EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

1. **Performance**: Participate in a Mentoring Relationship

2. **Conditions**:

   a. Given:

      (1) Scenario,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall participate in a mentoring relationship by:

   a. providing feedback and coaching to junior cadets; and

   b. receiving feedback and coaching from senior cadets or staff.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Review the mentoring relationship, to include: a. recognizing the purpose of a mentoring relationship; b. identifying the benefits of participating in a mentoring relationship; c. contributing to a mentoring match; d. being open to new things; e. being responsive to suggestions and constructive criticism; f. providing feedback to the mentor; g. learning from the mentor's example; h. participating in mentoring activities; and i. appreciating the mentoring relationship.	Interactive Lecture	5 min	C0-258 (pp. 15–21, 37–48, 70–73)
TP2	Discuss the difference between formal and informal mentoring.	Group Discussion	5 min	C0-258 (p. 20, p. 64, pp. 78–79, 174–178, 182–187) C0-405 (pp. 9–18, 59–87)

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TP	Description	Method	Time	Refs
TP3	Describe the steps of a formal mentoring session, to include: a. getting acquainted; b. setting goals; c. meeting goals and expectations; and d. concluding the mentoring session.	Interactive Lecture	10 min	C0-258 (pp. 260–265)
TP4	Demonstrate and explain a mentoring session, to include: a. keeping the mentoring relationship professional; b. keeping the conversation during the mentoring session in confidence; and c. using the ground rules for feedback during a mentoring session.	Demonstration	10 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)
TP5	Have the cadets role-play a mentoring session based on two given scenarios. Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario.	Role-Play	20 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)

5. **Time**:

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	15 min
c.	Group Discussion:	5 min
d.	Demonstration:	10 min
e.	Role-Play:	20 min
f.	Total:	60 min

6. **Substantiation**:

a. An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.

b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.

c. A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.

d. A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

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7. **References**:

   a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

   b. C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.

   c. C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and

   b. Scenarios.

9. **Learning Aids**: Scenarios.

10. **Test Details**: Nil.

11. **Remarks**: Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Proficiency Level Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

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