

# Mentoring Tomorrow's Leaders

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**Preparations ..... 2**

**The Workshop ..... 7**

**The Practicum Experience ..... 33**

**References ..... 36**

**Appendix ..... 37**

# Preparations

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<b>Training Summary</b> .....	<b>3</b>
<b>Time Required</b> .....	<b>3</b>
<b>Target Audience and Prerequisites</b> .....	<b>3</b>
<b>Program Learning Objectives</b> .....	<b>3</b>
<b>Training Formats</b> .....	<b>3</b>
<b>Required Materials</b> .....	<b>4</b>
<b>Staff Selection</b> .....	<b>5</b>
<b>Practicum Experience for the Participants</b> .....	<b>5</b>
<b>Preparing for the Course</b> .....	<b>5</b>
<b>End of Course Reports</b> .....	<b>5</b>
<b>National Mentoring Month</b> .....	<b>6</b>

## Training Summary

The Mentoring Tomorrow's Leaders workshop will introduce participants to the two different styles of mentoring, as well as their benefits and when these models are appropriate. Using the mentoring framework, the participants will enter into a mentoring relationship using learned conversations to demonstrate mentoring in action.

## Time Required

- Six hours (including breaks)
- Three-month practicum

## Target Audience and Prerequisites

Mentoring Tomorrow's Leaders is a workshop and practicum experience designed for two different audiences.

The first target audience is for youth leaders in Boy Scouts or Venturing that are at least 15 years of age, but not yet 21. Because this course expects that participants are familiar with the concepts of planning, goal setting, communications, and teamwork, participants must have completed either National Youth Leadership Training (NYLT) or Kodiak.

The second target audience is for adult leaders in all Scouting programs. Because this course expects that participants are familiar with the concepts of planning, goal setting, communications, and teamwork, participants must have completed the course sessions of Wood Badge.

When the course is conducted, these two target audiences are not to be mixed. It must be either all youth leaders or all adult leaders. This is done to allow youth leaders to have the confidence to voice their concerns during the discussions of the session.

## Program Learning Objectives

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

- Compare and contrast the differences between coaching and mentoring
- Explain the sponsorship model of mentoring
- Explain the developmental model of mentoring
- Employ the mentoring process using the mentoring framework
- Demonstrate the learning conversation method
- Identify the benefits of mentoring

## Training Formats

- Case study

- Discussion
- Personal conversation
- Personal interviews
- Practicum experience
- Presentation
- Role-play
- Skit
- Think-pair-share

## Required Materials

The following materials are required for the workshop:

- American flag
- Computer and data projector (with screen)
- Flip chart
- Index cards
- Markers
- Name tags
- Paper
- Pens
- PowerPoint slides

The following items will need to be prepared from the appendix:

- Script for skit: Odysseus Entrusts Telemachus to Mentor
- Case studies: Sponsorship and Development Models
- Case studies: Stages of a Mentoring Relationship
- Role-play: Learning Conversations

The following items are handouts from the appendix:

- Who Are You?
- Schedule for the Day (Adapted from the Workshop Schedule in the appendix)
- Differences Between Coaching and Mentoring
- Comparing Mentoring Models
- Phases of a Mentoring Relationship
- Session Evaluation Forms
- Certificates of Recognition

## Staff Selection

### Course Director

The course director for Mentoring Tomorrow's Leaders must be approved by the council executive for the course and must have completed the Trainer's EDGE.

### Staff Members

Adult staff members should be experienced leaders that have mentored youth and other adult leaders. They should have also completed the Trainer's EDGE.

Youth staff members should be at least 16 years of age and have experience as a staff member of NYLT, NAYLE, Kodiak, or Kodiak X.

## Practicum Experience for the Participants

The practicum experience to mentor another person is a very important element of this program. Mentees should be selected prior to the workshop so they can attend sessions 8 and 9. (Please refer to the section "The Practicum Experience.")

## Preparing for the Course

After a course director has been selected for the course, the course director will need to select a staff and a training facility for the course workshop. The course director will assign sessions of the workshop for each staff member to present and will work with the staff members to ensure their readiness.

The course director will also select practicum experience advisers and will coordinate the recruitment of mentees for the practicum experience.

As the course approaches, confirm the number of participants and ensure you have enough mentees for the participants of the program. Also, ensure that all materials required for the workshop are prepared and the staff members are ready to present their sessions. If needed, conduct an orientation meeting with the practicum experience advisers prior to the workshop.

See the appendix for a suggested backdating plan.

## End of Course Reports

After the workshop ends, the course director submits the attendance report for the workshop and monitors the practicum experience through the practicum experience advisers.

When the practicum experience concludes 90 days later, each practicum experience adviser will submit a summary to the course director within seven days. The course director will submit a report listing the participants who successfully completed the practicum experience and will arrange for recognition of those participants. Letters should

be sent to the mentees who participated and to their unit leaders to thank them for their participation and to seek additional feedback on the practicum experience process.

## **National Mentoring Month**

National Mentoring Month was created by the Harvard School of Public Health and MENTOR. It has been held in January since 2002, and has received strong support from Congress and the president of the United States.

During National Mentoring Month, consider doing the following things to promote mentoring in Scouting:

- Conduct a Mentoring Tomorrow's Leaders workshop.
- Recognize recent participants who have completed the practicum experience portion of Mentoring Tomorrow's Leaders.
- Recognize key mentors in Scouting and the community.

For more information about National Mentoring Month, visit:

<http://www.nationalmentoringmonth.org/>

# The Workshop

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<b>Preactivity .....</b>	<b>8</b>
<b>Session 1: Welcome and Opening .....</b>	<b>9</b>
<b>Session 2: What Is a Mentor? .....</b>	<b>11</b>
<b>Session 3: Benefits of Mentoring .....</b>	<b>14</b>
<b>Session 4: Mentoring Models .....</b>	<b>16</b>
<b>Session 5: Phases of a Mentoring Relationship.....</b>	<b>18</b>
<b>Session 6: Learning Conversations.....</b>	<b>22</b>
<b>Session 7: Measuring Success.....</b>	<b>27</b>
<b>Session 8: Preparing for the Next Step.....</b>	<b>30</b>
<b>Session 9: Closing.....</b>	<b>31</b>

## **Preactivity**

**Time:** 20 minutes

**Summary:** The purpose of the preactivity is to begin the icebreaker that will conclude during Session 1: Welcome and Opening.

### **Learning Objectives:**

- The participants will collect information that they will use to describe one another during Session 1: Welcome and Opening.

### **Training Format:**

- Personal interviews

### **Required Materials:**

- Pens
- Name tags

### **Handouts:**

- Who Are You?

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As participants arrive, they should be welcomed and checked in. After they register, they are to be handed the Who Are You? activity sheet from the appendix. This sheet is to be used to “interview” another participant so that they can introduce that person in “Participant Introduction” during the first session. Encourage the participants to pair up with someone they do not know or do not know well.

If there is an odd number of participants, form a group of three participants and have them interview each other.



## Session 1: Welcome and Opening

**Time:** 20 minutes

**Summary:** During this session, the participants will be welcomed to the workshop, receive an overview of the day, and meet the staff of the course. This session is also used to finish the icebreaker activity that began in the preactivity and to explore issues related to meeting a person for the first time and techniques for putting the other person at ease.

### Learning Objectives

The participants will be able to:

- Identify the potential issues a person may have when meeting a person for the first time.
- Identify methods for putting a person they are meeting for the first time at ease.

### Training Format:

- Discussion

### Required Materials:

- American flag

### Handouts:

- Workshop schedule

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### Opening Ceremonies

Open the training with a simple flag ceremony, with a staff member leading the Pledge of Allegiance and the Scout Oath and/or Venturing Oath, as appropriate.

Briefly welcome everyone to Mentoring Tomorrow's Leaders.

### Participant Introduction

Begin by asking for a volunteer to introduce the participant they interviewed just prior to the opening. Ask participants to limit their introduction to one minute. Take volunteers until everyone has been introduced.

After everyone has been introduced, lead a brief discussion about how this activity is similar to starting a new relationship with a mentee. Have the participants address these points:

- How did it feel to reveal things about themselves to someone they had just met?
- Did their partners do or say anything to help them open up? If so, what?
- What did they try to do to help their partners feel more comfortable?

- What would they do differently if they did this exercise again?

Note that this exercise provides practice in sharing information with another person and in helping that person share information with you. Those are key first steps in beginning a relationship. The exercise should also have helped participants think about some of the roles they play in life. For many of them, being a mentor will be a new role.

### **Staff Introductions**

Have the staff briefly introduce themselves and identify what their roles are in the training sessions.

### **Overview of the Day's Agenda**

Briefly review the plan for the day. If a printed agenda is provided, simply point it out.

### **Housekeeping Announcements**

Begin by reminding participants that all mobile phones should be silent. Point out where the restrooms are located and anything else they should know about the venue.

## Session 2: What Is a Mentor?

**Time:** 45 minutes

**Summary:** During this session, discuss the origins of the word “mentor” and the common characteristics of a mentor. Refer to the handout to highlight the differences between “mentoring” and “coaching.”

### Learning Objectives

The participants will be able to:

- Identify the characteristics of a mentor.
- Differentiate a coach from a mentor.

### Training Formats:

- Skit
- Discussion
- Presentation

### Required Materials:

- Script for skit: Odysseus Entrusts Telemachus to Mentor
- Flip chart
- Markers
- Index cards
- Pens

### Handouts:

- Differences Between Coaching and Mentoring

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### Skit: Odysseus Entrusts Telemachus to Mentor

To introduce this skit, tell the participants that we will begin with one of the earliest-known mentoring relationships.

Have staff members of the staff portray Odysseus, Telemachus, and Mentor using the script in the appendix to demonstrate the origin of the word “mentor.” Staff members are encouraged to dress up to emphasize their roles in the skit.

### Discussion: Roles of a Mentor

Begin by stating:

Over time, the word *mentor* has evolved from a character in Homer's *The Odyssey* to mean "trusted advisor, friend, teacher, and wise person." We have many examples of helpful mentoring relationships (list these on the flip chart and ask for more examples):

- Socrates mentored Plato
- Sigmund Freud mentored Carl Jung
- Johann Christian Bach mentored Wolfgang Amadeus Mozart
- Eddy Merckx mentored Lance Armstrong
- Obi-wan Kenobi mentored Luke Skywalker
- Dumbledore mentored Harry Potter

Mentoring is a fundamental form of development where one person invests time, energy, and personal knowledge in assisting another person to grow and learn.

Give each participant an index card and ask them to silently do the following:

- Identify one person, preferably someone who is not a relative, who was a mentor to them.
- Think about why that person was important to them and the lasting effect that person's interest had.
- Recall the qualities of that person that made them so valued. Write down two or three of those qualities on the index card.

Have the participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the flip chart. When a quality is repeated, put a check mark next to it each time it is mentioned.

Review the items on the list. Highlight the items that were mentioned most often. Then have the participants identify which of the qualities might be categorized as "communication skills," such as listening, talking, asking questions, and being nonjudgmental.

Ask participants—going back to the person they identified—to identify the roles a mentor can play in a person's life. List their responses on the flip chart. These might include friend, big brother, big sister, positive role model, resource, and guide. Lead a brief discussion about what each of these roles might involve. Be sure participants see that a mentor is NOT a parent, teacher, or counselor.

Allow time for participants to talk about their hopes and concerns in their new role. For example, which of the qualities they admired in their mentors do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

### **Presentation: How Does Mentoring Compare to Coaching?**

Ask: Are mentoring and coaching the same thing?

One description states, "Coaching is the process of facilitating the performance, learning, and development of another person."<sup>1</sup> The coach is responsible for directing and aligning the members of a team to achieve a goal; therefore, the coach is also responsible for leading the development of the team members.

Coaching is different from mentoring because the mentoring process is led by the learner and is less skills-based. A good mentoring relationship is identified by the willingness and capability of both parties to ask questions, challenge assumptions, and disagree. The mentor is far less likely to have a direct-line relationship with the mentee, and in a mentoring relationship this distance is desirable. Mentoring is rarely a critical part of an individual's role, but rather an extra element that rewards the mentor with fresh thinking, as well as the opportunity to transfer knowledge and experience (wisdom) to a new generation.

Some key differences between coaching and mentoring are:<sup>2</sup>

	<b>Coaching</b>	<b>Mentoring</b>
<b>Goals</b>	To correct inappropriate behavior, improve performance, and impart skills as an individual accepts a new responsibility	To support and guide the personal growth of the mentee
<b>Initiative</b>	The coach directs the learning and instruction	The mentee is in charge of their learning
<b>Focus</b>	Immediate problems and learning opportunities	Long-term personal development
<b>Roles</b>	Heavy on telling with appropriate feedback	Heavy on listening, providing a role model, and making suggestions and connections

## Break

**Time:** 10 minutes

<sup>1</sup> From *Coaching and Mentoring are Critical in Today's Flat Meritocratic Organisations*

<sup>2</sup> Adapted from *Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance*

## Session 3: Benefits of Mentoring

**Time:** 30 minutes

**Summary:** Often we focus on how mentoring helps the mentee, but mentoring is also beneficial for the mentor and the organization. This session uses an active learning technique that will assist in having the participants become more participatory.

### Learning Objectives

The participants will be able to:

- Identify the benefits of mentoring for a mentee.
- Identify the benefits of mentoring for a mentor.
- Identify the benefits of mentoring for the organization.

### Training Formats:

- Think-pair-share
- Presentation

### Required Materials:

- Flip chart
- Markers
- Paper
- Pens
- PowerPoint slides
- Computer and data projector (with screen)

**Handouts:** None

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For this session, form groups of no more than three participants each.

#### Think-Pair-Share: Mentee Benefits

Ask the groups to discuss and list the benefits of mentoring for the mentee. Give the groups five minutes to complete this task.

Have the groups share their findings with the group and keep a list of the benefits listed.

#### Think-Pair-Share: Mentor Benefits

Ask the groups to discuss and list the benefits of mentoring for the mentor. Give the groups five minutes to complete this task.

Have the groups share their findings with the group and keep a list of the benefits listed.

### Wrap-up: Research Findings<sup>3</sup>

A study on the benefits of mentoring that included areas from businesses to volunteer groups found that the benefits could be classified into one of four categories:

- Performance and policy implementation (30 percent)
- Motivational benefits (33 percent)
- Knowledge and skills development (24 percent)
- Managing change and succession (13 percent)

The same study looked at who benefited from the mentor relationship.

- 40 percent of the benefits cited were for the mentee.
- 33 percent of the benefits cited were for the organization.
- 27 percent of the benefits cited were for the mentor.

For this study, the top benefits cited were:

#### **For the mentee:**

- Improved performance and productivity
- Career opportunity and advancement
- Improved knowledge and skills
- Greater confidence and well-being

#### **For the mentor:**

- Improved performance
- Greater satisfaction, loyalty, and self-awareness
- New knowledge and skills
- Leadership development

#### **For the organization:**

- Retention and improved communication
- Improved morale, motivation, and relationships
- Improved organization learning

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<sup>3</sup> Adapted from *Mentoring In Action: A Practical Guide*

## Session 4: Mentoring Models

**Time:** 45 minutes

**Summary:** Mentoring is more than just helping someone along a path. The two different models of mentoring introduced here assist in framing the mentoring relationship in a manner that allows for a clearer purpose for mentoring.

### Learning Objectives

The participants will be able to:

- Explain the sponsorship model of mentoring.
- Explain the developmental model of mentoring.
- Analyze a situation and select the more appropriate mentoring model to use.

### Training Formats:

- Presentation
- Case study
- Discussion

### Required Materials:

- Flip chart
- Markers
- Paper
- Pens
- PowerPoint slides
- Computer and data projector (with screen)
- Case studies from the appendix

### Handouts:

- Comparing Mentoring Models

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### Presentation: Sponsorship and Developmental Models<sup>4</sup>

There are two different models of mentoring—one is sponsorship and the other is developmental.

Sponsorship mentoring is a relationship between a mentor and a protégé, whereas developmental mentoring is less hierarchical and helps the growth of both the mentor and

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<sup>4</sup> Adapted from *Mentoring In Action: A Practical Guide*



the mentee. Compare the following points and ask the participants what the differences mean to them.

### Comparing Mentoring Models

<b>Sponsorship</b>	<b>Developmental</b>
The mentor is more influential and hierarchically senior.	The mentor is more experienced in issues relevant to the mentee's learning needs.
The mentor gives, the protégé receives, the organization benefits.	The process is one of mutual growth.
The mentor actively champions and promotes the cause of the protégé.	The mentor helps the mentee do things for themselves.
The mentor gives the protégé the benefit of their wisdom.	The mentor helps the mentee to develop their own wisdom.
The mentor steers the protégé through the acquisition of experiences and resources.	The mentor helps the mentee toward personal insights from which to their personal development.
The primary objective is career success.	The primary objective is personal development.
Good advice is central to the success of the relationship.	Good questions are central to the success of the relationship.
Social exchange emphasizes loyalty.	The emphasis is on learning by social exchange.

### Case Study: Identify When to Use Which Model

Form groups of no more than three participants each and distribute a case study to each group. Ask them to analyze the scenario and be prepared to report to the group which model they would use and why.

Use the case studies provided in the appendix.

### Discussion: Case Study Debrief

After all of the groups have reported their analyses from the case studies, ask the participants if they saw any particular themes for determining which model to use.

The key theme the participants need to discover is that the needs and wants of the mentee are the most important factor for determining the appropriate mentoring model to use. It is rare for the mentor to decide which model to use based on the mentee's needs.

### Break

**Time:** 10 minutes

## Session 5: Phases of a Mentoring Relationship

**Time:** 60 minutes

**Summary:** Like all interpersonal relationships, a mentoring relationship has various phases of progression. Just as the case is true with the stages of interpersonal relationships, the phases of a mentoring relationship may overlap.

### Learning Objectives

The participants will be able to:

- Identify the phases of a mentoring relationship.
- Identify the characteristics of each phase of a mentoring relationship.
- Identify the role of the mentor in each phase of a mentoring relationship.

### Training Formats:

- Presentation
- Case study
- Discussion

### Required Materials:

- Flip chart
- Markers
- Paper
- Pens
- PowerPoint slides
- Computer and data projector (with screen)
- Case studies from the appendix

### Handouts:

- Phases of a Mentoring Relationship

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## Presentation: Phases of a Mentoring Relationship<sup>5</sup>

### Overview of model

There should be five distinct phases in maintaining a quality mentoring relationship. The chart shows the relationship of the intensity of learning and value added from a mentoring relationship on the vertical axis over time on the horizontal axis.

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<sup>5</sup> Adapted from *Mentoring In Action: A Practical Guide*

These five phases are:

1. Building rapport
2. Setting direction
3. Progression
4. Winding up
5. Moving on

Now let us look at each phase in detail.

### **Phase 1—Building trust**

During the first phase of the mentoring relationship, it is critical for the mentor to be both predictable and consistent. During this time, the mentor and the mentee are exploring whether they can work together. They are determining the alignment of values, establishing a mutual respect, agreeing on the purpose of their relationship, and establishing roles and expectations.

One thing that might happen is that the mentee might “test” how the mentor will react to certain situations. Be aware of this possibility, and handle these situations in an honest manner.

Ask: What are some things you can do to help build trust?

Look for the following:

- When the mentor schedules a meeting, be there on time and ready.
- Open conversations between both participants.
- Both participants need to be honest.
- The mentor needs to establish confidentiality and not share these conversations.

Ask: What happens if the mentor and mentee do not “hit it off” or fail to develop a mutual respect?

Accept that they should attempt to discuss and work out the differences. However, if either the mentor or the mentee is uncomfortable, then the process should end. The worst thing that could be done is to move forward when one of the participants has a personality conflict or a lack of respect for the other.

### **Phase 2—Setting direction**

This phase is all about goal setting. Whereas in phase 1 the goal was to establish a sense of purpose, here the goal is to determine what the mentor and mentee should achieve through this relationship. It is important to set goals not just for the mentee, but for the mentor as well.

When setting goals, they need to be medium- to long-term goals that can be linked to shorter or even day-to-day goals. Goals should be SMART (specific, measurable, attainable, relevant, and time-bound).

Ask the participants to create and share goals that might be established during this process with a mentee. Have some of the participants share a goal and evaluate the goal for SMART, but not content.

The process of building rapport continues during this phase. It is important that mutual trust continues to be built while exploring the possibilities and the setting of goals.

### **Phase 3—Progression**

This phase is the longest of the five. Here, both the mentor and the mentee become more comfortable about challenging each other's perceptions, and they explore issues more deeply and experience mutual learning. Also, the mentee takes an increasing lead in managing the relationship and the mentoring process itself.

We will talk later about learning conversations, but for now know that these conversations are critical. This phase will focus on learning and problem solving; scaffoldings will be an important technique. Scaffolding involves providing resources and support as the mentee learns a new skill or concept in a manner that allows the mentee to grow beyond the support. As the mentor, you will not be expected to coach the mentee; however, you are expected to guide the mentee through a discovery process. The goal is for the mentee to develop through their own problem solving.

All relationships will experience their ups and downs, and these could occur here as well. There might be a few rough patches. Mentors should be prepared for this and not assume that something is wrong. Continue to have open and honest conversations with the mentee to ensure that the mentee's needs are being met.

### **Phase 4—Winding up**

Now that the mentee has achieved a large amount of their goals, it is time to consider how the mentoring relationship will wind up. The mentee begins to plan how to continue the journey on their own.

Ask: Why is it important to plan ahead for the end of the mentoring relationship?

Look for the following:

- To avoid unhealthy dependency on either individual's part.
- To prevent hurt feelings by a sudden dissolution of the relationship.
- To encourage maintaining confidence for further personal growth.
- To mutually determine the roles of the mentor and mentee after the relationship.
- To mutually determine how they will stay in touch beyond the relationship.

Winding up by celebrating the accomplishments is much better than winding down or drifting apart.

### **Phase 5—Moving on**

This is about changing the relationship, often into a friendship where both parties can utilize each other as an ad hoc sounding board.

When this phase has been recognized as approaching and planned for appropriately in the fourth phase, it will ease the transition from the mentor-mentee relationship into one that has been mutually determined.

### **Summary**

Moving from one phase to another is not a clearly-defined process. You will find that there are often gray areas between the phases and they might even overlap, especially in the early phases.

### **Case Study: What Now?**

Form the participants into groups of no more than five participants and distribute a case study to each group. Ask them to analyze the scenario and to be prepared to report to the group which model phase of the mentoring relationship they are in, the next steps they would take as the mentor, and why.

Use the case studies provided in the appendix.

### **Discussion: Muddiest Points**

After all of the groups have reported their analyses from the case studies, ask the participants what part or parts of the phases of a mentoring relationship are they the least clear on. Ask other participants who have a clearer understanding to assist in "clearing the water."

### **Break**

**Time:** 10 minutes

## Session 6: Learning Conversations

**Time:** 60 minutes

**Summary:** While the participants are familiar with active listening, this session will extend that skill into a learning conversation that is used in mentoring. This is a busy world, and when used properly, techniques for using electronic communications are an important aspect of maintaining a mentoring relationship.

### Learning Objectives

The participants will be able to:

- Identify the components of a learning conversation.
- Identify the stages of a learning conversation.
- Explain behaviors to avoid during a learning conversation.
- Explain how and when to using electronic communications to maintain a learning conversation.

### Training Formats:

- Presentation
- Role-play
- Discussion

### Required Materials:

- Flip chart
- Markers
- Paper
- Pens
- PowerPoint slides
- Computer and data projector (with screen)
- Role-play from the appendix

**Handouts:** None

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### Presentation: Learning Conversations<sup>6</sup>

The cornerstone of every mentoring event is the learning conversation. The mentoring process relies on your ability to create a reflective environment where the mentee can address their personal growth issues.

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<sup>6</sup> Adapted from *Mentoring In Action: A Practical Guide*

To do this, a learning conversation has five components:

- **Reaffirmation**—The mentor and mentee spend time to reestablish connectedness using more than just the normal social niceties. In a good relationship, there will be a mutual recognition of emotional states and the level of interest.
- **Identifying the issue**—This is when the issue to be discussed is articulated and the mentee's desired outcome is identified.
- **Building mutual understanding**—The mentor encourages the mentee to explore the issue in depth, by asking questions that stimulate insight. The purpose of the questions is for both of them to more clearly understand the situation and all of the elements involved. The mentor wants to avoid offering solutions or analogies to their own experiences. When the conversation comes to a natural end, the mentor should summarize and check to see if a mutual understanding has been achieved.
- **Exploring alternative solutions**—This is when both the mentor and mentee allow themselves to be as creative as possible, looking for ways to move forward. The goal is to build a range of solutions from which the mentee will eventually choose to take away for reflection.
- **Final check**—The mentor encourages the mentee to review what they are going to do and why, and what the mentee has learned about the situation in question and about themselves. This allows for a mutual understanding and places the responsibility for what happens next on the mentee.

Between sessions, the mentee should be reflecting on what has been discussed how what they have learned relates to other issues. The mentor should also reflect upon their role in the relationship so the relationship's progress can be measured.

Keep this in mind: There is a classic three-stage model that is simple to remember and should be used to guide you through your mentoring sessions:

- Stage 1—Exploration
- Stage 2—New understanding
- Stage 3—Action

The structure of the conversation is based on the idea that appropriate exploration will lead to new understandings, which will lead to actions based on these new understandings.

### **Stage 1—Exploration**

During the first stage, we are looking to explore possibilities. Which phase of the mentoring relationship you are in will determine what you and your mentee will explore.

Have the participants identify areas to explore for the following phases. Some possibilities include:

1. Building rapport—each other's likes, dislikes, and personalities
2. Setting direction—goals
3. Progression—methods to achieve their goals
4. Winding up—how the mentoring relationship will end

## 5. Moving on—the future

During this stage of the learning conversation, the mentor may have a number of strategies:

- Take the lead to open the discussion.
- Pay attention to the relationship and develop it.
- Clarify aims and objectives.
- Support and counsel.

Ask the participants to identify some of the methods they could use for these strategies.

Look for:

- Questioning
- Listening
- Negotiating an agenda

### **Stage 2—New Understanding**

Now that we have established areas to explore, we are ready to gain new understanding.

During this stage, the mentor will turn to these strategies:

- Support and counsel.
- Offer feedback.
- Coach and demonstrate skills.

Ask the participants to identify some of the methods they could use for these strategies.

Look for:

- Listening and challenging
- Using both open and closed questions
- Helping to establish priorities
- Summarizing
- Helping to identify learning and developmental needs
- Giving information and advice
- Sharing experiences and storytelling

### **Stage 3—Action**

Now it is time to put our new understanding into action. In this stage, the mentor may use the following strategies:

- Examine options and consequences.
- Attend to the relationship.
- Negotiate and develop an action plan.

Ask the participants to identify some of the methods they could use for these strategies.

Look for:



- Encouraging new ideas and creativity
- Helping in decisions and problem solving
- Agreeing to action plans
- Monitoring and reviewing

## Summary

While we presented this model as a three-stage process, you might find that you will move between these stages several times during a conversation. Continually evaluate where you are among the stages, and use it as a map to avoid the desire to jump straight to the action stage.

This three-stage process fits within each of the five phases of the mentoring relationship and will be used multiple times during the progression phase.

## Discussion: How to Kill a Conversation

For this section, facilitate the conversation with humor and keep it lively.

When you are having a conversation with a mentee, you need to be careful not to shut down a mentee's thought process. Let them think things through. However, we sometimes say things that will kill a conversation without meaning to. What are some of the things you can say that will kill a conversation?

Examples:

- Put down the mentee's ideas—"That is silly" or "That is stupid."
- Speak judgmentally—"Why did you do that?"
- Use abusive language, even if it is not about the mentee.

Sometimes it is not what we say, but what we *do* that kills a conversation. Who wants to show us some of these things?

Examples:

- Do not make eye contact.
- Slouch over.
- Look distracted.
- Drum your fingers on the table.
- While the mentee is speaking, think about what you are going to say in reply. It is not possible to form your own words and concentrate on the speaker at the same time.
- Interrupt the mentee while they are speaking.
- Do something else (draw, make a shopping list, read e-mail, etc.).

## Role-Play: Learning Conversations

Ask for two volunteers and give them a moment to read what role they are going to play. One will be the mentor and the other will be the mentee. There are several scenarios to choose from in the appendix.

After the role-play has played out (plan for three to five minutes), ask for feedback from the other participants.

If time allows, repeat the role-play with a different pair of participants using another scenario.

### **Discussion: E-mentoring**

Keep this discussion going and assume the participants know more than you do about communicating electronically. This is a great time for the participants to take on the role as the “expert in the room.”

Technology is a central part of our lives and we use it to communicate with people like never before. The use of these technologies has a role in facilitating the mentoring process, but there are times when a face-to-face meeting needs to occur. Solicit ideas from the participants.

Look for:

- When building rapport and trust
- When the mentee is having difficulties
- Whenever the mentee requests to meet in person

When using technology in place of meeting in person, you need to be responsive and focused. When talking on the phone, focus on the conversation with your mentor as you would if meeting face-to-face.

When using instant messaging or e-mail, it is important to keep your tone appropriate. Just like in a voice conversation, you need to focus on what you are saying and how you are saying it.

Ask the participants: What are some things to avoid when texting, IMing, or e-mailing with your mentee?

Look for:

- Using ALL CAPS
- Responding “emotionally”
- Sending your message without proofreading it
- Ignoring the message

Remember, it is OK to not respond immediately. Take your time to consider your response, but do not wait for days without at least acknowledging that you have received the message and that you are looking into a few things.

### **Break**

**Time:** 10 minutes

## Session 7: Measuring Success

**Time:** 30 minutes

**Summary:** While the participants are familiar with SMART Goals, the session will encourage them to use SMART Goals to keep the mentoring relationship focused and moving forward.

### Learning Objectives

The participants will be able to:

- Identify the importance of SMART Goals in a mentoring relationship.
- Identify methods for monitoring personal growth.

### Training Formats:

- Discussion

### Required Materials:

- Flip chart
- Markers
- Paper
- Pens

**Handouts:** None

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### Discussion: Evaluating Goals and Progress

Ask the participants “How important is it for our mentees to reach their goal?”

Point out that the mentee’s goal is an important part of the mentoring process, but it is not the point of the mentoring process. Remind the participants that the point of the mentoring process is the personal growth and development of the mentee. The project or goals are only a tool for facilitating that development.

However, we should not ignore the mentee’s goals during the process. As we have talked about during the action stage, we need to work toward the overall goal with small, planned steps. When exploring these steps and carrying out the action plan, we may discover the goal is not possible as the mentee originally envisioned and then help the mentee to develop a more realistic goal.

Show slide:

“I have not failed. I've just found 10,000 ways that won't work.” Thomas Edison

Point out that your role is to help your mentee see past the ways that did not work until they find the one that does.

However, you might discover that the goal is not possible at all. What do you do now?

Collect ideas from the participants.

Point out that depending on where you are in the process, you might want to have the mentee take the opportunity to change the scope into something that will work with the time and resources that are available. You might have to encourage the mentee to choose another goal that will develop skills similar to the original goal.

Sometimes it is too late in the process to change the goal. There just is not time and the project has to be cancelled. That happens. The important thing to do here is to debrief with the mentee, and help them learn from the situation and recover from the disappointment.

### **Discussion: Measuring Personal Growth**

Ask the participants, "How are we going to know if we are successful as a mentor in developing our mentee's personal growth?"

Depending on your mentee and their needs, you should look to see if your mentee:

- Begins to realize they have potential
- Has an increase in self-confidence
- Starts to think about the "bigger picture" and their role in shaping it

Ask the participants what are some indicators that their mentee is beginning to realize their potential?

- Setting goals
- Developing new skills
- Beginning to practice time management skills

Ask the participants what are some indicators that their mentee has increased self-confidence?

- Has an increased cooperation with others
- Believes in himself or herself

As the participants how can you tell if their mentee is beginning to think about their role in the "bigger picture?"

- A willingness to help others
- An ability to plan for the future
- An understanding of how his or her goals and projects affect others

We are continually focusing on the mentee, and we should be, but how about *you* as a mentor? You will not be unchanged during this process. How do we measure YOUR growth?

Look for answers that include:

- Gain new understandings through your mentee
- Develop skills in teaching, coaching, and advising

## Session 8: Preparing for the Next Step

**Time:** 15 minutes

**Summary:** The purpose of this session is to orient the participants to the practicum experience and to give them their assignment.

**Learning Objectives:** None

**Training Formats:**

- Personal conversation

**Required Materials:**

- TBD

**Handouts:** None

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### Beginning the Practicum Experience

The basics of the practicum experience are explained to the participants as an opportunity to put the concepts of this workshop into action.

Each participant should be introduced to their adviser for the practicum experience. The advisers will briefly meet with the participants to get acquainted and provide them their mentoring assignment.

The advisers will start building rapport with the participants and will begin exploring possibilities by presenting the participants with their mentoring assignment. The adviser will provide contact information and basic background on what the mentee wants to accomplish.

## Session 9: Closing

**Time:** 20 minutes

**Summary:** The closing session provides an opportunity for the participants to complete the workshop evaluation and be recognized for their participation.

**Learning Objectives:** None

**Training Formats:**

- Presentation

**Required Materials:**

- PowerPoint slides
- Computer and data projector (with screen)

**Handouts:**

- Session Evaluation Forms
- Certificates of Recognition

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## Session Evaluation

Provide several minutes for the participants to complete their workshop evaluations using the form provided in the appendix.

## Participant Recognition

Thank each participant for making time to mentor another person.

Tell the participants:

In this world of limited resources, we often think about the efforts to help with clean air and water. But leadership is a resource we need to protect and cultivate as well. Mentoring is a process of creating “sustainable leadership” where we help leaders grow to take our place, and in turn they help the leaders who will follow them and grow to take their place, and so on.

The businessman and author Fred Manske (former senior vice president of operations and sales at FedEx and CEO of Purolator Courier Ltd.) wrote, “The ultimate leader is not afraid to develop people to the point they surpass him or her in knowledge and ability.” And that is the journey you are embarking on today.

Here are some final thoughts for you to take with you on this journey:

“You cannot teach a man anything; you can only help him find it within himself.”—  
Galileo Galilei

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”—  
John C. Crosby (American politician, 1859 – 1943)

“People seldom improve when they have no other model but themselves to copy.”—  
Oliver Goldsmith (Anglo-Irish writer, poet, and physician, 1728 – 1774)

“I've learned that people will forget what you said, people will forget what you did,  
but people will never forget how you made them feel.”—Maya Angelou

Distribute the certificates for the workshop and dismiss the participants.



# The Practicum Experience

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<b>Purpose of the Practicum Experience .....</b>	<b>34</b>
<b>Selection of Mentees .....</b>	<b>34</b>
<b>Matching Mentees to Mentors .....</b>	<b>34</b>
<b>Monitoring the Mentors .....</b>	<b>34</b>
<b>Evaluating the Practicum Experience .....</b>	<b>34</b>
<b>Reporting.....</b>	<b>35</b>

## **Purpose of the Practicum Experience**

Once the participants in the Mentoring Tomorrow's Leaders program have completed the workshop portion, they need to demonstrate their knowledge by applying the skills covered in the workshop. The experiential learning opportunity will provide a chance for the participants to develop their leadership abilities to mentor another person and to develop a future leader that could eventually be an ideal participant in this program. To prevent the practicum experience from being too open-ended, the experience will last at least two months, but no more than three months. It is permissible for the mentoring relationship to last beyond the initial three months; however, due to the fact that it is beyond the requirements of the program, it is not monitored as part of the program.

## **Selection of Mentees**

The selection of mentees is a very important process. All potential mentees are to be recommended by their advisers and Scoutmasters. Mentees should be involved in a project or have an area of personal growth that can be concluded in about three months, but no less than two months.

All mentees need to complete the Potential Mentee Survey but understand that they may not be selected if there are not enough participants in the program.

## **Matching Mentees to Mentors**

When matching mentees to mentors, consider both the Potential Mentee Survey and the Participant Survey to match up a mentee's personal growth needs to the mentor's strengths. However, consider feedback from the adult leaders of both the mentor and the mentee to ensure there will not be a personality clash and the two can work together.

## **Monitoring the Mentors**

A staff member or another individual that has previously completed the program is to be assigned to the participants as advisers to mentor them through the practicum experience. It is important for the participants to be mentored at the workshop as prescribed so the participants can have their learning reinforced by the advisers and have a model to follow as they mentor their mentees.

## **Evaluating the Practicum Experience**

The adviser should continually evaluate the participant's progress and mentor them through the experience. If the participant runs into a difficulty that cannot be overcome and the participant and mentee decide to discontinue the mentoring experience, the adviser will contact the course director to arrange for a new mentee for the participant.

## Reporting

As the three-month period comes to an end, the adviser will begin the winding up phase with the participant. The participant can continue to mentor their mentee beyond the practicum experience if it is mutually agreed to. It should not be discouraged, but it will not be monitored by the adviser.

After the three-month practicum experience has been completed, the adviser completes the Practicum Experience Report and submits it to the course director.

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# Appendix

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<b>Potential Mentee Survey .....</b>	<b>38</b>
<b>Participant Survey .....</b>	<b>39</b>
<b>Practicum Experience Report .....</b>	<b>40</b>
<b>Backdating and Reporting Schedule .....</b>	<b>41</b>
<b>Sample Workshop Schedule .....</b>	<b>42</b>
<b>Who Are You? .....</b>	<b>43</b>
<b>Script for Skit: Odysseus Entrusts Telemachus to Mentor .....</b>	<b>44</b>
<b>Differences Between Coaching and Mentoring .....</b>	<b>46</b>
<b>Comparing Mentoring Models .....</b>	<b>47</b>
<b>Case Studies: Sponsorship and Development Models .....</b>	<b>48</b>
<b>Phases of a Mentoring Relationship .....</b>	<b>53</b>
<b>Case Studies: Stages of a Mentoring Relationship .....</b>	<b>54</b>
<b>Role-Play: Learning Conversations .....</b>	<b>60</b>
<b>Workshop Evaluation Form .....</b>	<b>63</b>

## Potential Mentee Survey

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Unit \_\_\_\_\_ Position \_\_\_\_\_

Recent Scouting experience \_\_\_\_\_

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Personal Scouting goals \_\_\_\_\_

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Immediate personal growth needs \_\_\_\_\_

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### **Recommended by:**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Unit \_\_\_\_\_ Position \_\_\_\_\_

## Participant Survey

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Unit \_\_\_\_\_ Position \_\_\_\_\_

Recent Scouting experience \_\_\_\_\_

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### Recommended by:

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Unit \_\_\_\_\_ Position \_\_\_\_\_

## Practicum Experience Report

Participant's name \_\_\_\_\_

Mentee's name \_\_\_\_\_

Practicum experience adviser's name \_\_\_\_\_

Summary of participant's experience \_\_\_\_\_

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Summary of mentee's growth \_\_\_\_\_

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Do you believe that the participant and the mentee will continue to work together?

- Yes       No

Has the participant successfully demonstrated the skills presented in the workshop?

- Yes       No

Adviser's signature \_\_\_\_\_

Date \_\_\_\_\_



## Backdating and Reporting Schedule

<b>Date</b>	<b>Activity</b>
-90	Select course director
-75	Select course staff
-75	Select course workshop facility
-21	Select practicum experience advisers
-7	Confirm "pool" of mentee for practicum experience
-7	Confirm the attendance of the participants
0	Conduct the workshop
+15	Workshop attendance report filed
+90	End of the practicum experience
+97	Practicum experience advisers submit summary of their participant's experience
+100	Course director sends letters of appreciation to mentees
+100	Course director sends letters of appreciation to mentees' unit leaders
+105	Course director submits list of participants that successfully completed the practicum experience
+120	All participants that successfully completed the practicum experience are recognized

## Sample Workshop Schedule

<b>Start Time</b>	<b>Session</b>
8:40 A.M.	Preactivity
9 A.M.	Session 1: Welcome and Opening
9:20 A.M.	Session 2: What Is a Mentor?
10:05 A.M.	Break
10:15 A.M.	Session 3: Benefits of Mentoring
10:45 A.M.	Session 4: Mentoring Models
11:30 A.M.	Lunch
12:15 P.M.	Session 5: Phases of a Mentoring Relationship
1:15 P.M.	Break
1:25 P.M.	Session 6: Learning Conversations
2:25 P.M.	Break
2:35 P.M.	Session 7: Measuring Success
3:05 P.M.	Session 8: Preparing for the Next Step
3:20 P.M.	Session 9: Closing
3:45 P.M.	Workshop finished

## Who Are You?

This sheet is to be used as a guide to interview another participant so you can introduce them after the opening. If possible, interview someone you do not know or at least do not know well. When you introduce your partner, you will need to do so in about one minute.

Your name is \_\_\_\_\_

Your most important role in life is as a \_\_\_\_\_

\_\_\_\_\_

In your unit, you \_\_\_\_\_

\_\_\_\_\_

Your favorite way to spend free time is \_\_\_\_\_

\_\_\_\_\_

One of the things about you that is important for people to know is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Some of the strengths that you will bring to a mentoring relationship are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One of your worries about being a mentor is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One thing you hope to gain from being a mentor is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The most important thing you hope your mentee will gain is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Script for Skit: Odysseus Entrusts Telemachus to Mentor

*Odysseus is sitting in a room reviewing documents about his impending departure. Mentor knocks at the door.*

**Odysseus:** *Stands up to open the door and welcomes Mentor.* Mentor, my old friend! As you know, Menelaus has called for me to join him for the return of Helen, and tomorrow I take our armies to join with Nestor to recruit more allies to join us.

However, I am concerned about my newborn son, Telemachus. An oracle has prophesized that I will be away for far too many years, and I need you to look after him.

**Mentor:** Old friend, how can I help him? I am very old and I fear that I do not have the strength I once did.

**Odysseus:** You are stronger than you let on and, Athena willing, you shall see me return home. I need you to serve as teacher and overseer of Telemachus. Make your wisdom available to him as he seeks his way. Let him discover his way so that he may eventually lead Ithaca.

**Mentor:** I will do this for you. I will watch for Telemachus and help him.

*Nearly 20 years later, Telemachus has come of age and desires to set out to find his father. But first he needs to seek assistance from Mentor, who is in his study. Odysseus enters the room.*

**Mentor:** Welcome, Telemachus! To what do I owe this pleasure of your visit?

**Telemachus:** Mentor, I need your help.

**Mentor:** What is on your mind?

**Telemachus:** I had a visit from a Taphian chieftain named Mentos. During the visit, we grew tired of watching all of my mother's suitors having another raucous dinner. However, before we left, the bard Phemius performed a poem, "The Return From Troy," which greatly upset Mother. She objected to the theme because it reminded her of my father. However, I insisted she allow Phemius to continue. Meanwhile, Mentos has been encouraging me to actively seek out news of my father.

**Mentor:** If you were to seek out news of Odysseus, where would you start?

**Telemachus:** I would start by going to Nestor, who has returned to his home in Pylos.

**Mentor:** What do you hope to learn from Nestor?

**Telemachus:** Nestor was in Troy with my father, and I am hoping that he will tell me when he left and in what direction he was traveling. It is possible that Nestor traveled part of the way home with him until they became separated.

**Mentor:** How do you plan to travel to Pylos?

**Telemachus:** I need a ship and a crew who is loyal to my father. However, I need to gain this ship and crew quickly and quietly. I am hoping that you would be able to arrange this for me so that I can leave tomorrow.

**Mentor:** Tomorrow? That seems to be a very quick departure.

**Telemachus:** I know, but this must be done because of those dreaded suitors. I fear they would try to stop me if they knew I what I was planning.

**Mentor:** If you are successful in this quick departure, what do you think will happen with the suitors after you leave?

**Telemachus:** They must be dealt with before they consume all of my family's resources. They continually feast on our food and wine. I suppose the only thing I can do is to order them to leave the house immediately.

**Mentor:** Do you think you will be successful?

**Telemachus:** No, but I have to try. They will notice that I am gone, but at least my mother will be able to delay making a decision until I return.

**Mentor:** It sounds like you have thought this through. I will arrange for a ship and crew for you so that you can leave for Pylos in the morning. Be safe and return with news of your father.

## Differences Between Coaching and Mentoring

	<b>Coaching</b>	<b>Mentoring</b>
<b>Goals</b>	To correct inappropriate behavior, improve performance, and impart skills as an individual accepts a new responsibility	To support and guide the personal growth of the mentee
<b>Initiative</b>	The coach directs the learning and instruction	The mentee is in charge of their learning
<b>Focus</b>	Immediate problems and learning opportunities	Long-term personal development
<b>Roles</b>	Heavy on telling with appropriate feedback	Heavy on listening, providing a role model, and making suggestions and connections

Adapted from *Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance*

## Comparing Mentoring Models

### **Sponsorship**

The mentor is more influential and hierarchically senior.

The mentor gives, the protégé receives, the organization benefits.

The mentor actively champions and promotes the cause of the protégé.

The mentor gives the protégé the benefit of their wisdom.

The mentor steers the protégé through the acquisition of experience and resources.

The primary objective is career success.

Good advice is central to the success of the relationship.

Social exchange emphasizes loyalty.

### **Developmental**

The mentor is more experienced in issues relevant to the mentee's learning needs.

The process is one of mutual growth.

The mentor helps the mentee to things for themselves.

The mentor helps the mentee to develop their own wisdom.

The mentor helps the mentee toward personal insights from which to steer their personal development.

The primary objective is personal development.

Good questions are central to the success of the relationship.

The emphasis is on learning by social exchange.

Adapted from *Mentoring In Action: A Practical Guide*

## Case Studies: Sponsorship and Development Models

### Case Study No. 1

Mike has been the crew Advisor for the last six years. His youngest daughter, Jill, is a member of the crew and a senior in high school. Mike is thinking about taking on a different role within the crew after Jill goes to college. Mary is a new associate Advisor with the crew who is looking to do more within the crew and might want to be a crew Advisor in the future.

### Case Study No. 2

Frank has just been elected as crew president. Mary, the outgoing crew president, just graduated from high school and will be leaving for college in two months. Frank admired Mary and wants to run the crew as she did, so he has asked her to mentor him.

### Case Study No. 3

Jane is the committee chair for a new crew. She has been to Crew Leader Training, but would like to talk to an experienced crew committee chair. Tom is the crew's unit commissioner and is friends with Susan, a longtime crew committee chair within the district.

### Case Study No. 4

Joe is the president of the council's Venturing officer association. Aaron is the crew president of a struggling crew and is looking for someone to help him build up the crew. Aaron has asked Joe if he could help him.

### Case Study No. 5

Betsy is the crew treasurer and has never before handled finances at this scale. Roland was the treasurer before becoming the crew president and has offered to help Betsy learn the ropes.

### Case Study No. 6

Marcia has agreed become the Advisor of a crew that has been very active these past few years. Yolanda, the outgoing crew Advisor will step down in six months, and both Yolanda and Marcia want to ensure a smooth transition. Marcia has admired what Yolanda has done and wants to advise the youth in the crew just as Yolanda has.

### Case Study No. 7

Franklin is an event chair for a council Venturing officer association event. He is excited about this opportunity. Marshall is the Venturing officer association president and thinks that Franklin might one day be elected president of the association. He wants to ensure that Franklin has the right opportunities so that he can be successful.



### **Case Study No. 8**

Matthew has been the crew Advisor for the past three years and Nancy is the new crew president. Nancy is nervous and is looking for guidance from Matthew.

### **Case Study No. 9**

Virginia is one of several new members who joined the crew last month. Zoey is concerned that some of the new members might “get lost” with everything that goes on within the crew. She noticed that Virginia enjoys playing soccer, just like herself, and wants to help Virginia learn her way around the crew.

### **Case Study No. 10**

Ryan is a den chief and liaison to the Cub Scout pack associated with the crew. Patrick is struggling to earn the activity pins required for the Arrow of Light Award and needs extra help. Virginia is the den leader and has asked Ryan if he will work with Patrick this year to help him stay motivated.

### **Case Study No. 11**

Mike has been the Scoutmaster for the last six years. His youngest son, Jon, is a member of the troop and a senior in high school. Mike is thinking about taking on a different role within the troop after Jon goes to college. Mary is a new assistant Scoutmaster with the troop who is looking to do more within the troop and might want to be a Scoutmaster in the future.

### **Case Study No. 12**

Frank has just been elected as senior patrol leader. Mike, the outgoing senior patrol leader, is about to graduate from high school and will be leaving for college in a couple of months. Because Frank admires Mike and wants to run the troop the same as Mike did, he has asked Mike to mentor him.

### **Case Study No. 13**

Jane is the committee chair for a new troop. She has been to Troop Leader Training, but would like to be able to talk to an experienced troop committee chair. Tom is the crew's unit commissioner and is friends with Susan, a longtime crew committee chair within the district.

### **Case Study No. 14**

Joe is the chief of the district's Order of the Arrow chapter. Aaron is the senior patrol leader of a struggling troop and is looking for someone to help him build up the troop. Aaron has asked Joe if he could help him.

### **Case Study No. 15**

Bobby is the troop scribe and has never before handled finances of this scale. Roland was the scribe before becoming the Quartermaster and has offered to help Bobby learn the ropes.

### **Case Study No. 16**

Marc has agreed to become the Scoutmaster of a troop that has been very active these past few years. Nancy, the outgoing Scoutmaster, will step down in six months, and both Nancy and Marc want to ensure a smooth transition. Marc has admired what Nancy has done and wants to advise the youth in the troop just as Nancy has.

### **Case Study No. 17**

Franklin is an event chair for an event hosted by his Order of the Arrow lodge. He is excited about this opportunity. Marshall is the lodge chief and thinks that Franklin might one day become lodge chief. Marshall wants to ensure Franklin has the right opportunities to be successful.

### **Case Study No. 18**

Matthew has been a unit commissioner for the past three years and Nancy is a new unit commissioner. Nancy is nervous and is looking for guidance from Matthew.

### **Case Study No. 19**

Wesley just moved to the area and transferred to the troop last month. Ernie noticed that Wesley enjoys playing soccer just like he does. He is concerned Wesley might "get lost" with everything that goes on within the troop and wants to help him learn his way around.

### **Case Study No. 20**

Ryan is an assistant Cubmaster. Patrick, a new Webelos leader, is struggling to help the Scouts earn their activity pins required for the Arrow of Light Award and needs extra help. Virginia is the Cubmaster and has asked Ryan if he will work with Patrick this year to help him get organized and motivated.

## Expected Results for Sponsorship and Development Models Case Studies

**Case Study No. 1**—Because Mary is a new associate Advisor, Mike should use the developmental mentorship model with Jill. Once Jill commits to succeeding Mike as the crew Advisor, or if Mike wants to groom Jill to become the crew Advisor, then the sponsorship model is appropriate.

**Case Study No. 2**—Because Frank will succeed Mary, and he wants to continue and build upon her work, Mary should use the sponsorship mentoring model.

**Case Study No. 3**—Because Jane and Susan are from separate crews, Susan should use the developmental mentorship model, especially because personal development is the goal.

**Case Study No. 4**—Because Aaron is not seeking to learn how to be the president of the Venturing officer association, but instead that of a crew president, Joe should use the developmental mentorship model.

**Case Study No. 5**—While Roland is both the former crew treasurer and current crew president, he should use the developmental mentorship model. This is because Betsy is not necessarily looking to follow in his footsteps.

**Case Study No. 6**—Because of Marcia's admiration and desire to follow in her footsteps (i.e., be loyal to Yolanda), Yolanda should use the sponsorship mentoring model, if the goal for Marcia is to gain access to Yolanda's experience and resources. However, a developmental model could be used if Marcia's personal development is the focus.

**Case Study No. 7**—Marshall should work with Franklin and use a sponsorship mentoring model, because he wants to ensure that Franklin is successful with his overall ambition and will need to acquire experience and resources that Marshall can provide.

**Case Study No. 8**—Because Matthew wants Nancy to develop and learn to do things for herself, he should use the developmental mentorship model.

**Case Study No. 9**—The appropriate model will depend on Virginia's goals. If she just wants to learn about the crew and become involved through social interactions, then Zoey should use the developmental model. However, if Virginia is looking to gain access to Zoey's experience and resources and wants to advance in the crew leadership, then the sponsorship model is appropriate.

**Case Study No. 10**—Ryan should use the developmental mentorship model because the social exchange will emphasize learning.

**Case Study No. 11**—Because Mary is a new assistant Scoutmaster, Mike should use the developmental mentorship model with Mary. Once Mary commits to succeed Mike as the Scoutmaster, or if Mike wants to groom Mary to become the Scoutmaster, then the sponsorship model is appropriate.

**Case Study No. 12**—Because Frank will succeed Mike and wants to continue and build upon his work, Mike should use the sponsorship mentoring model.

**Case Study No. 13**—Because Jane and Susan are from separate troops, Susan should use the developmental mentorship model, especially because personal development is the goal.

**Case Study No. 14**—Because Aaron is seeking to learn how to be a senior patrol leader and not a chapter chief, Joe should use the developmental mentorship model.

**Case Study No. 15**—While Roland is both the former scribe and current Quartermaster, he should use the developmental mentorship model, because Bobby is not necessarily looking to follow in his footsteps.

**Case Study No. 16**—Because Marc admires Nancy and wants to follow in her footsteps (i.e., be loyal to Nancy), Nancy should use the sponsorship mentoring model, if the goal for Marc to gain access to Nancy's experience and resources. However, a developmental model could be used as well to focus on Marc's personal development.

**Case Study No. 17**—Marshall should work with Franklin and use a sponsorship mentoring model, because he wants to ensure Franklin is successful with his overall ambition and Franklin will need to acquire experience and resources that Marshall can provide.

**Case Study No. 18**—Because Matthew wants Nancy to learn to do things for herself, he should use the developmental mentorship model.

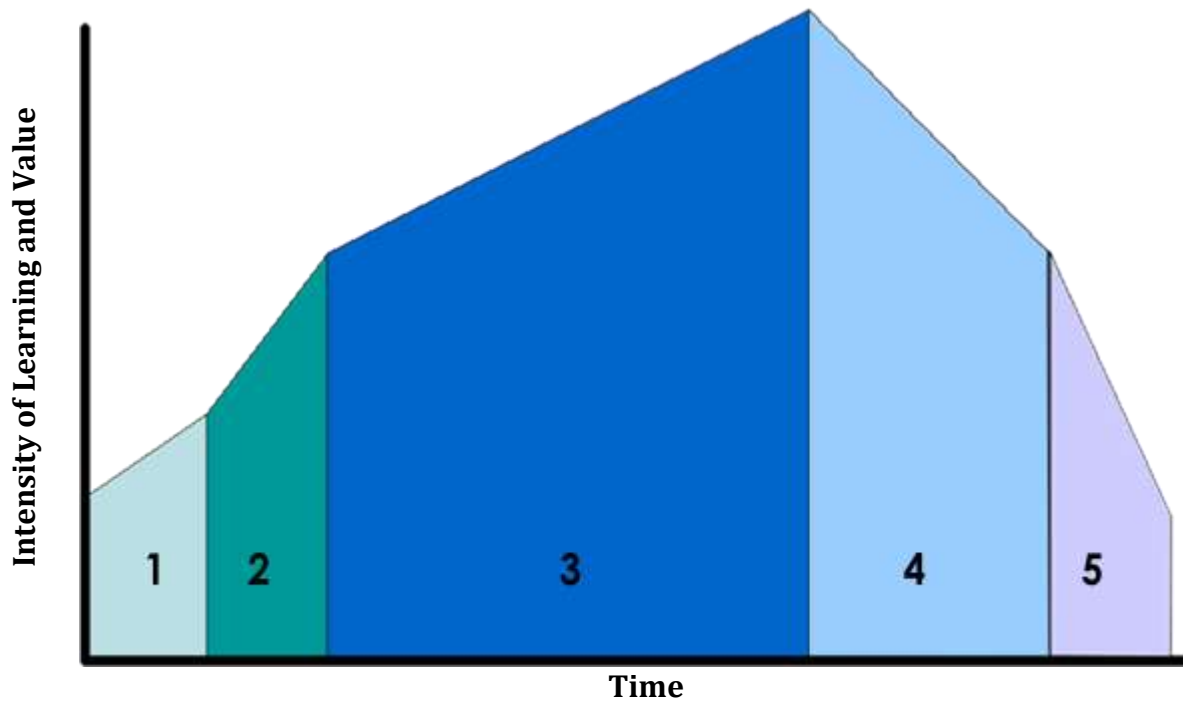
**Case Study No. 19**—The appropriate model will depend on Wesley's goals. If Wesley only wants to learn about the troop and become involved through social interactions, then Ernie should use the developmental model. However, if Wesley is looking to gain access to Ernie's experience and resources and wants to advance in the troop leadership, then the sponsorship model is appropriate.

**Case Study No. 20**—Ryan should use the developmental mentorship model, because the social exchange will emphasize learning.

## Phases of a Mentoring Relationship

The five phases of a mentoring relationship are:

1. Building rapport
2. Setting direction
3. Progression
4. Winding up
5. Moving on



Adapted from *Mentoring In Action: A Practical Guide*

## Case Studies: Stages of a Mentoring Relationship

### Case Study No. 1

Jennifer has been your mentee for several months. Her main goal is to plan a two-week-long backpacking trip for her crew that will take place in two months. She was paired with you as her mentor because you planned a similar trip for your crew last year. While Jennifer is happy with how things are progressing with the trip, she is hesitant to make a decision without first running it by you.

### Case Study No. 2

Lee has been your mentee for a couple of weeks. His main goal is to gain insight on how to be a better crew president. He was paired with you because you have been the crew president for your crew for the last year and a half, and was just recently recognized by the council with the Top Crew Award. In your first two meetings, Lee arrived late and has seemed to blow off most of the meeting with comments about how he already does the stuff you do. When he is asked questions, he is reluctant to open up and give meaningful or helpful answers.

### Case Study No. 3

You are the crew treasurer and Annette was assigned to your finance committee three months ago by the crew president. Within a few weeks of working with Annette, you recognized that Annette has many of the skills required to be the crew treasurer, but she just needs to practice and develop these skills. The crew Advisor suggested that you mentor Annette through a project. She agreed to run the annual Christmas wreath fundraiser, and has done a fine job with the sale that ends in a week.

### Case Study No. 4

George has just joined your crew. He finds the first aid procedures interesting and wants to learn more. Because you recently completed the wilderness first aid course and have expressed an interest in teaching first aid, your crew Advisor suggested you mentor George. In the past two weeks, you and George have really hit it off and have established a great rapport.

### Case Study No. 5

Gwen is planning the crew's annual awards dinner and because you planned the previous year's dinner, she has been your mentee for three months. While things have been progressing well, your availability to talk with Gwen has been limited for the last two weeks because of your work and school schedule. You have heard from others that Gwen is getting frustrated with you and is beginning to think you are trying to sabotage her. You just received your work schedule for the next two weeks, and when combined with your school schedule, you fear that your time to meet with Gwen will be even more limited.

### **Case Study No. 6**

You have been mentoring John in planning the crew's new member recruitment night for the past two months. Things were going well until two weeks ago when John became unhappy with the fliers that were to be posted and mailed out. He became discouraged and found fault with everything he was doing. The good news is that he still has confidence in you, but the recruitment night is in a month. He has lost his self-confidence and is beginning to wonder if the crew would be better off if someone else conducts the new member night.

### **Case Study No. 7**

You have been mentoring Lisa for the past three months while she led a service project for the first time. She is excited about how well things went with the project, working with you, and how much fun the crew members had in doing the project. Lisa has so much confidence in her abilities that she is thinking about running for crew vice president.

### **Case Study No 8**

As crew president, you were just introduced to Zack, who is the president of a crew that was chartered last week. Zack's crew Advisor is a friend of your crew Advisor, who suggested you might help Zack.

### **Case Study No. 9**

James has been your mentee for several months. His main goal is to plan a weeklong backpacking trip for his troop that will take place in two months. He was paired with you as his mentor because you planned a similar trip for your troop last year. While James is happy with how things are progressing with the trip, he is hesitant to make a decision without first running it by you.

### **Case Study No. 10**

Rick has been your mentee for a couple of weeks. His main goal is to gain insight on how to be a better Scoutmaster. He was paired with you because you have been the Scoutmaster for your troop for the last year and a half, and you were just recently recognized by the district with the Troop of the Year Award. In your first two meetings, Rick arrived late and has seemed to blow off most of the meeting with comments about how he already does the stuff you do. When he is asked questions, he is reluctant to open up and give meaningful or helpful answers.

### **Case Study No. 11**

You are the troop committee treasurer and Andrew was assigned to your finance committee three months ago by the troop committee chair. Within a few weeks of working with Andrew, you recognized that he has many of the skills required to be the troop treasurer, but he just needs to practice and develop these skills. The committee chair suggested that you mentor Andrew through a project. Andrew agreed to run the annual Christmas wreath fund-raiser and has done a fine job with the sale that ends in a week.

### **Case Study No. 12**

Jason has just joined your troop, and he finds the knot-tying projects interesting and wants to learn more. Your Scoutmaster suggested that you mentor Jason, because you have recently completed the pioneering merit badge and expressed an interest these skills. In the two weeks that have followed, you and Jason have really hit it off and established a great rapport.

### **Case Study No. 13**

Debbie is planning the district's annual awards dinner. Because you planned the previous year's dinner, she has been your mentee for three months. While things have been progressing well, your availability to talk with Debbie has been limited for the last two weeks because of your work schedule. You have heard from others that Debbie is getting frustrated with you and is beginning to think you are trying to sabotage her. You just received your work schedule for the next two weeks, and you fear that your time to meet with Debbie will be even more limited.

### **Case Study No. 14**

You have been mentoring Paul in planning the pack's new member recruitment night for the past two months. Things were going well until two weeks ago when Paul became unhappy with the fliers that were to be posted and mailed out. He then became discouraged and found fault with everything he was doing. The good news is that he still has confidence in you, but the recruitment night is in two weeks. Paul has lost his self-confidence and is beginning to wonder if the pack would be better off if someone else conducted the new member night.

### **Case Study No. 15**

You have been mentoring Christopher for the past three months as he led a service project for the first time. He is been excited about how well things went with the project, working with you, and how much fun the chapter members had in doing the project. Christopher has so much confidence in his abilities that his is thinking about running for chapter vice chief.

### **Case Study No. 16**

As a Cubmaster, you were just introduced to Dean, who is the Cubmaster of a pack that was chartered last week. Dean's pack committee chair is a friend of your committee chair, who suggested you might help Dean.



### Expected Results for Stages of a Mentoring Relationship Case Studies

Below are some general expectations; the participants are expected to have more detailed findings.

**Case Study No. 1**—The mentoring relationship is currently in the progression phase. As the mentor, you need to watch out for an unhealthy codependency; however, it is too soon to enter the winding up phase. While it might cause a brief rough period in the relationship, you should discourage hesitancy and build up Jennifer's self-confidence.

**Case Study No. 2**—The mentoring relationship is currently in the building rapport phase. This relationship might be in trouble if the mentor cannot get Lee to open up. Lee might be testing your patience to see how you will react. A solution might be to start setting directions by establishing SMART goals. However, it might be necessary to move to phase five and move on by arranging a new mentor for Lee, but this should be done with Lee's input. The important thing here is to balance patience with the mentee's true needs.

**Case Study No. 3**—The mentoring relationship is currently progressing into the winding up phase, if the mentee's goal is the project. This is a good time to start thinking about how the relationship will end, how to celebrate the accomplishments, and how things will progress in the future. If the mentee's goal is to become the crew treasurer, then the relationship is still in the progression phase, and you and Annette should choose the next project that will help her gain the knowledge and experience she wants.

**Case Study No. 4**—The mentoring relationship is moving into the setting direction phase. While the mentee's development is the primary reason for a mentoring relationship, it is important to remember that there is also a growth element for the mentor and the mentor should have goals.

**Case Study No. 5**—The mentoring relationship is currently in the progression phase. Because of a lack of availability, Gwen is feeling isolated and frustrated with you as her mentor. A conversation needs to occur as quickly as possible to prevent further damage to the relationship. It might be necessary to ask your crew Advisor for assistance by either finding a "substitute" mentor or being replaced, so that Gwen can be successful and a long-term conflict does not occur.

**Case Study No. 6**—The mentoring relationship is currently in the progression phase. To get out of this rough patch, John needs to see how much he has accomplished. Pull out the written plan and reevaluate it with John. If it needs to be more detailed so he can better measure success, then help him add the details. If more intermediate steps need to be added to some of the goals so that he does not fall behind, then add them. The main goal is help John regain his confidence and stay on track so he does not panic and give up.

**Case Study No. 7**—The mentoring relationship is currently in the moving on phase, because the project has concluded. Now is the time to focus on what the post-mentoring relationship will be.

**Case Study No. 8**—The mentoring relationship is currently in the building rapport phase. Because you do not know Zack, you need to meet with him to determine if you can work together before setting direction.

**Case Study No. 9**—The mentoring relationship is currently in the progression phase. As the mentor, you need to watch out for an unhealthy codependency; however, it is too soon to enter the winding up phase. While it might cause a brief rough period in the relationship, you should discourage hesitancy and help to build up James' self-confidence.

**Case Study No. 10**—The mentoring relationship is currently in the building rapport phase. This relationship might be in trouble if the mentor cannot get Rick to open up. Rick might be testing your patience to see how you will react. A solution might be to start setting directions by establishing SMART goals. However, it might be necessary to move to phase five and move on by arranging a new mentor for Rick, but this should be done with Rick's input. The important thing here is to balance patience with the mentee's true needs.

**Case Study No. 11**—The mentoring relationship is currently progressing into the winding up phase, if the mentee's goal is the project. This is a good time to start thinking about how the relationship will end, how to celebrate the accomplishments, and how things will progress in the future. If the mentee's goal is to become the crew treasurer, then the relationship is still in the progression phase, and you and Andrew should choose the next project that will help him gain the knowledge and experience he wants.

**Case Study No. 12**—The mentoring relationship is moving into the setting direction phase. While the mentee's development is the primary reason for a mentoring relationship, it is important to remember that there is a growth element for the mentor and the mentor should also have goals.

**Case Study No. 13**—The mentoring relationship is currently in the progression phase. Because of a lack of availability, Debbie is feeling isolated and frustrated with you as her mentor. A conversation needs to occur as quickly as possible to prevent further damage to the relationship. It might be necessary to ask your district chair for assistance by either finding a "substitute" mentor or being replaced, so that Debbie can be successful and a long-term conflict does not occur.

**Case Study No. 14**—The mentoring relationship is currently in the progression phase. To get out of this rough patch, Paul needs to see how much he has accomplished. Pull out the written plan and reevaluate it with Paul. If it needs to be more detailed so that he can better measure success, then help him add the details. If more intermediate steps need to be added to some of the goals so that he does not fall behind, then add them. The main goal is help Paul regain his confidence and stay on track so he does not panic and give up.

**Case Study No. 15**—The mentoring relationship is currently in the moving on phase because the project has concluded. Now is the time to focus on what the post-mentoring relationship will be.

**Case Study No. 16**—The mentoring relationship is currently in the building rapport phase. Because you do not know Dean, you need to meet with him to determine if you can work together before setting direction.

## Role-Play: Learning Conversations

### Role-Play No. 1

#### **Mentor's Role**

You have been mentoring your mentee for two months. The goal is for the mentee's crew to attend a ski weekend at a local ski slope. This is the first event your mentee has chaired for the crew. The ski weekend is in six weeks and your mentee has called asking for a meeting about a problem he is having. Use the three stages of a learning conversation to walk the mentee through their problem.

#### **Mentee's Role**

Your mentor for two months has mentored you to help plan a ski weekend for your crew at a local ski slope. This is the first event that you have chaired for the crew and suddenly you have encountered a problem you had not anticipated. The ski lodge you were planning to stay at just called to let you know that they are already full for the weekend. The ski weekend is six weeks away and you have asked you mentor to meet with you as soon as possible.

### Role-Play No. 2

#### **Mentor's Role**

You have been successful in raising thousands of dollars for your crew's past two annual trips. You have been asked if you would mentor someone from another crew who wants to plan a similar fund-raising campaign, but might try to do it with one fund-raising event. Use the three stages of a learning conversation to begin a mentoring relationship.

#### **Mentee's Role**

You have just been assigned a mentor to help you plan a crew fund-raiser. You do not know much about this person, but you have been told he is a whiz at this kind of thing. You would like to get all the help you can, because you are not sure what you want to do to raise \$2,000 for the crew's annual trip.

### Role-Play No. 3

#### **Mentor's Role**

You have been working with your mentee for a month to assist in planning your crew's two-week summer trip, which will occur in seven months. You helped plan the crew's trip last year and your mentee wants your help. Use the three stages of a learning conversation to help your mentee set goals.

#### **Mentee's Role**

You have been working with your mentor for a month to plan your crew's two-week summer trip. The crew is evenly split between a backpacking trek in the mountains and a sailing trip in the gulf. The trip is still seven months away, but a decision needs to be made soon. You are relying on your mentor's experience in planning a similar trip for the crew last year. You are meeting your mentor and hope to come up with a plan on how to reach a decision so you can start the planning in earnest.

### Role-Play No. 4

#### **Mentor's Role**

You have been mentoring your mentee for two months. The goal is for the mentee's pack to conduct a new member night and add a new den of eight Tiger Cubs. This is the first time your mentee has ever chaired an event for your pack. The new member night is in six weeks and your mentee has called asking for a meeting about a problem he is having. Use the three stages of a learning conversation to walk the mentee through the problem.

#### **Mentee's Role**

Your mentor for two months has mentored you to help you plan a new member night so that you can add a new den of eight Tiger Cubs to your pack. This is the first event that you have chaired for the pack and you have encountered a problem you had not anticipated. The printer who is printing your fliers has just called to let you know that they will not be able to print the fliers as you had requested. The new member night is two weeks away, and you have asked your mentor to meet with you as soon as possible.

## Role-Play No. 5

### **Mentor's Role**

You have been successful in leading your pack to be the top popcorn seller in your district for the past two years. You have been asked if you would mentor someone from another pack that has never conducted a popcorn sale before. Use the three stages of a learning conversation to begin a mentoring relationship.

### **Mentee's Role**

You have just been assigned a mentor to help you plan your pack's popcorn sale. You do not know much about this person, but you have been told that he is a whiz at this kind of thing and has been the top seller in the district. You would like to get all the help you can, because you are not sure what you need to do to raise \$1,000 for the pack to fund several activities.

## Role-Play No. 6

### **Mentor's Role**

You have been working with your mentee for a month to assist him in planning your troop's trip to Philmont that will occur in seven months. You helped plan the troop's trip to Philmont two years ago and your mentee wants your help. Use the three stages of a learning conversation to help your mentee set goals.

### **Mentee's Role**

You have been working with your mentor for a month to plan your troop's trip to Philmont. The troop is evenly split between a hiking heavy trip and an easier hike with more activities. The trip is still seven months away, but a decision needs to be made soon. You trust your mentor because of his experience in planning a similar trip for the troop. You are meeting your mentor and hope to come up a plan on how to reach a decision so you can start the planning in earnest.

## Workshop Evaluation Form

Date of workshop \_\_\_\_\_

Please rate the sessions on a scale of 1 (Poor) to 8 (Excellent)

Session	1	2	3	4	5	6	7	8
Effectiveness of trainer								
Training room								
Training content								
Training activities								
Training materials								
Overall rating								

Which session was most useful to you? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Which session was least useful to you? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How can we improve this workshop? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please provide any other comments on the workshop. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_