Within the American system of government, courts sit in the unique position of delivering fair and impartial justice. The independence of the judicial branch of government is the embodiment of those sustaining principles necessary for an impartial judiciary. The greatest threat to the continued viability of our system of ordered justice is the erosion of the public’s perception of the justice system.

Critical to an independent judiciary is the public’s trust and confidence in the men and women who support the actions and decisions of the Court, who enforce its rules and who seek to fairly administer the daily tasks of the court organization. Our judicial system represents far more than the sum of the judiciary’s adjudicative decisions. As employees of the court organization, it becomes our responsibility to enhance the public’s trust and to foster in the citizenry an unaltering sense of confidence.

For all that the concepts of a fair, impartial and independent judicial branch embodies and protects, it must never be invoked as a shield for our failures to uphold the constitution, to fairly administer the rules and decisions of the Court, or to adhere to the strong values of the society in which we work and live. Our judicial branch is made secure when all court employees, as stewards of the public trust, both individually and collectively, remain faithful to our responsibilities and accountable to those whom we serve. That accountability is reflected daily in a strong work ethic, a high level of professional competence, and an unwavering commitment to the court organization.

It is with these goals in mind that the Circuit Court of Lake County Mentor program was designed to connect new and existing members of the court organization with other seasoned employees so that they can promote its mission by creating mutually beneficial relationships. The program aims to enhance the participants' professional and personal development while increasing their overall knowledge and understanding of the judicial system and court operations through a one-to-one relationship.

Mentoring is a partnership between an experienced employee (the Mentor) and a) a new employee to the court organization, and/or b) a new court manager (the Mentee) who requires additional professional knowledge, expertise or guidance. The mentoring relationship is based on trust, respect and confidentiality. Through mentoring, the Mentor will guide, support, answer questions, and provide referrals, and share experiences and known opportunities with the Mentee.

The public’s perception that justice has, in fact, been rendered, and that our decisions and actions are grounded on the proper application of existing laws to the facts as presented, is vital to engendering confidence in our court system and institutional respect for court organization. In meeting these expectations, we strengthen the public trust and build upon our heritage of an honorable and effective judicial system.
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Employee Mentor Program of the Circuit Court of Lake County, Illinois

1. Overview

The Circuit Court of Lake County Employee Mentor Program is designed to connect new employees and new management staff of the Circuit Court with its leadership, culture and service opportunities, by creating mutually beneficial relationships to enhance the employees’ professional and personal development. The program is designed to facilitate communication of the values, vision and mission of the Circuit Court through a one-to-one relationship while supporting professional development and enhancing leadership competencies.

The structured portion of the mentoring program is intended to last one year, but it is hoped that the informal relationships formed will last a lifetime.

2. Purpose of the Program

The Circuit Court of Lake County Employee Mentor Program is a two-tiered system. One track is designed for new employees of the court organization; a second track is geared toward staff that are new to the court’s management team. 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. Through the mentoring process, the employee can develop his or her own skills and confidence level, while having an experienced employee to consult regarding unfamiliar situations.

a. For every new employee the transition to the court organization involves significant changes, which include becoming familiar with new procedures and adjusting to a culture different from that found in most workplaces. The purpose of Employee Mentor Program is to ease employees’ entry into the judicial system and court organization by:

   i. Assisting the transition to the organizational culture
   ii. Providing basic support complimentary to mandatory training
   iii. Connect employees to the court organization, its leadership, benefits and service opportunities
   iv. Create opportunities for professional growth and personal development
   v. Facilitate employee retention

b. The mentor program for managers has been developed to help reinforce learning with practice in real life situations so new supervisors, in combination with leadership
training covering administrative, educational and supportive modules, can work alongside an experienced and skilled supervisor mentor. The mentor working with the new supervisor should provide verbal feedback to the new supervisor whenever appropriate or when assistance is requested. The goals of mentoring new court managers include:

i. Teach new managers best practice in the field, including applying the parallel process of continuous organizational improvement
ii. Increase productivity because of supervisor’s ability to focus and prioritize
iii. Reduce turnover because of supervisor’s better understanding of their role and how to provide support and direction
iv. Benefit from observing the experienced supervisor mentor’s ability to cope with difficult situations
v. Better outcomes for court clients because of supervisor’s focus and skills
vi. Increase leadership skills for future opportunities within the court organization

3. The Role of a Mentor

a. Each mentor / employee relationship will be unique; however, every mentor should focus on the following goals:

i. To provide a role model for the employee-mentee
ii. To offer assistance on how to better perform professional duties
iii. To provide ethical guidance
iv. To help improve professional skills and decision-making through demonstration and discussion
v. To stimulate confidence and encourage continuing professional development
vi. To help the employee be more productive and efficient while ever mindful of the overriding responsibility to ensure the standards of the court organization
vii. To assist the employee in integrating professional and private roles
viii. To accept, support and encourage the employee
ix. To enhance workplace communication and management
x. To assist in special projects

b. The mentor should maintain a balance between communicating formal content and information, while still keeping the relationship informal and personal.

i. Sharing information about the organization
ii. Facilitating the mentee’s growth by sharing resources and networks
iii. Challenging the mentee to move beyond his or her comfort zone
iv. Coaching the mentee on a particular skill
v. Focusing on the mentee’s professional development
vi. Meet with your mentee at least bi-weekly and maintain contact by telephone or e-mail in the interim

vii. Provide support, a networking system, and knowledge of community resources and act as a sounding board

viii. Complete evaluations of the program and suggest ways to enhance it

4. The Role of the Mentee

a. Commit to take the initiative to foster a positive and honest relationship with your mentor
b. Be open to learning about new ideas
c. Follow through with your mentor
d. Actively participate
e. Be ready to make a serious effort to set career goals and achieve them
f. Meet with your mentor at least bi-weekly and keep contact by telephone or e-mail in the interim
g. Identify barriers to advancement and collaborate with the mentor to develop a plan to overcome barriers
h. Complete evaluations of the program and suggest ways to enhance it

5. Benefits of the Program

The Mentoring Program offers many benefits to the Mentor, Mentee and the court organization including, but not limited to:

a. For the Mentor

   i. Shape the future of court organization management and professionals
   ii. Personal satisfaction
   iii. Reviewing own strengths and weaknesses
   iv. Learning from the Mentee
   v. Enhanced reputation and professional identity
   vi. Individually assisting the court organization in implementing a viable and supportive employee engagement strategy

b. For the Mentee

   i. Guidance from a seasoned court professional
   ii. Learning more about the court organization
   iii. Objective feedback on skill development and meeting performance objectives
   iv. Increased career satisfaction
   v. Enhanced reputation and professionalism
vi. Increased career network opportunities  
vii. Developing or improving on core competencies  
viii. Developing an organizational perspective regarding court operations and tasks

c. For the Court Organization

i. Assists employee to settle into the organization  
ii. Communicate the values, vision and mission of the court organization  
iii. Supports involvement and progression within the organization  
iv. Enhances member satisfaction and retention  
v. Implements a key element of succession planning and knowledge management  
vi. Develops an organizational perspective regarding court operations and tasks

6. Operation of the Program

a. Mentor Selection

i. The Executive Director of the Circuit Court of Lake County, in consultation with the Chief Judge of the circuit and the Senior Management Team, determines the number of employee-mentors necessary in the court organization and solicits volunteers from among employees in each of the functional divisions who possess the necessary qualifications:
   - Five years of prior experience in the court organization  
   - Willingness to devote additional time needed to fulfill the duties of a mentor  
   - A demonstrated commitment to continuing education and employee development  
   - The ability to interact positively with other staff and court managers

ii. In addition to those minimum qualifications, proposed mentors should possess the following qualities:
   - Common sense  
   - Empathy (mentors should not be so senior that they have forgotten the concerns of less experienced employees)  
   - Good listening and organizational skills  
   - Competence  
   - Patience  
   - Enthusiasm  
   - Knowledge of the court organization
iii. Division directors submit the names of the proposed mentors from their division to the Executive Director. The Executive Director in consultation with the Core Support Team selects those individuals who will form the pool of employee mentors for the annual cycle.

b. Mentor Training

i. Proposed mentors must attend a mentor training program applicable to the mentor track and conducted by selected court staff. Mentor trainees will receive a mentoring manual prepared by the Division of Administrative Services.

ii. After successfully completing training, a mentor will be eligible to serve as a mentor in the Circuit Court of Lake County.

c. Mentor Assignment

i. The Executive Director of the Circuit Court will assign a mentor to every new employee (line staff / manager) as soon as they assume their new job duties. When matching a mentor and employee, the Executive Director will consider the following:
   - Campus Location
   - Size of the Division
   - Type of Assignment
   - Compatibility
   - Diversity
   - Input from the Mentor and Mentee
   - Shift Differential Conflicts

ii. Employee-mentees will have the benefit of a formal mentoring relationship for a period of one year. The Executive Director may extend the relationship or assign a substitute mentor at any time.

d. Mentor Duties

i. As soon as a mentor is assigned to an employee, the mentor should arrange an initial conference to establish a mentoring relationship characterized by:
   - Confidentiality
   - Understanding
   - Trust
ii. At the initial conference, the mentor should assure that the employee is familiar with the policies and procedures of the circuit and address other matters of concern to the employee. (Addressing topics related to the mentee’s employment is an HR Function; mentors should provide a brief overview and address mentees’ questions & concerns.)

iii. Expectations of Mentors

- Mentors will work with the mentees throughout the initial 12 months of employment. At least one hour per week must be devoted to formal mentoring activities. Face-to-Face mentoring must occur at least once bi-weekly in the first six months of the relationship, and at least once per month thereafter for the duration of the mentoring relationship.

- Outside of face-to-face meetings, mentors will be available to mentees for consultation in any needed areas - primarily by email and phone.

- Mentors will model superior practice in the various skills identified on the rating sheets.

- Mentors will assess mentees on the skills identified on the rating sheets through observation and discuss strengths/needs relating to these skills with the mentee as needed, but formally on a bi-weekly basis.

- Mentors will note any skill areas that need additional assistance and will provide mentoring and guidance specifically related to those needs.

- Mentors will work with the Mentor Program Manager and Director of Administrative Services to provide additional mentoring and guidance in areas that need improvement.

- Mentors will mentor one mentee at a time (may be modified in some situations based on needs and resources).

- Mentors will provide the completed rating sheets to the mentee, the Mentor Program Manager, the Director of Administrative Services, and the Mentoring Program Team so training needs may be identified if needed.

7. The Mentor-Mentee Relationship

a. Your Role as Mentor

i. Do…
The most important function of the mentor is to assist in the transition to the culture of the court organization and the mentee’s role within the organization. You should see your role as being a means to provide useful and relevant information. Within this context, it is also important to promote a self-reliant outlook to professional problem solving on the part of the employee.

ii. Don’t...
The mentor should not intrude into the decision-making process of the employee. It is not the role of a mentor to tell the employee what to decide, but rather to suggest approaches to the task in question. Also, it is important that the mentor not breach the confidentiality of the mentor-mentee relationship.

b. Getting Started

i. When initiating contact with the employee, the mentor should:
   - Make a positive, encouraging impression.
   - Be available in-person or by telephone.
   - Explain the mentoring program and the mentor’s role.
   - Be cordial and convey interest in the employee.
   - Demonstrate commitment to the mentoring program.
   - Emphasize the importance of an in-person meeting (if the first contact is by telephone).
   - Arrange a subsequent meeting or conversation.

ii. The mentor should attempt to establish relationships which:
   - Moves at the mentee’s pace, rather than a pace controlled solely by the mentor.
   - Allows for discussions and exchange of ideas between the mentor and the mentee, rather than utilizes primarily “instructional speech” or “pronouncements, which purport to establish a single correct approach or method.”
   - Fosters enthusiasm for the employee’s role.

c. Maintaining a Positive and Useful Relationship

i. Your contacts with the mentee should include:
   - An in-person or telephone contact by the mentor during the first week of the program
   - A visit to the employee’s worksite (office) as well as an invitation to the mentor’s worksite (office) to observe
• Weekly or more frequent contacts during the first six months of the program
• Sharing resources with the mentee: books, articles, names of persons who can provide assistance or information to the employee
• Contacts in an informal, relaxed atmosphere, such as breakfast, lunch or breaks with the mentee
• Continued contacts, as needed or desired after the first six months of the mentoring program

ii. The mentor should be sensitive to non-verbal cues and body language, by which he or she may convey the following:
• Whether the mentor likes or dislikes the mentee
• Whether the mentor has a genuine interest in helping the mentee
• Whether the mentor views the mentee as an equal, or whether the mentor views himself/herself as superior to the mentee
• Whether the mentor enjoys interacting with the mentee and wants to listen to him/her

d. The Successful Mentee-Mentor Relationship

i. Characteristics of a successful mentee-mentor relationship:
• The mentor listens actively and patiently
• The mentor asks frequent, insightful questions
• The mentor becomes a partner in problem-solving
• The mentor encourages informal conversations with the mentee as his or her equal
• The mentor accepts the mentee’s self-disclosure while withholding personal judgment or criticism

ii. Indications of a Successful Mentoring Relationship:
• The mentee asks frequent questions, initiates contact with the mentor and places a high priority on meetings with the mentor
• The mentee gives the mentor feedback regarding implementation of the mentor’s suggestions and examples
• The mentee makes sincere self-disclosures to the mentor
• The mentee appears to be comfortable and confident in his or her professional role
• The mentor enjoys working with the mentee to find answers and solutions to questions raised by the mentee
• Both mentor and mentee learn and grow as a result of the relationship
• The mentor and mentee establish a friendship
8. **Program Evaluation**

   a. The Employee Mentoring Program will be evaluated annually to determine its effectiveness in providing the guidance and assistance intended by the program.

   b. Disseminate an evaluation survey to the participants and, based on the feedback from the survey, evaluate the benefits to the participants.

   c. Review evaluations from mentors and mentees and note recommendations for improvement.

   d. Identify program areas that should be modified based on observations and evaluations of participants in the program.

   e. Annual Program Report to the Executive Director, Chief Judge, and Circuit Judges on outcomes and suggestions for improvements to the program.

9. **Confidentiality**

   a. All written and oral communication between Mentors, Mentees and the Mentor Program Manager is confidential and will not be disclosed without mutual consent – except as noted below. Concerns regarding confidentiality should be referred to the Mentor Program Manager immediately.

   b. **Disclosure of Information / Limits of Confidentiality**

      i. Mentor Program staff are mandatory reporters and as such must disclose information indicating that a mentor or mentee may be dangerous to or intends to harm him/herself or others.

      ii. If program staff receive information at any point in the mentoring process that a participant is using alcohol or other controlled substances, has committed a criminal act of any kind, or is in violation of work rules the information will be shared with the Mentor Program Manager and the Director of Administrative Services.
Mentor Education

1. Overview

The Circuit Court of Lake County, Illinois, in its effort to promote professional development for its non-judicial employees, provides two unique mentor training programs. Such programs demonstrate the commitment to employees that the pursuit of knowledge is important to a high performing court organization and therefore a strategic priority of the court organization.

Specifically, the overall purpose of these training programs is to assure court employees career enhancement, personal growth and development opportunities, thereby fostering a more competent court system in delivering justice to the citizens of Lake County.

Further, the benefits of establishing these training programs are many. Both are designed to achieve an organizational culture of excellence, vital to responding to the strategic needs of the court organization. The investment in these training programs will contribute to better access to the justice system, improve the efficiency and effectiveness of court services, assure a positive work environment, and build public trust and confidence in the court organization.

These programs are practical in their curricula, specifically aimed at enhancing employee quality, promoting employee work performance, contributing to increased court productivity, and assuring the highest organizational and individual engagement.

The two training programs are entitled the Court Professional Mentor program and Court Supervisor/Manager Mentor program.

The Court Professional Mentor (CPM) program is a “basics” employee mentoring curriculum offered for qualified, non-supervisory court employees seeking to expand their own job knowledge and share that with new employees of the Circuit Court of Lake County. Candidates will be eligible to mentor new court employees upon completion of the program’s modules.

The Court Supervisor/Manager Mentor (CSM) program is a mentoring program for new court supervisors and management staff. This program is designed to transition existing court staff or outside hires into their new role as court supervisors and managers within the Circuit Court of Lake County. Those with supervisory or management positions would be eligible for this program. Several subject modules comprise this program’s curriculum.
2. Court Professional Mentor (CPM) Program

a. Goals and Benefits

The CPM is the basic mentor training program. It allows non-supervisory court staff an attractive educational opportunity to become better equipped with an array of court organizational knowledge, skills and tools. The program will enable participants to perform their jobs better and carry out their responsibilities as mentors with the highest proficiency.

Upon completion of the CPM program, attendees will enjoy a sound knowledge base on the role and functions of mentors within the Circuit Court of Lake County and how they fit within the court organization. Through the CPM curriculum, they will also learn job practices to better serve court customers and the needs of the judiciary. Participants will become acquainted with basic case management practices as well as the daily demands of court business throughout the organization.

b. Eligibility Criteria and Applicant Selection

The CPM Training Program will accommodate up to ten (10) new candidates each year. This program is available exclusively to non-supervisory court employees throughout the Circuit Court of Lake County regardless of academic background. Applicants will be selected to represent the various divisions and campus locations through the court organization.

Prospective mentoring candidates shall apply their own initiative as a major eligibility criterion. Applicants should apply through their respective division director. The Senior Management Team of the Circuit Court of Lake County will conduct initial screening of candidates for the minimum qualifications:

In order to be considered for the CPM Mentoring Program, candidates must:

i. Receive at least an overall “meets standards” rating in their last performance review.

ii. Serve successful for no less than ten (10) years as a regular, full-time employee of the Circuit Court of Lake County.

iii. Agree to a commitment to remain available to be assigned as a mentor for at least one year after they complete the CPM Training Program.
iv. Obtain a recommendation from their immediate supervisor (direct report) where the applicant is currently assigned.

v. Prepare an application including a brief essay of no more than 300 words as to why he or she wishes to be considered for the CPM Mentor Program.

vi. Finally, participants must maintain an overall rating of “meets standards” or higher on their performance review throughout the program. Should a participant fall below this overall rating, he/she will be removed from the program. He/She may reapply for the program if the overall performance rating of “meets standards” is again earned. If a disciplinary action is received by a participant, the division director will decide whether or not that person may continue in the program based on policy-related criteria. It is the participant’s immediate supervisor’s (direct report) responsibility to bring poor performance or disciplinary action to the attention of the division director.

The Senior Management Team will review the applications and select qualified program participants to the CPM Program. The selection of candidates is not grievable.

c. CPM Program Curriculum

The CPM Program offers a particular curriculum track that will: enhance court knowledge, skills and abilities; promote employee performance and work productivity; foster a professional workforce; build organizational and individual morale; and develop high-performing court professionals who are well-rounded in court operations and work activities. These skills will be reinforced by their daily activities.

To accomplish this, courses will be given on a range of court organizational and work-skill subjects, plus a wrap-up session. Potential mentors must have completed the course or comparable refresher within the past five years.

i. **Course 1: Mentoring in the Courts – An Overview**

ii. **Course 2: Fundamentals of Effective Court Communication**

iii. **Course 3: Mentoring, Performance Management & Employee Engagement**

iv. **Course 4: Stress Management in the Workplace**
3. **Court Supervisor/Manager Mentor (CSM) Program**

a. The CSM Program will aid new supervisory employees to grow into their new roles as supervisors and managers for the court by providing a corps of trained mentors throughout the court organization. This program will enable participants to gain a thorough knowledge of management skills and tools necessary for mentors to guide mentees to become effective supervisors of court personnel and operations.

Upon completion of the CSM Program, attendees will become familiar with modern leadership and management styles as they apply to the courts. They will be able to assist mentees to delegate effectively, develop and train court personnel, apply interpersonal team-building techniques, understand productive organizational practices, learn time management concepts, and set work priorities, assignments and tasks. They will also become aware of human resources management practices including interviewing and hiring, coaching and counseling, managing and appraising employee performance and effective communication tools.

b. **Eligibility Criteria and Applicant Selection**

The CSM Training Program will be available to all qualified supervisory judicial employees. Selection of CSM candidates will be based on the following criteria.

Applicants must:

i. Be employed in the Circuit Court of Lake County for at least ten (10) years, and served as a supervisor or manager for at least three (3) years.

ii. Receive an overall rating of “meets standards” or higher on most recent performance evaluation.

iii. Agree to a commitment to remain available to be assigned as a mentor for at least one year after they complete the CSM Training Program.

iv. Obtain a recommendation from their immediate supervisor (direct report) where the applicant is currently assigned.

v. Prepare an application including a brief essay of no more than 300 words as to why he or she wishes to be considered for the CSM Mentor Program.

vi. Finally, participants must maintain an overall rating of “meets standards” or higher on their performance review throughout the program. Should a participant fall below this overall rating, he/she will be removed from the
program. He/She may reapply for the program if the overall performance rating of “meets standards” is again earned. If a disciplinary action is received by a participant, the division director will decide whether or not that person may continue in the program based on policy-related criteria. It is the participant’s immediate supervisor’s (direct report) responsibility to bring poor performance or disciplinary action to the attention of the division director.

Like the CPM Program, The Senior Management Team will review the applications and select qualified program participants to the CSM Program. The selection of candidates is not grievable.

c. The CSM Program Curriculum

The CSM curriculum offers several managerially-oriented courses for current supervisory employees seeking to become mentors within the Circuit Court of Lake County. Its goal is developing and enhancing their knowledge, skills and abilities toward becoming effective and efficient mentors of new court supervisors and managers. The curriculum taps a growing body of knowledge dealing with supervisory leadership concepts and techniques tied to the progressive management of court operation and personnel.

The CSM curriculum specifically provides a unique opportunity for current supervisory employees to be trained and prepared to fill the role of mentors for new court supervisors and managers. It is geared toward the guiding the next generation of court managers and creating a smooth, efficient organizational and operational transition in the changing court environment.

To accomplish this, several courses will be given on a range of court organizational and work-skill subjects, plus a wrap-up session.

i. **Course 1: Mentoring in the Courts – An Overview**

ii. **Course 2: Basic Communication Skills for New Supervisors**

iii. **Course 3: Leadership and Management Styles**

iv. **Course 4: Mentoring, Performance Management & Employee Engagement**

v. **Course 5: Stress Management in the Workplace**
Mentor Program Glossary

Mentoring, Coaching and Counseling: Toward a Common Understanding

In the classic comedy act, “Who’s on First,” both Abbott and Costello are speaking the same language and are using the same words, but there is little understanding of each other and the message they are trying to convey. Sometimes you can feel the same confusion when talking with colleagues about how staff development. There is a justifiable problem in finding a common definition or understanding of the words we hear tossed about during such conversations: mentor, coach and counsel. These terms mean different things to different people, among different disciplines, and are even changing in the human resources literature. Each of these words has a descriptive definition wherein the word labels an individual as having a certain role, such as “a mentor for your career,” the coach of a football team,” or “the school counselor.” In addition, each of these terms also has an action definition describing functions a person performs: e.g., “providing support and guidance to develop professionally” is to mentor, “instructing and teaching plays to a football team” is to coach, and “giving advice” is to counsel.

Mentoring

One of the challenges in discussing mentoring is that there is a difference when people “mentor” as a verb, as opposed to the use of “mentor” as a noun. When referring to the mentoring of mentees (either new employees or new supervisory staff), versus the individual who is the mentor of another, there is a tendency to combine the descriptive and action meaning of mentor. Mentor comes from Greek mythology and is the name (Mentor) of the wise and trusted counselor whom Odysseus chose for his son Telemachus. The definition of mentoring as a “structured developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect” is much more in line with the less inclusive view of mentor as a noun and refers back to the person, Mentor.

This definitional change shifts the of the action of mentoring from and inclusive view of a supervisor serving as the wise and trusted counselor for every employee under their authority to the view of a mentor as a person who is a wise and trusted counselor to an individual, just as Mentor was to Telemachus. The establishment of a personal, nurturing relationship with another staff member promotes an environment of personal and professional development within the court organization. Such relationships strengthen not only the individuals involved, but significantly contribute to organizational improvement and the future of the profession.

Mentoring is most effective when it occurs between a less seasoned staff member (new employee or new supervisory staff) and an experienced court professional, who is not their first or second-level supervisor. Mentoring links employees with experienced professionals for career development. A mentor facilitates personal and professional growth in an employee by sharing the knowledge and insights that have been learned through the years. This definition, however, does not abrogate the responsibility of every court leader to develop their subordinates, but instead

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invites all staff to participate as mentors and to open their time to the development of new court professionals.

**Coaching**

Direct supervisors usually participate in the development of subordinates through a variety of approaches – among these are coaching and counseling. Coaching is defined as “the guidance of another person’s development in new of existing skills during the practice of those skills.” Confusion in the use of the terms mentoring and coaching often arises due to the fact that one of the traditional functions of a mentor was to “coach” a mentee. Under the current system of mentoring, a mentor would not necessarily be in the same division as a mentee and would not be able to observe the mentee’s daily performance; the mentor, therefore, would not be in a position to “coach” the mentee on task performance. The mentor should, however, help the mentee develop a plan for professional and personal growth related to their organizational performance and to support the mentee in implementing that plan.

The coaching process typically involves several steps, including: focusing the intent, clarifying self-awareness, uncovering potential, eliminating developmental barriers, developing action plans and commitment, follow-up, and counseling. Although mentoring and coaching use many of the same techniques, coaching focuses primarily on task performance and is the responsibility of supervisors working in tandem with subject-matter experts. Mentorship occurs outside of the chain of command, and tends to look at the long-term development of the mentee through helping with self-awareness, uncovering potential, developing action plans, and following up. One method of following up is for the mentor to provide feedback to the mentee on their progress towards their goals.

**Counseling**

Counseling is a central function for developing employees. Counseling is defined as “the process used by leaders with a subordinate to review the subordinate’s demonstrated performance and potential. The process of counseling is focused on developing and shaping the subordinate; it produces a plan outlining actions that the subordinate must take to achieve individual and organizational goals. Three types of counseling are delineated: performance, event, and professional growth counseling. Performance counseling focuses on a review of a subordinate’s overall performance during a specific period. Event counseling focuses on helping a subordinate with a specific situation or event and can be associated with coaching. Performance and event counseling are primarily the responsibilities of a subordinate’s supervisor. Professional growth counseling on the other hand is an aspect of mentoring, but could be a part of coaching, depending on whether the focus is on personal or organizational goals.

**Summary**

There is so much overlap in the three terms that one needs to take a bigger picture view of the intent behind each concept. In summary, mentoring is “a future oriented developmental activity, focused on growing in your profession. It uses advice and feedback linked to the actual experience of the mentor.” Coaching “focuses on improving performance through skill-based training, motivation and feedback.” Counseling is given “in response to demonstrated performance, ranging from poor to exceptional.” One way to view these terms is through their relationship in time. Mentoring looks at the future and at potential; coaching looks at the present and how to improve to a future state and is more skill focused; and counseling looks at the past and how to improve for the future. Counseling is part of coaching, and coaching is part of mentoring.
Another way to view these terms is in light of who is doing what to whom. Counseling is primarily conducted by raters with their subordinates. Coaching may be by a superior, but more frequently will be performed by a technical expert, teacher, etc. Mentoring is better left to someone of considerable experience, outside the chain of command. Yet another view would be from the object of the developmental interaction. Counseling would focus on demonstrated job performance, coaching would focus on performing specific tasks or skills, and mentoring would focus more on developing the capabilities and competencies required for the mentee’s future within the court organization. There is overlap in the functions associated with each term, but each term has its place in employee development.

Mentoring, coaching, and counseling are at the heart of employee development and are key instruments for improving organizations. Different people may approach the functions differently, but the desired end results are not that different. One of the key tasks of leaders is to develop subordinates, and they should apply their knowledge and experience to develop others outside their chain of command as appropriate. Effective leaders are committed to employee development as a critical part of making the court organization better. Our challenge is to understand our various roles in developing employees and to be able to explain them to those we work with, those we work for, and those who work for us so that the concepts of mentoring, coaching, and counseling become more than words.
Definition of Terms and Key Concepts

Mentoring Relationship:
The formal, structured process of helping someone grow and develop through personal connections and interactions. Mentoring is a relationship and growth and development occur in three forms: [a] personal growth, [b] career development, and [c] psychosocial support. Typically, mentoring occurs between a more experienced individual (mentor) and a less experienced individual (mentee) through a 1-on-1 relationship. Mentoring is best described as educative, where individuals on both sides of the relationship can grow and develop from the experience.

Mentor:
The mentor is one player in a mentoring relationship. In most cases, the mentor plays a role in guiding and facilitating the growth and development of a less experienced individual. Through personal reflection, the mentor should experience their own sense of growth and development through the relationship.

Mentee:
The mentee is the second player in a mentoring relationship. In terms of their new position within the court organization, the mentee is the less experienced member in the mentoring pair. These individuals enter into a mentoring relationship to [a] grow on personal levels; [b] gain career and professional advice; and/or [c] to find a support system.

Mentoring Culture:
The atmosphere that is established in an organization in which mentoring is considered the “norm.” A strong mentoring culture should be sustainable and have a strong influx of mentors and mentees participating in a mentoring program. This mentoring culture takes time to establish and can impact the attitudes of the participants or the outside constituents.

Ecology:
Ecology refers to a series of forces working together and directing individuals in the present moment. Organisms are interrelated in their specific habitats and environments; people are the same way we interact, grow, and develop from our relationships with others. From an ecological standpoint, mentoring must be consistent with training, coaching and counseling efforts designed to educate, guide and support the employee in their new role within the court organization.

Mentor Education:
Mentor Education refers to the knowledge and notions a prospective mentor has on the concept of mentoring and their abilities to reason through and learn from the relationship. Mentor education prepares prospective mentors on the purpose, goals and techniques associated with professional mentoring, especially within the context of a court organization.

Mentoring Program Team:
The Mentoring Program Team oversees the operation of the Mentoring Program and is responsible for assigning mentor to the program, matching mentors with mentees, arranging for mentor education, monitoring the operation of the program, and evaluating program outcomes. The Mentoring Program Team is composed of the core support team: Executive Director, Director of Administrative Services, Director of Judicial Information & Technology, and Judicial Program Analyst.
## Elements in the Learner-Centered Mentoring Paradigm

<table>
<thead>
<tr>
<th>Mentoring Element</th>
<th>Changing Paradigm</th>
<th>Adult Learning Principle</th>
</tr>
</thead>
</table>
| Mentee Role       | **From:** Passive Receiver  
                     **To:** Active Partner                                                             | Adults learn best when they are involved in diagnosing, planning, implementing and evaluating their own learning. |
| Mentor Role       | **From:** Authority  
                     **To:** Facilitator                                                                  | The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place. |
| Learning Process  | **From:** Mentor directed and responsible for the mentee’s learning  
                     **To:** Self-directed with the mentee responsible for own learning                  | Adult learners have a need to be self-directing.                                          |
| Length of Relationship | **From:** Calendar focus  
                           **To:** Goal Determined                                                               | Readiness for learning increases when there is a specific need to know.                   |
| Mentoring Relationship | **From:** Coaching  
                           **To:** Supportive Resource                                                            | Life’s reservoir of experience is a primary learning resource; the life experiences of others enrich the learning process. |
| Setting           | **From:** Face-to-Face  
                     **To:** Multiple and varied venues and opportunities                                 | Adult learners have an inherent need for immediacy of application.                        |
| Focus             | **From:** Product-oriented knowledge transfer and acquisition  
                     **To:** Process oriented critical reflection and application                         | Adults respond best to learning when they are internally motivated to learn.             |
The Habits of Highly Effective People

Your life doesn't just "happen." Whether you know it or not, it is carefully designed by you. The choices, after all, are yours. You choose happiness. You choose sadness. You choose decisiveness. You choose ambivalence. You choose success. You choose failure. You choose courage. You choose fear. Just remember that every moment, every situation, provides a new choice. And in doing so, it gives you a perfect opportunity to do things differently to produce more positive results.

Habit 1: Be Proactive

Being proactive is about taking responsibility for your life. You can't keep blaming everything on your parents or grandparents. Proactive people recognize that they are "response-able." They don't blame genetics, circumstances, conditions, or conditioning for their behavior. They know they choose their behavior. Reactive people, on the other hand, are often affected by their physical environment. They find external sources to blame for their behavior. If the weather is good, they feel good. If it isn't, it affects their attitude and performance, and they blame the weather. All of these external forces act as stimuli that we respond to. Between the stimulus and the response is your greatest power—you have the freedom to choose your response. One of the most important things you choose is what you say. Your language is a good indicator of how you see yourself. A proactive person uses proactive language—I can, I will, I prefer, etc. A reactive person uses reactive language—I can't, I have to, if only. Reactive people believe they are not responsible for what they say and do—they have no choice.

Instead of reacting to or worrying about conditions over which they have little or no control, proactive people focus their time and energy on things they can control. The problems, challenges, and opportunities we face fall into two areas—Circle of Concern and Circle of Influence.

Proactive people focus their efforts on their Circle of Influence. They work on the things they can do something about: health, children, and problems at work. Reactive people focus their efforts in the Circle of Concern—things over which they have little or no control: the national debt, terrorism, the weather. Gaining an awareness of the areas in which we expend our energies in is a giant step in becoming proactive.

Habit 2: Begin with the End in Mind

So, what do you want to be when you grow up? That question may appear a little trite, but think about it for a moment. Are you—right now—who you want to be, what you dreamed you'd be, doing what you always wanted to do? Be honest. Sometimes people find themselves achieving victories that are empty—successes that have come at the expense of things that were far more
valuable to them. If your ladder is not leaning against the right wall, every step you take gets you to the wrong place faster.

Habit 2 is based on imagination—the ability to envision in your mind what you cannot at present see with your eyes. It is based on the principle that all things are created twice. There is a mental (first) creation, and a physical (second) creation. The physical creation follows the mental, just as a building follows a blueprint. If you don't make a conscious effort to visualize who you are and what you want in life, then you empower other people and circumstances to shape you and your life by default. It's about connecting again with your own uniqueness and then defining the personal, moral, and ethical guidelines within which you can most happily express and fulfill yourself. Begin with the End in Mind means to begin each day, task, or project with a clear vision of your desired direction and destination, and then continue by flexing your proactive muscles to make things happen.

One of the best ways to incorporate Habit 2 into your life is to develop a Personal Mission Statement. It focuses on what you want to be and do. It is your plan for success. It reaffirms who you are, puts your goals in focus, and moves your ideas into the real world. Your mission statement makes you the leader of your own life. You create your own destiny and secure the future you envision.

Habit 3: Put First Things First

To live a more balanced existence, you have to recognize that not doing everything that comes along is okay. There's no need to overextend yourself. All it takes is realizing that it's all right to say no when necessary and then focus on your highest priorities.

Habit 1 says, "You're in charge. You're the creator." Being proactive is about choice. Habit 2 is the first, or mental, creation. Beginning with the End in Mind is about vision. Habit 3 is the second creation, the physical creation. This habit is where Habits 1 and 2 come together. It happens day in and day out, moment-by-moment. It deals with many of the questions addressed in the field of time management. But that's not all it's about. Habit 3 is about life management as well—your purpose, values, roles, and priorities. What are "first things?" First things are those things you, personally, find of most worth. If you put first things first, you are organizing and managing time and events according to the personal priorities you established in Habit 2.

Habit 4: Think Win-Win

Think Win-Win isn't about being nice, nor is it a quick-fix technique. It is a character-based code for human interaction and collaboration.
Most of us learn to base our self-worth on comparisons and competition. We think about succeeding in terms of someone else failing—that is, if I win, you lose; or if you win, I lose. Life becomes a zero-sum game. There is only so much pie to go around, and if you get a big piece, there is less for me; it's not fair, and I'm going to make sure you don't get anymore. We all play the game, but how much fun is it really?

Win-win sees life as a cooperative arena, not a competitive one. Win-win is a frame of mind and heart that constantly seeks mutual benefit in all human interactions. Win-win means agreements or solutions are mutually beneficial and satisfying. We both get to eat the pie, and it tastes pretty darn good!

A person or organization that approaches conflicts with a win-win attitude possesses three vital character traits:

**Integrity** sticking with your true feelings, values, and commitments

**Maturity** expressing your ideas and feelings with courage and consideration for the ideas and feelings of others

**Abundance** Mentality: believing there is plenty for everyone

Many people think in terms of either/or: either you're nice or you're tough. Win-win requires that you be both. It is a balancing act between courage and consideration. To go for win-win, you not only have to be empathic, but you also have to be confident. You not only have to be considerate and sensitive, you also have to be brave. To do that—to achieve that balance between courage and consideration—is the essence of real maturity and is fundamental to win-win.

**Habit 5: Seek First To Understand, Then To Be Understood**

Communication is the most important skill in life. You spend years learning how to read and write, and years learning how to speak. But what about listening? What training have you had that enables you to listen so you really, deeply understand another human being? Probably none, right?

If you're like most people, you probably seek first to be understood; you want to get your point across. And in doing so, you may ignore the other person completely, pretend that you're listening, selectively hear only certain parts of the conversation or attentively focus on only the words being said, but miss the meaning entirely. So why does this happen? Because most people listen with the intent to reply, not to understand. You listen to yourself as you prepare in your mind what you are going to say, the questions you are going to ask, etc. You filter everything you hear through your life experiences, your frame of reference. You check what you...
hear against your autobiography and see how it measures up. And consequently, you decide prematurely what the other person means before he/she finishes communicating. Do any of the following sound familiar?

"Oh, I know just how you feel. I felt the same way." "I had that same thing happen to me." "Let me tell you what I did in a similar situation."

Because you so often listen autobiographically, you tend to respond in one of four ways:

- **Evaluating**: You judge and then either agree or disagree.
- **Probing**: You ask questions from your own frame of reference.
- **Advising**: You give counsel, advice, and solutions to problems.
- **Interpreting**: You analyze others' motives and behaviors based on your own experiences.

You might be saying, "Hey, now wait a minute. I'm just trying to relate to the person by drawing on my own experiences. Is that so bad?" In some situations, autobiographical responses may be appropriate, such as when another person specifically asks for help from your point of view or when there is already a very high level of trust in the relationship.

### Habit 6: Synergize

To put it simply, synergy means "two heads are better than one." Synergize is the habit of creative cooperation. It is teamwork, open-mindedness, and the adventure of finding new solutions to old problems. But it doesn't just happen on its own. It's a process, and through that process, people bring all their personal experience and expertise to the table. Together, they can produce far better results that they could individually. Synergy lets us discover jointly things we are much less likely to discover by ourselves. It is the idea that the whole is greater than the sum of the parts. One plus one equals three, or six, or sixty— you name it.

When people begin to interact together genuinely, and they're open to each other's influence, they begin to gain new insight. The capability of inventing new approaches is increased exponentially because of differences.

Valuing differences is what really drives synergy. Do you truly value the mental, emotional, and psychological differences among people? Or do you wish everyone would just agree with you so you could all get along? Many people mistake uniformity for unity; sameness for oneness. One word— boring! Differences should be seen as strengths, not weaknesses. They add zest to life.
Habit 7: Sharpen the Saw

Sharpen the Saw means preserving and enhancing the greatest asset you have--you. It means having a balanced program for self-renewal in the four areas of your life: physical, social/emotional, mental, and spiritual. Here are some examples of activities:

- **Physical:** Beneficial eating, exercising, and resting
- **Social/Emotional:** Making social and meaningful connections with others
- **Mental:** Learning, reading, writing, and teaching
- **Spiritual:** Spending time in nature, expanding spiritual self through meditation, music, art, prayer, or service

As you renew yourself in each of the four areas, you create growth and change in your life. Sharpen the Saw keeps you fresh so you can continue to practice the other six habits. You increase your capacity to produce and handle the challenges around you. Without this renewal, the body becomes weak, the mind mechanical, the emotions raw, the spirit insensitive, and the person selfish. Not a pretty picture, is it?

Feeling good doesn't just happen. Living a life in balance means taking the necessary time to renew yourself. It's all up to you. You can renew yourself through relaxation. Or you can totally burn yourself out by overdoing everything. You can pamper yourself mentally and spiritually. Or you can go through life oblivious to your well-being. You can experience vibrant energy. Or you can procrastinate and miss out on the benefits of good health and exercise. You can revitalize yourself and face a new day in peace and harmony. Or you can wake up in the morning full of apathy because your get-up-and-go has got-up-and-gone. Just remember that every day provides a new opportunity for renewal--a new opportunity to recharge yourself instead of hitting the wall. All it takes is the desire, knowledge, and skill.

The 8th Habit: From Effectiveness to Greatness

In today's challenging and complex world, being highly effective is the price of entry to the playing field. To thrive, innovate, excel, and lead in this new reality, we must reach beyond effectiveness toward fulfillment, contribution, and greatness. Research is showing, however, that the majority of people are not thriving. They are neither fulfilled nor excited. Tapping into the higher reaches of human motivation requires a new mindset, a new skill-set--a new habit.
Characteristics of Engaged Professionals

1. Think in Complex Ways

   a. Tough-minded and warm-hearted
   b. See below the surface of issues
   c. Have the capacity to remain open-minded
   d. Withhold judgment until relevant information is in
   e. Decisive and firm
   f. Engage continuously in reflection and self-assessment

2. Possess a High Level of Competence

   b. Able to explain the professional decision-making they use
   c. Manage their workload efficiently
   d. Keep a perspective on the court and their role in it
   e. Respected by their peers and their supervisors

3. Accept Responsibility for Themselves and Are Willing to Deal with Consequences of their Behavior

   a. Aware that there is more than one side to a story
   b. Aware that all information is never in
   c. They still need to make a responsible decision
   d. Respect the thinking of persons with whom they are in contact
   e. Take seriously the teaching role of the court system
   f. Conscientious about carrying out their work in ways that make sense to clients and others

4. Believe that their Understanding of their own Experience is the Best Guide for their Actions

   a. Aware of evidence-based principles and the benefits of their professional training
   b. Know that their understanding of professionalism is shaped by their own frame of mind and their particular way of interpreting personal and professional experiences
   c. Able to integrate what they have learned in professional settings with what they have learned from their life experiences
   d. Possess self-confidence and a sense of competence, both tempered by humility
5. **Consistently and Tenaciously Authentic**
   
   a. At ease with themselves  
   b. Able to be open and empathetic with others  
   c. Can take the perspective of different players in professional situations  
   d. Have the ability to honor traditions and fundamental fairness which the laws in our system strives for  

6. **Committed to Goals which Transcend their own Immediate Needs and Situations**
   
   a. Aware of the formative role that courts play in our society  
   b. Generative in nature  
   c. Sensitive to issues of gender, race...  
   d. Interested in providing leadership to help others fulfill their own potential  
   e. Express care through their work  

7. **Committed to their own Physical and Mental Health and that of their Colleagues**
   
   a. Aware of the importance of their own physical well-being  
   b. Know the challenges and impact of a sedentary and isolating career  
   c. Do something every day to support their own physical and mental well-being  
   d. Support the physical and mental well-being of their colleagues  

8. **Possess a Growth Mindset**
   
   a. If you have (or can adopt) a Growth Mindset, your path to success will be much easier. That’s because people who have a Growth Mindset respond to events differently (and much more effectively) than people with fixed mindsets. They deal with failure, criticism, feedback, and rejection very differently.  
   b. **Fixed Mindset** – Because fixed mindset people believe that their qualities are set in stone, if they fail, then that’s it. They may as well give up (and they often do). Criticism and feedback is taken personally; rather than learning from it, they feel hurt by it. And rejection often leads to giving up because they feel that they, not their actions, are being rejected.  
   c. **Growth Mindset** – On the other hand, Growth Mindset individuals take things much less personally. Because they know that they can learn and improve, failure is just seen as a learning tool. Criticism and feedback is viewed as a way to get better, not as a personal attack. And rejection is never taken personally.
Communication Skills

1. Do’s and Don’ts for Dialogues:
   a. LISTEN
   b. DO NOT PREACH
   c. ALLOW DISAGREEMENT
   d. CREATE A WARM, ENCOURAGING CLIMATE
   e. WORK AS HARD TO LEARN FROM THEM AS YOU HOPE THEY LEARN FROM YOU
   f. DO NOT PRESSURE MENTEES TO ANSWER OR BEHAVE AS YOU THINK THEY SHOULD
   g. ENCOURAGE MENTEES TO DEVELOP THEIR OWN PROFESSIONAL STYLE AND PHILOSOPHY

2. Listening and Hearing
   a. The ability to be a good listener is often not an inherent skill, but one that must be learned. When my daughter was four years old she told me a convoluted story about her day at nursery school. I tried to listen as intently as possible, but I must admit my mind would wander. Her four-year-old mind grasped that immediately. She put her hands on my face, grabbed both my cheeks and looked at me directly in the eye and said, “Daddy, you are not hearing what you are listening to.” I apologized because she was right. To really want to hear what someone is saying to you can be a stressful situation for listeners if they believe they already know what is going to be said.
   b. Ten Commandments of Good Listening
      i. Stop talking
      ii. Put the talker at ease
      iii. Remove distractions
      iv. Listen actively
      v. Express interest
      vi. Questions for clarity
      vii. Empathize
      viii. Read between the lines
ix. Hold your judgment
x. Stop talking!

c. Active Listening

i. Squarely face the talker
ii. Open your posture
iii. Lean slightly forward to indicate your interest
iv. Establish eye contact
v. Reflectively respond to what is said

3. Asking Questions

a. Questioning skills are critical to the mentor to obtain information, clarifying understanding and lead the mentee toward independent thinking.

Early in the relationship, questions need to be non-threatening and have no “right or wrong” answers. You are establishing an understanding of the mentee, building trust and establishing an open line of communication. For example:

<table>
<thead>
<tr>
<th>Question</th>
<th>Alternative Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What do you think about...?”</td>
<td>“Don’t you think...?”</td>
</tr>
<tr>
<td>“How do you feel about...?”</td>
<td>“Don’t you feel...?”</td>
</tr>
<tr>
<td>“What has been your experience with...?”</td>
<td>“Haven’t you done...?”</td>
</tr>
<tr>
<td>“Are you familiar with..?”</td>
<td>“Don’t you know...?”</td>
</tr>
</tbody>
</table>

Later in the relationship, questions can become more direct, but still should not be confrontational or challenging. You are trying to get the mentee to think, process available information, consider all possibilities. For example:

<table>
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<tr>
<th>Question</th>
<th>Alternative Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Could that information be found in...?”</td>
<td>“Didn’t you look in...?”</td>
</tr>
<tr>
<td>“Was that covered in our discussion...?”</td>
<td>“Didn’t I tell you that...?”</td>
</tr>
<tr>
<td>“What options may exist...?”</td>
<td>“What are you going to do...?”</td>
</tr>
<tr>
<td>“What might the consequences be..?”</td>
<td>“Don’t you know that will...?”</td>
</tr>
</tbody>
</table>

Once the mentee has developed more competence, questions can become more challenging. At this point you are trying to move the mentee into independence. For example:

| Question               |
| “What is available to help you decide...?” |
| “What led to your decision...?” |
b. Avoid questions that begin with “why.”

A sentence that begins with the word “why” and ends in a question mark is usually perceived as judgmental and indicting.

c. Ask lots of questions up front

Initially let the interest be one-sided – yours is the mentee. You’ll get your turn later.

4. **Communication Skills Resource:**

   *Office Communication Toolkit*
   