** a **Mentee** to be. *Mark all that apply.*

- | | |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Partner | <input type="checkbox"/> Disciple |
| <input type="checkbox"/> Collaborator | <input type="checkbox"/> Follower |
| <input type="checkbox"/> Helper | <input type="checkbox"/> Cohort |
| <input type="checkbox"/> Flunky | <input type="checkbox"/> Ally |

Go on to the next page...

15. Select the **major reasons** that **you** want to be a **Mentee** from the choices below. *Mark all that apply.*

- To do something good for myself and career potential
- To gain organizational knowledge, experience and information accumulated over the years
- To help build and sustain the organization into the future
- To create some positive energy and self satisfaction through the experience of growing and developing within an organization
- To be recognized by peers, coworkers and higher level individuals within the organization
- To learn new information from others and/or build/update my current skill set
- To improve my job performance
- To get on the fast and easy inside-track to a promotion

16. What do you hope **to gain** by becoming a **Mentee**? What **most do you want** from a Mentor?

17. What are you hoping **to offer** a Mentor? In what ways **can you help** him or her?

18. How often do you **travel** as part of your job? Are you reasonably **available** during working hours?

19. What **major obstacles** do you foresee that may **interfere** with you receiving quality mentoring?

20. Please include any **additional comments** below that indicate why you would be a suitable **Mentee** in the court's formal mentoring program.

Please **Sign & Date** below indicating that you stand behind all of the above statements & selections as TRUE to the best of your knowledge.

Your Signature

____/____/____
Date

Please return to [**Name & Contact info.**] by the deadline of [**Insert Date**].

Mentee Readiness Survey

Dear Mentoring Nominee: Please complete each part of the following survey so that you may carefully consider **if you are ready** for becoming a part of the court's formal mentoring program.

PART I: COMMITMENT

1. Review the statements listed below and think about your own readiness to be a **Mentee**. In the blank space beside each statement, write down the number that corresponds to your readiness to perform that particular **mentee** behavior. Use the following scale when making your response.

1 = Not Ready

2 = Somewhat Ready

3 = Definitely Ready

- _____ • Make contacts with senior leaders in the organization.
- _____ • Accept positive recognition and constructive feedback from a Mentor.
- _____ • Learn knowledge about the organization and its unwritten rules.
- _____ • Complete assignments that expose you to key figures in the organization.
- _____ • Follow the methods and style of a Mentor to get things done properly.
- _____ • Develop your career path, write an action plan then actually follow it.
- _____ • Take developmental guidance and advice from a Mentor.
- _____ • Stay informed about important events and goings-on.
- _____ • Assess and diagnose your own developmental needs and act on them
- _____ • Take on ever challenging assignments.

PART II: WILLINGNESS

2. Review the statements listed below and check the answer that is most appropriate for you.

- Are you willing to invest time, energy, and effort in a mentoring relationship? YES NO
- Are you willing to learn from your Mentor's challenges and mistakes? YES NO
- Are you willing to receive constructive criticism & honest feedback from a Mentor? YES NO
- Are you willing to share your failures as well as your successes with a Mentor openly and honestly? YES NO
- Listed on the following page are some common concerns as well as potential benefits with regard to Mentoring. Check those concerns and benefits most important to you. *Mark all that apply.*

Go on to the next page...

Concerns

- Time commitment
- Perceptions of bias and fairness
- Lack of chemistry with Mentor
- Problems being held against me
- My ability to remain relevant and useful in the eyes of my Mentor
- My ability to learn quickly & accept constructive feedback well

Benefits

- Opportunity to get help with my career path and its development
- Opportunity to improve my work and leadership skills
- Contribute to the company's success
- Plan a career with the company
- Build my support system
- Develop my professional network

PART III: CONVICTION

3. Review the statements listed below and check the answer that is most appropriate for **you**.

- Do you believe the benefits **outweigh** the concerns? YES NO
- Do you having any **second thoughts** about getting involved? YES NO
- Do you think this is the **right time** for you to be involved? YES NO
- Do you have any **additional questions** to ask? YES NO
- Are you **ready** to become a **Mentor**? YES NO

Please **Sign & Date** below indicating that you stand behind all of the above statements & selections as TRUE to the best of your knowledge.

Your Signature

____/____/____
Date

Please return to [Name & Contact info.] by the deadline of [Insert Date]

Mentee Career Planning Form

Instructions: Take a moment to think about what you want for your own career. Use the form below to guide your thoughts and each of the 3 questions to the best of your ability.

1. Define the **legacy** that you would like to leave and indicate that below.

2. Determine the **position and level** that you want to achieve in your career and indicate it below.

3. Now, identify the **short term, midterm** and **long-term** goals that it would take for you to reach your destiny as defined above along with the **steps/positions** it would take to get there and the **developmental needs** required along the way in the chart below.

Short-Term Career Goals (1-2 years)	Mid-Term Career Goals (3-5 years)	Long-Term Career Goals (8-10 years)
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Steps/Positions to Achieve Goal	Steps/Positions to Achieve Goal	Steps/Positions to Achieve Goal
<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> 	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> 	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/>
What Needs Development?	What Needs Development?	What Needs Development?
<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> 	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/> 	<ul style="list-style-type: none"> • <hr/> • <hr/> • <hr/> • <hr/>

Mentoring Agreement Form

Instructions: Begin a **Mentor/Mentee discussion** to facilitate the general parameters of your mentoring relationship. Use the form below to guide that discussion and record all of the applicable information.

1. Discuss each of the steps that follow, reach consensus on them and respond in the space provided.

STEP 1: WRITE THE GOALS OF THE RELATIONSHIP	
Guide	SMART Goals
<ul style="list-style-type: none"> • Discuss the desired outcomes of the mentoring relationship Mentee and the Mentor • From each of those goals using the SMART guidelines (i.e. Specific, Measurable, Achievable, Relevant and Timely) 	<hr/> <hr/> <hr/> <hr/>
STEP 2: IDENTIFY POTENTIAL BARRIERS TO GOAL ACHIEVEMENT	
Guide	Potential Barriers
<ul style="list-style-type: none"> • Discuss potential barriers to achieving the SMART goals just developed. • Make a list of these possible barriers from the point of view of the Mentee and Mentor as well. 	<hr/> <hr/> <hr/> <hr/>
STEP 3: DETERMINE REALISTIC SOLUTIONS TO OVERCOME BARRIERS	
Guide	Contingency Plans
<ul style="list-style-type: none"> • Develop contingency plans to overcome each of the barriers or obstacles listed above • Determine all of the resources and contacts needed to make them happen and know who is responsible for each aspect of the plan. 	<hr/> <hr/> <hr/> <hr/>
STEP 4: LIST MENTOR'S ROLE & EXPECTATIONS	
Guide	Mentor Functions
<ul style="list-style-type: none"> • Discuss the primary functions of the Mentor such as – role model, providing Mentee visibility, psycho-social support, preparing Mentee for specific assignment or responsibility, etc. 	<hr/> <hr/> <hr/> <hr/>
STEP 5: LIST THE MENTEE'S ROLE & EXPECTATIONS	
Guide	Mentee Functions
<ul style="list-style-type: none"> • Discuss the primary functions of the Mentee such as – preparation, career planning, needs development, learning, assignments, taking advice, appropriate disclosure, etc. 	<hr/> <hr/> <hr/> <hr/>

Go on to the next page...

STEP 6: AGREE UPON CONFIDENTIALITY PARAMETERS

Guide	Sensitive Information
<ul style="list-style-type: none"> Discuss how sensitive information will be handled, what information is confidential and what is not and to whom non-confidential information is conveyed, etc. 	<hr/> <hr/> <hr/> <hr/> <hr/>

STEP 7: STATE MEETING FREQUENCY, COMMUNICATION METHODS & MEETING LOCATION

Guide	Meeting Frequency & Logistics
<ul style="list-style-type: none"> Discuss the frequency of meetings beyond what is required by the program, preferred method of meeting (i.e. face-to-face, email, phone call, etc.) and the phone call conditions (i.e. when, where, #'s used, how long, etc.) 	<hr/> <hr/> <hr/> <hr/> <hr/>

STEP 8: AGREE TO LENGTH OF THE RELATIONSHIP

Guide	Duration
<ul style="list-style-type: none"> Discuss the duration of the mentoring relationship as mandated by the program, the way it can end and how it can be extended at the discretion of either party if desirable 	<hr/> <hr/> <hr/> <hr/> <hr/>

STEP 9: SITE POTENTIAL CONFLICTS & HOW TO OVERCOME THEM

Guide	Conflict Management
<ul style="list-style-type: none"> Discuss the potential conflict issues among both parties (i.e. neglect, time, availability, feedback, priority, etc.) Identify the steps & methods both agree upon to manage conflict appropriately 	<hr/> <hr/> <hr/> <hr/> <hr/>

2. Sign & date your Mentoring Agreement and refer to it as needed when questions arise.

Please **Sign & Date** the Mentoring Agreement form below thus indicating that you stand behind all of the above statements as TRUE to the best of your knowledge and you and any other parties involved that in no way have you been coerced, bribed or otherwise influenced to provided statements that are untrue.

Mentor Signature

___/___/___
Date

Mentee Signature

___/___/___
Date

Mentoring Action Plan

Instructions: Begin a **Mentor/Mentee discussion** to determine how best to complete your developmental plan. Use the form below to guide that discussion and record the applicable information.

1. Discuss each of the steps that follow, reach consensus on them and respond in the space provided.

STEP 1: SELECT A DEVELOPMENTAL AREA		
Guide	Target Area(s)	
<ul style="list-style-type: none"> • Considering the goals for the relationship determine (mark) the category of development for the most urgent need at the left. • List the immediate target areas that fall within that category to address further in the space provided • Use the career goals, 360 feedback, performance reviews, etc. to guide choices 	<input type="checkbox"/> Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Ability <input type="checkbox"/> Behavior _____ _____ _____ _____	
	STEP 2: CREATE A DEVELOPMENTAL OBJECTIVE	
	Guide	SMART Objective
	<ul style="list-style-type: none"> • Discuss one target area for which to develop a SMART Objective that describes exactly the outcome desired and when it should be completed. • Make that objective as <i>behavioral</i> and <i>action-centered</i> as possible. 	_____ _____ _____ _____
		STEP 3: CREATE MENTORING ACTIONS
Guide		Developmental Activities
<ul style="list-style-type: none"> • Identify the Developmental Activities the Mentee should complete to achieve the intended SMART Objective. • These actions should include a good mix of <i>formal</i> (e.g., training, seminars, workshops) & <i>informal</i> (e.g., a book, a video, OJT) learning methods as well as both <i>passive</i> (reading, observation) & <i>active</i> (e.g., assignments, projects, practice) practice methods. 		1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____ 6. _____ _____ 7. _____ _____ 8. _____ _____

Go on to the next page...

STEP 4: LIST SUPPORT MECHANISMS		
Guide	Resources & Support	
<ul style="list-style-type: none"> Identify and list the resources needed to implement each of the developmental activities. This could include – <i>colleagues, time and monetary resources</i>. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
STEP 5: TIMING & MILESTONES		
Guide	Deadlines	Milestones
<ul style="list-style-type: none"> Discuss the deadlines for completing each developmental activity within a SMART objective. These deadlines should also include incremental milestones that fall reasonably within the time set for the overall SMART objective in order to effectively gauge progress. 	<hr/>	<hr/>
STEP 6: CRITERIA FOR SUCCESS		
Guide	Methods	Criteria
<ul style="list-style-type: none"> Discuss the appropriate methods for measuring the success of completing each developmental activity as well as any distinguishing criteria. 	<hr/>	<hr/>

2. Repeat this process separately for each of the **target areas** that you listed previously.

A Model Mentoring Program for Court Staff in
California's Superior Courts

**BECOMING AN
EFFECTIVE MENTOR
OR MENTEE**

Welcome & Overview

- ⦿ Introductions
- ⦿ Course description
- ⦿ Course objectives
- ⦿ Course schedule/agenda
- ⦿ Course ground rules
- ⦿ Participant expectations

Session Preview

- To meet the overall goal and accomplish the stated objectives for each of the participants the training will cover each of the following areas:
 - Module 1: What is Mentoring?
 - Module 2 (a & b): Mentee & Mentor Breakouts (facilitated concurrently)
 - Module 3: Making the Most of Mentoring

Module 1: What is Mentoring?

- ⦿ Common Definitions
- ⦿ Mentoring as defined in the Courts
- ⦿ Types of mentoring (for the Courts)
- ⦿ Good & Bad Mentoring Relationships: What's the Risk?
- ⦿ Benefits of the Court's mentoring program (for mentor, mentee, the Court & Judicial Branch)

Module 2a: Mentor Breakout

◎ Key Roles & Responsibilities

- The mentors job (role)
- Functions of a mentor (responsibilities)
- A mentoring model
- Phases of the mentoring journey
- The mentor assessment tools
 - Mentor Profile Form
 - Mentor Readiness Survey

Module 2a: Mentor Breakout

- ◎ KSAs, Key Characteristics, Coaching, Feedback & Conflict
 - Mentor KSAs (*knowledge, skills, abilities*)
 - Key Characteristics
 - Coaching & Style
 - Communication, listening & giving constructive / appropriate feedback
 - Handling conflict
 - Mentor planning tools
 - Mentor Career Legacy Form

Module 2b: Mentee Breakout

◎ Key Roles & Responsibilities

- The mentee job (role)
- Functions of a mentee (responsibilities)
- A mentoring model
- Phases of the mentoring journey
- The mentee assessment tools
 - Mentee Profile Form
 - Mentee Readiness Survey

Module 2b: Mentee Breakout

- ◎ KSAs, Key Characteristics, Learning, Feedback & Conflict
 - Mentee KSAs (*knowledge, skills, abilities*)
 - Key Characteristics
 - Learning & Style
 - Communication, listening & receiving constructive / appropriate feedback
 - Handling conflict
 - The mentee planning tools
 - Mentee Career Planning Form

Module 3: Making the most of Mentoring

- ◉ Stumbling blocks to overcome in mentoring
- ◉ Milestones to celebrate in Mentoring
- ◉ Strategies for making the most of mentoring
- ◉ The Mentoring Agreement
- ◉ The Mentoring Action Plan

Course Wrap-Up

- ① Training Review
- ① Course Evaluation
- ① Networking & Social Hour (optional)

Resources

- Allen, T. D., Finkelstien, L. M., Poteet, M. L., (2009). Designing workplace mentoring programs: An evidence-based approach. Wiley-Blackwell/John Wiley & Sons. LTD. The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, United Kingdom. Pages 125-128.
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- Zachary L, J. (2005). Creating a mentoring culture: The organization’s guide. Jossey-Bass Publishers. A Wiley Imprint. 989 Market Street, San Francisco CA.