COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the scenario located at Attachment B for half the cadets in the class.

Photocopy the scenario located at Attachment C for half the cadets in the class.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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.

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.

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

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.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a mentoring relationship.

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IMPORTANCE

It is important for cadets to participate in a mentoring relationship to assist in the development of their leadership abilities. The mentoring relationship provides an opportunity to expand leadership knowledge and skills of participants, enhances communication skills, resolves conflict and promotes constructive feedback, and should aid in leadership development.

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Teaching point 1 **Review the mentoring relationship.**

Time: 5 min Method: Interactive Lecture

THE MENTORING RELATIONSHIP

A mentoring relationship is an association between two people that focuses on self-development. One is the mentor; the other is the cadet being mentored. Both individuals are expected to learn from the relationship.

Recognizing the Purpose of a Mentoring Relationship

The purpose of the mentoring relationship is to share experiences between the mentor and the cadet being mentored, so the cadet being mentored is better prepared to move forward through the program with knowledge and confidence.

Identifying the Benefits of Participating in a Mentoring Relationship

The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than the cadet would have without a mentor. The basic benefit for a cadet being mentored is to show growth in skills and become a more independent and effective cadet.

Contributing to a Mentoring Match

Both the mentor and the cadet being mentored will have input with whom they are matched. The mentoring relationship is based on trust; ensure a long-term and valuable connection can be made with the person chosen.

Being Open to New Things

For a mentoring relationship to be successful, both individuals must be willing to try new things. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship. Being receptive to new ideas and experiences takes courage.

Being Responsive to Suggestions and Constructive Criticism

The mentor should use constructive criticism and attempt to provide feedback that will assist the cadet being mentored. The task of the cadet being mentored is to be receptive to recommendations being made.

Providing Feedback to the Mentor

It is important that the cadet being mentored provides feedback to the mentor. This feedback should be based on feelings, both positive and negative, and observations. If the cadet being mentored does not express feelings to the mentor about the relationship, then progress may be hindered.

Learning From the Mentor's Example

It is up to the mentor to set an example that the cadet being mentored would want to emulate. This example should be in all facets of the program. The cadet being mentored should learn not only from the mentor's successes but from the mentor's failures.

Participating in Mentoring Activities

The cadet being mentored must be prepared to participate in mentoring activities. These activities may include reflection, self-assessment, and discussions about successes, problems and failures. The mentor must also be prepared for each mentoring session. They need to have an agenda or plan of what will be discussed and ensure that the discussions stay on track.

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Appreciating the Mentoring Relationship

An effective mentoring relationship must be respected by both people involved. Each person should have a high regard for the other in the relationship. Appreciating the other person for their effort, time and accomplishments can help ensure a long-lasting and mutually beneficial partnership.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the basic benefit of a mentoring relationship for the cadet being mentored?

Q2. What are the foundations of a mentoring relationship?

Q3. What are some examples of mentoring activities?

ANTICIPATED ANSWERS:

A1. The basic benefit is that the cadet being mentored will grow in their skills and become a more independent cadet.

A2. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship.

A3. Mentoring activities may include reflection, self-assessment, and discussions about successes, problems and failures.

Teaching point 2 **Discuss the difference between formal and informal mentoring.**

Time: 5 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

FORMAL MENTORING

Formal mentoring is a process where the mentor and cadet being mentored have regular meetings to discuss feedback. By the end of each meeting, expectations for the participants are agreed to. Usually, formal mentoring has specific goals such as the transfer of knowledge from the mentor to the cadet being mentored and developing the mentored cadet's leadership skills.

INFORMAL MENTORING

Informal mentoring is a practice where the mentor and the cadet being mentored discuss feedback. Informal mentoring is similar to teaching / coaching on the spot. There are no specific meetings during informal mentoring. The dialogue between the mentor and the cadet being mentored takes place as soon as possible after the activity or task.

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GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. Do you feel there is a difference between formal and informal mentoring? What is the difference?

Q2. Which do you feel would be more appropriate for you? Why?

Q3. Is formal or informal mentoring used more often within the Cadet Program? Give some examples of formal mentoring you have seen. Give some examples of informal mentoring you have seen.



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation for this TP.

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Teaching point 3 **Describe the steps of a formal mentoring session.**

Time: 10 min Method: Interactive Lecture



When a cadet mentors another individual, the cadet contributes to the social competence and cognitive competence participant outcomes of the Cadet Program as listed in CATO 11-03, *Cadet Program Mandate*.

STEPS OF A FORMAL MENTORING SESSION

Mentoring is results-oriented. The mentor and the cadet being mentored must see results for the mentoring sessions to be considered successful.



Mentoring is based on three Ps: people, performance and positive outcomes.

A formal mentoring session has four steps:

1. **Getting acquainted.** The initial mentoring session must have an introduction where both the mentor and the cadet who is being mentored provide a few details about themselves. This step should allow both participants to establish a bond of trust.



Active listening is the most important skill of a good mentor. Active listening demands that the listener put aside any internal reactions and turn their attention to the speaker without judging what is being said.

2. **Setting goals.** During this step, goals are established. Work must be done to ensure the goals are specific, measurable, achievable, relevant, and timed. These goals should be in writing.

3. **Meeting goals and expectations.** During this step, the cadet being mentored must describe how they are going to meet the goals just set. In subsequent mentoring sessions, the cadet being mentored should be praised for achieving goals but may need to account for why the goals and expectations were not met.

4. **Concluding the mentoring session.** This conclusion should begin with the cadet being mentored giving a short explanation of new goals to be met and how the cadet plans to achieve them. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What are the three Ps of mentoring?

Q2. What is the most important skill for a mentor?

Q3. What are the four steps of a formal mentoring session?

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ANTICIPATED ANSWERS:

A1. The three Ps of mentoring are people, performance and positive outcomes.

A2. The most important skill for a mentor is active listening.

A3. The four steps of a formal mentoring session are:

(1) getting acquainted;

(2) setting goals;

(3) meeting goals and expectations; and

(4) concluding the mentoring session.

Teaching point 4 **Demonstrate and explain a mentoring session.**

Time: 10 min Method: Demonstration



Present the following information before demonstrating a mentoring session.

Successful mentoring is based on the quality of the relationship between both participants. Trust is a basic ingredient to this relationship. The mentor must build and maintain trust by:

- keeping the mentoring relationship professional;
- keeping the conversation during the mentoring session in confidence; and
- using the ground rules for feedback during a mentoring session.

KEEPING THE MENTORING RELATIONSHIP PROFESSIONAL

Mentors must maintain a professional relationship with the cadet being mentored. The position of mentor can be rewarding but comes with inherent risks. Mentors need to remember that they are in a position of authority and must use their authority wisely. Mentors may deal with the cadets being mentored in a friendly manner; however, mentors cannot be their friends.

KEEPING THE CONVERSATION DURING THE MENTORING SESSION IN CONFIDENCE

The mentor and the cadet being mentored should keep the conversation between them in confidence. The dialogue should be kept private to avoid embarrassment by either participant.

USING THE GROUND RULES FOR FEEDBACK DURING A MENTORING SESSION

The mentor should use the ground rules for feedback during a mentoring session. It is important to provide feedback during a mentoring session correctly by:

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;
- using it to inform;

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- making it supportive; and
- keeping it simple.



This demonstration should be conducted as a role-play, where the instructor is the mentor and a cadet from the group is the cadet being mentored. Begin the demonstration by reading the scenario located at Attachment A to the cadets. Then begin introducing the remaining information in this TP while demonstrating a mentoring session.

One of the duties of a team leader is to mentor cadets. The format for a mentoring session is done using the following sequence:

1. The mentor and the cadet being mentored will sit across from each other and begin the session by introducing themselves.

2. The mentor and the cadet being mentored must set goals if goals have not been set.

3. If the goals have been set, the mentor will review the goals and expecatations and ask the cadet being mentored how they are meeting those goals and expectations. The cadet being mentored is required to use self-reflection during this review stage.

This review stage should be done by asking various questions such as:

- How do you think things are going for you?
- Do you think you have areas that need improvement?
- What areas would you like to see improvement?
- How do you think you can improve in those areas?

If the cadet being mentored has no ideas on how to improve, then suggestions by the mentor may be given.

4. Before leaving the mentoring session, the cadet being mentored must be able to explain to the mentor their plan to keep old goals or set new goals. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

Planning to keep old goals or set new goals may be done by asking various questions such as:

- What are your long-term goals?
- What are you going to do to meet your long-term goals?

If the cadet being mentored has no ideas on how to keep old goals or set new goals, then suggestions by the mentor may be given.

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CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. How does a mentor build trust with the cadet being mentored?

Q2. Did the mentoring session go well? Why or why not?

Q3. Give some examples of how the mentor used active listening skills?

ANTICIPATED ANSWERS:

A1. The mentor builds trust by:

- keeping the mentoring relationship professional;
- keeping the conversation during the mentoring session in confidence; and
- using the ground rules for feedback during a mentoring session.

A2. Answers will vary.

A3. Answers will vary.

Teaching point 5 **Have the cadets role-play a mentoring session based on two given scenarios.**

Time: 20 min Method: Role Play



The scenarios for the role-play activity are located at Attachment B for Scenario 1 and Attachment C for Scenario 2.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets role-play a mentoring session based on given scenarios.

RESOURCES

Scenarios located at Attachments B and C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute Attachment B to one cadet in each pair.
3. Distribute Attachment C to the other cadet in each pair.

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4. Designate one cadet as the mentor and the other cadet as the cadet to be mentored in each pair.
5. Supervise while one cadet mentors another cadet by:
    a. getting acquainted;
    b. setting goals;
    c. meeting goals and expectations; and
    d. concluding the mentoring session.
6. After approximately 10 minutes have the cadets change roles.
7. Repeat Steps 4 and 5 for approximately 10 minutes.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the activity will serve as the confirmation for this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the role-play will serve as the confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being mentored and mentoring others is one way to enhance skills and knowledge of leadership. The mentoring relationship develops trust and trust is the foundation of leadership. The mentoring relationship provides an opportunity to expand leadership knowledge and skills, enhances communication skills, resolves conflict and promotes constructive feedback.

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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SCENARIO FOR THE MENTORING DEMONSTRATION

The cadet being mentored is in the second year of training. The cadet is still having problems with wearing their uniform. The cadet being mentored is quite shy and does not like to ask for assistance. The cadet being mentored has set a goal of attending the Basic Leadership course for the summer.

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SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY

The cadet being mentored is in their first year of training. They are having problems attending training nights each week. They have missed three of the last six training nights. The cadet being mentored is quite confident and when they attend training nights, their uniform and boots exceed inspection standard. The cadet being mentored has set a goal of attending the General Training course for the summer.

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SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY

The cadet being mentored is in their second year of training. The cadet always talks while on parade and during classes and is disruptive to other members of the class. The cadet being mentored is sometimes defensive when correction is given to them. The cadet being mentored has set a goal of attending the Basic Fitness and Sports course for the summer.

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