VENTURING · BSA®

# Mentoring for
# Venturing Crews
## Facilitator Guide

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# TABLE OF CONTENTS


**Learning Objectives** ..... 2

**Training Aids and Equipment Required** ..... 2

**Materials for Distribution** ..... 2

**Class Size** ..... 3

**Time Frame** ..... 3

**Introduction** ..... 3

**Icebreakers/Conversation Starters** ..... 4

**What Is Mentoring?** ..... 5

**"What's in It for Me?" Activity** ..... 6

**Communication and the Mentoring Aspect** ..... 8

**Role-Play Activity:** The Learning Conversation ..... 9

**Course Summary** ..... 10

**Closing** ..... 11

**Handouts** ..... 12

- Giving and Receiving Feedback ..... 12
- The Learning Conversation ..... 13
- Learning Conversation Role-Play Scenarios ..... 14
- Seven Steps of Good Planning ..... 14

# LEARNING OBJECTIVES

- Evaluate mentoring as it relates to the Venturing program.
- Explain the benefits of mentoring.
- Describe how to maintain a quality mentoring relationship.
- Outline the evolution of a mentoring relationship.
- Model effective mentoring skills utilizing a learning conversation.

# TRAINING AIDS AND EQUIPMENT REQUIRED

- Flipcharts and/or whiteboard and markers
- Paper and pens/pencils

# MATERIALS FOR DISTRIBUTION

- Giving and Receiving Feedback
- The Learning Conversation
- Learning Conversation Role-Play Scenarios

## CLASS SIZE

Class size should range from five to 15 students

## TIME FRAME

2 hours

20 min.

# INTRODUCTION

This training is designed to help Venturers understand how to mentor other members of the crew and appreciate the role mentoring plays in personal growth and leadership for both the mentee and mentor. After completing this training, an experienced Venturer will be able to successfully mentor a less-experienced Venturer through the planning and execution of a crew adventure.

Mentoring is a form of leadership and can be performed in a variety of circumstances throughout the Venturing program. Examples include an outgoing president mentoring the new president or a current member of the Venturing officers' association (VOA) mentoring a new member.

Additionally, mentoring a fellow Venturer to lead a crew adventure is a Summit Award requirement, of which this training is a prerequisite. This course may be completed at any time but must be completed before serving as a peer-mentor.

This training can be presented in its entirety or divided into sessions



**10 min.**

that can easily be delivered during crew meetings, VOA meetings, or forums/roundtables. This course may be presented in small or large group settings or adapted for a one-on-one coaching session.

# ICEBREAKERS/ CONVERSATION STARTERS

Open the session with each of the following conversation starters.

- Recall a time in your life when you might have experienced some major change. Consider the events that were driving the change. Think about the decisions you made and some of the changes that occurred within you. Relate whether someone helped provide an "aha" experience that allowed you to see yourself, others, or the situation in a different light.
- Tell about a personal experience or story that helped shape your outlook on life, family, work, or relationships. Interpret how that influenced your thinking.
- Recall someone who has been influential in assisting you in the discovery of an ability, skill, quality, or talent you had not yet recognized in yourself. Explain how this affected you.

Ask participants to form pairs or triads and discuss each conversation starter, or assign each group a specific one. If time allows, have groups share their conversations.

**Say:** What you just experienced may very well have been a form of mentoring. Seeing things through someone else's more experienced vantage point is just one of the benefits of mentoring.

10 min.

# WHAT IS MENTORING?

Mentoring is an activity that requires trust and commitment. Its origins as a technique to impart important social, spiritual, and personal values can be traced back to ancient Greece.

In Greek mythology, Mentor was a loyal friend and advisor to Odysseus, king of Ithaca. Mentor helped raise Odysseus' son, Telemachus, while Odysseus was fighting the Trojan War. The word "mentor" evolved to mean trusted advisor, friend, teacher, and wise person.

Click here to read more about the story of Mentor.

**Definition**: Mentoring is a personal enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, attitudes, and proficiencies.

A much simpler definition is "a fundamental form of development where one person invests time, energy, and personal knowledge in assisting another person to grow and learn."

## Benefits of Mentoring

Mentoring takes time and a large commitment from both the mentee and mentor, but the benefits to be gained on both sides are well worth it. Mentoring strengthens the crew by:

- Supporting the crew's vision and goals
- Increasing the experience level of crew members
- Building leadership skills



30 min.

# "WHAT'S IN IT FOR ME?"

## Directions

1. Create small groups of no more than three participants.

2. If size permits, you may want to assign being a mentor to half the groups and being a mentee to the other half.

3. Have groups predict reasons why a person would decide to be a mentor or a mentee.

4. Allow groups five minutes to discuss.

5. Have groups share their choices with the other groups.

6. Review the following, highlighting any benefits that have not already been discussed.

### For the Mentor

- Improves communication and leadership skills
- Re-energizes the mentor through working with others
- Provides an opportunity to help others
- Contributes to personal growth
- Increases understanding of a subject by teaching others

### For the Mentee

- Improves leadership skills (planning, project management, time management, etc.)
- Builds communication skills
- Provides an opportunity to learn
- Encourages new contacts
- Increases confidence
- Contributes to personal growth

7. Assign individual groups to put themselves in the place of the mentee and have each group create a list of qualities they would want to see from a mentor. Give groups five minutes to discuss.

8. Now ask those same groups to put themselves in the place of the mentor and have them create a list of what they would want to see from a mentee. Give groups five minutes to discuss.

9. Have each group share their list and justify their responses. Answers should include the following:

## For the Mentor

- Provide guidance based on needs.
- Share personal experiences, successes, and failures.
- Keep commitments.
- Provide encouragement and feedback.
- Keep information confidential.
- Be available.
- Guide mentee to resources and network.

## For the Mentee

- Take ownership of personal learning and development needs.
- Take initiative and drive agendas and meetings.
- Be open about yourself.
- Seek constructive feedback.
- Keep information confidential.
- Learn about the mentor's experience.

10 min.

# COMMUNICATION AND THE MENTORING ASPECT

The key tool in the mentoring process is the discussion between the mentor and the mentee. The success of a mentoring relationship is directly related to the success of the interactions between the mentor and the mentee.

These interactions can be in the form of face-to-face discussions or via email, phone, text, or social media. A true mentoring dialogue occurs when the participants learn to understand and interpret each other's messages correctly, as well as take into account the recipient's competencies and different contexts when sending their messages.

Good mentoring communication involves the following:

- **Mutual respect and trust** — A relationship built on trust and respect eventually creates a secure and safe environment in which mentoring can take place.
- **Listening** — Listening entails the ability and willingness to look at something from the other person's perspective. Listening is also recognizing what is not being said.
- **Nonverbal communication** — Nonverbal communication is particularly powerful in communicating issues of trust, affirmation, and empathy that are fundamental to a mentoring relationship.
- **Giving and receiving feedback** — Effective feedback is another vital aspect of mentoring. The way in which feedback is administered can make or break a mentoring relationship.

Distribute the Giving and Receiving Feedback handout and discuss.

45 min.

# ROLE-PLAY ACTIVITY: THE LEARNING CONVERSATION

Instructor note: You may want to pair participants and have them take turns being the mentee and mentor. Although this course focuses on the mentor, there is value to be gained by experiencing both sides of the partnership.

1. **Say:** The goal of the mentoring process is to create a reflective environment where the mentee can address various issues. The stage of the mentoring experience, whether at the beginning, during the process, or at the conclusion, will dictate the flow of the discussion.

2. Explain that participants will role-play a learning conversation. They will be given time to prepare and can use notes.

3. Distribute the Learning Conversation handout and review the steps.

4. Distribute the Learning Conversation Role-Play Scenarios handout. Explain that participants will use the learning conversation to role-play the mentoring of a new activity chair for a large-scale crew adventure. They may select one of the scenarios or an adventure of their choosing.

5. They may make assumptions as needed to complete the exercise. Give participants time to prepare and ask questions.

6. Reflect on the exercise:

- Evaluate your role as a mentor.
- Analyze how well you were able to keep from "telling" the mentee what to do.
- Evaluate who was doing the talking and who was doing the listening.
- Describe how it felt to be a mentee.
- Communicate the type of rapport you were able to establish.

10 min.

# COURSE SUMMARY

Have Venturers predict who benefits from mentoring relationships. They should mention the mentor, the mentee, and the crew.

Participants will probably have little problem identifying the mentor and mentee, but they may not think of the crew. A solid mentoring program helps strengthen an organization as well as the individuals involved.

Ask participants to review how each of the groups benefit from the mentoring process. Recap their responses and add any from the following chart that were left out.

| Mentee | Mentor | Crew |
|---|---|---|
| Improved performance and productivity | Improved communication and leadership | Retention and improved communication |
| New skills and chance for advancement | Greater satisfaction, loyalty, and self-awareness | Improved morale, motivation, and relationships |
| Greater self-confidence and well-being | A chance to give back, provide service, and earn advancement | Improved organizational learning |

5 min.

# CLOSING

The keys to making the mentoring relationship work are communication, commitment, and trust.

- **Communication**—Both parties should communicate openly and honestly. Mentees should willingly indicate their needs and mentors should willingly share their strengths and knowledge.
- **Commitment**—Both parties should be committed to making the relationship work. All individuals involved should live up to their responsibilities.
- **Trust**—Trust is an underlying factor in a successful mentoring relationship. Building trust depends on simple actions such as keeping appointments, as well as more profound actions such as sharing successes and failures.

You may wish to recite the following quote and go around the table so each participant can briefly say what he or she thinks it means:

> "A single conversation across the table with a wise man is worth a month's study of books."
> ~ Chinese proverb

Thank participants for their time and wish them luck as they prepare to put what they have learned in action.

## Giving and Receiving Feedback

Mentoring is about working together to identify and develop the leadership skills of the mentee. Effective feedback is a vital aspect of mentoring. The way in which feedback is administered can make or break a mentoring relationship.

## Examples of Mentoring Feedback

It is up to the mentor and the mentee to determine the type of feedback that will be the most effective. Examples of feedback include:

- Summarizing what the mentee has said and asking if the summary is accurate
- Encouraging the mentee to examine the situation in a fresh way and to develop positive responses
- Providing supportive evaluation of the overall effectiveness of the mentee's progress

## Principles of Giving Feedback

- Mentors should be specific and realistic about feedback, referencing practical methods and specific areas in which the mentee can achieve the recommended changes.
- Feedback must always be honest and genuine. Feedback must never be personal in nature and should address target areas for development.
- Mentors should be observant of how the mentee handles feedback and adjust if he or she notices the mentee becoming upset.

## Checklist for Mentors Giving Feedback

- Always have the mentee's best interests at heart.
- Always start with positive feedback.
- Prioritize feedback to avoid overload.
- Be responsive to the mentee's reactions.
- Focus on facts and behaviors, rather than emotions and personalities.
- Avoid blaming the mentee for every problem: Seek the "big picture."
- Acknowledge and summarize the mentee's contributions.
- Provide critical feedback in a supportive way.
- Strike a balance between being overly positive and overly negative.
- Work with the mentee to interpret the situations being discussed.
- Examine the mentee's responses to derive further insights.

## The Learning Conversation

The goal of the mentoring process is to create a reflective environment where the mentee can address various issues. The various stages of the mentoring experience will dictate the flow of the learning conversation.

The learning conversation is especially useful in maintaining an effective mentoring relationship. The steps include:

1. **Reaffirmation**—The mentor and mentee establish connectedness, using more than just the normal social niceties. In a good relationship there will be a mutual recognition of emotional states and level of interest.

2. **Identifying the issue**—The issue to be discussed is articulated and the mentee's desired outcome is identified.

3. **Building mutual understanding**—Through the use of open-ended questioning, the mentor encourages the mentee to explore the issue in depth. Direct questioning allows both participants to understand the situation and all of the elements involved more clearly. The mentor wants to **avoid** offering solutions or analogies to his or her own experience. When the conversation comes to a natural end, the mentor should summarize and determine that a mutual understanding has been achieved.

4. **Exploring alternative solutions**—This occurs when both the mentor and mentee allow themselves to be as creative as possible, looking for ways to move forward. The goal is to construct a range of solutions, from which the mentee will eventually choose, to take away for reflection. Guide the mentee to determine his or her own solutions. Don't offer to do things mentees can do for themselves.

5. **Final check**—The mentor encourages the mentee to review what he or she is going to do and why, and what the mentee has learned about both the situation in question and himself or herself. This creates mutual understanding and places the responsibility for what happens next on the mentee.

**Remember:** During the learning conversation be sure to practice good questioning and listening techniques:

- Use open-ended questions:

—Tell me more about that.

—Explain how that made you feel.

—Relate what you enjoyed most.

- Avoid using close-ended questions:

—Did you like the program? vs. What did you like about the program?

- Ask questions that challenge the mentee to think in new ways.
- Avoid asking the question "Why?"
- Encourage the mentee to drive the conversation.
- Listen more than you talk.

## Learning Conversation Role-Play Scenarios

**Scenario 1** You are the program vice president of your crew. During the annual planning meeting, your crew elected to get scuba certified and take a scuba excursion as one of the major activities of the year. No one in the crew is scuba certified. Using the Seven Steps of Good Planning as a guide, mentor the new activity chair.

**Scenario 2** Your crew expressed an interest in taking a mountain trek at Philmont Scout Ranch. The crew program vice president submitted the application for a 10-day trek and the crew was lucky enough to receive a slot. The trek is 20 months away. Using the Seven Steps of Good Planning as a guide, mentor the new activity chair.

**Scenario 3** Your crew has decided to spend seven days in Washington, D.C. The purpose of the trip is to become more familiar with the history of our government and to observe democracy in action. Using the Seven Steps of Good Planning as a guide, mentor another youth to plan this trip.

**Scenario 4** Your Venturing crew is a newly formed coed group with little Scouting experience. The crew has decided to take a local, weeklong camping trip. Activities to be conducted on this campout include swimming, hiking, and canoeing. Travel distance to a potential camping area that will accommodate the intended activities is 110 miles. Using the Seven Steps of Good Planning as a guide, mentor another youth in planning this activity.

## Seven Steps of Good Planning

1. **Set a broad goal or objective.** What is the purpose of the event? The goal needs to be clear to all participants.

2. **Decide what form the project/activity will take.** What exactly has to be done? When does it have to be done? Where is it to be done? Who does what? How is it to be done? Create a list of all pertinent information.

3. **Get everyone affected involved.** Good planning must involve everyone affected to ensure both their understanding and their commitment. Most people like activities they help plan.

4. **Consider resources available.** What facilities, equipment, materials, and supplies will be needed? How will the project be funded?

5. **Develop a step-by-step course of action.** Avoid generalities; be specific. Delegate specific tasks, write them down, and have a specific deadline.

6. **Consider alternatives.** Be flexible; consider possible emergencies. Be willing to change the plan if needed.

7. **Follow through to completion.** The project leader must effectively push the organization toward completion.



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2-Group



3-Group




Ask



Break



Class Size




DVD



Group Activity



Handout



Key Points



Lunch Break




PowerPoint



Projector




Q&A



Say



Objectives



Team-based Learning



Timeframe



Training Mats Flip Chart



Writing Assignment



YouTube



Materials for Distribution



Test/Assessment



Roleplay



Skillsoft



Website