

# MENTORING

CORPORATE LEARNING COURSE

“TEAMBUILDING” BLOCK

SEMINAR 3.7

## SCOPE

The students involved in this course are at the beginning of their Civil Air Patrol careers, and as future members, and leaders of this organization, need to have an understanding of mentoring. Not only do they need to have a grasp of the concept, they need to see how its application will pay great dividends for both the individual and ultimately the short, and long term goals of this Air Force Auxiliary. It must be assumed that our adult members have some grasp of the basic idea of coaching and mentoring. But to understand the need for a personal and organizational need for, and commitment to a mentoring program they need to zero in on an acceptable definition of the concept. After that is accomplished the students should look at the kinds of preparation needed by both the mentor and the protégé. Once it is understood that this is not just a shoot-from-the-hip operation, students will examine how a truly effective program can pay dividends for the individual, and for CAP overall. Since students will have a grasp of the idea, a guided discussion is viewed as the best approach for exploring the ideas which lead to an understanding of the lesson objectives.

## OBJECTIVES

**COGNITIVE OBJECTIVE:** The objective of this lesson is for each student to comprehend that effective mentoring can improve the quality of a members experience in Civil Air Patrol.

DLO 1 – Define mentoring in the students own words

DLO 2 – Explain how mentoring can create a caring organizational climate

DLO 3 – Defend the relationship between effective mentoring and the quality of a members Civil Air Patrol experience

## DURATION

*50 minutes*

## SPECIAL NOTES

- *The course director should coordinate with the instructor to ensure that the necessary audio-visual support will be available (TV, DVD, etc.).*

## INTRODUCTION

*State your topic and introduce yourself.*

### **LESSON OUTLINE:**

**MP 1. (K)** The concept of mentoring

**MP 2. (C)** Mentoring supports the development of the whole person

**MP 3. (C)** Effective mentoring positively impacts overall CAP experiences

**ATTENTION:** Civil Air Patrol is only as good as the people it is able to recruit and retain. For this group of people to succeed in achieving its missions, CAP must provide what they want, in the way they want it, and must be skilled in the handling of its members or they will, and do, leave. High-grade leadership is the central element in here. And our national level leadership knows that human mentoring is one of the skills which must be used to help each member develop to their full potential ultimately helping CAP achieve mission accomplishment.

**MOTIVATION:** Effective leaders have always known that merely directing people to “do” produces inferior results, but that inspiring people to want to do can lead to attaining goals that would be impossible to reach under the command and control philosophy. The greatest problem for managers and trainers however is to give up telling other people what to do. It’s a natural phenomenon when you think about it. We grow up being told what to do, at home, at school, etc., and come to expect it. With little preparation we become leaders ourselves, and follow the same example. The challenge is to release people from the chains of telling and of rules and regulations and conformity. It requires leaders to understand that subordinates have the same feelings of responsibility as they do, and that trust is something to be shared.

It is already established that the mentor/protégé relationship is a needed element in team and organization building. It is clear then that the mentor must believe in the premise that all people can grow. The mentor needs to have a clear vision of that growth, both for themselves and for the people with whom they work. The most important thing we can do as mentors is to encourage others to keep learning. Of course trainers, mentors, managers, coaches, have to lead by example in this area as well.

During this session we will look at the mentor’s role as being that of developing the traveler, rather than providing a map and fixing the road. Thus the goal is a little less clearly defined, and the journey apt to be full of surprises. But we do know that the protégé is typically an adult, ready first to serve, and also to learn new skills. Thus it will help to have a grasp of how adults learn. What we want to do is create an atmosphere where fledglings can spread their wings, try new styles and approaches. If we can do that we will be building an organizational core of leadership and strength.

**OVERVIEW:** We will look at this mentoring business as being skillfully applied to inspire people to meet the organizations needs for enthusiasm and commitment, team work and mutual support, and creativity and cooperation.

The individual can be viewed as a coach, mentor, and trainer. But what you actually call this person isn't as important as understanding the idea that the individual we identify as a mentor assumes more performer responsibility than in a conventional training or coaching only setting. Coaching usually follows training and assumes more self-responsibility on the part of the performer in order to release the skills that people have acquired. The mentor is less performer centered than the coach and as such must have even better rapport development skills. The mentor is generally needed in the early phases and less needed as the performer begins to find their feet and their way. In contrast the coaching process is performer focused. The performer is the center of attention. So coaching is mainly a "pulling out" activity, while mentoring is a "putting in" activity.

### **Body**

**MP 1. (K)** Mentoring is usually a slippery concept. Sometimes it is confused with counseling, or most often viewed to exist in the tough world of business where the mentor pushes the protégé up the corporate ladder.

*Definition:* For our purpose here we'll define mentoring as the process whereby one senior individual is available to a junior to form a non-specified developmental relationship to guide the performer through a phase of operational, professional or vocational preparation and to provide feedback and appraisal.

*Attributes:* It is clear that at least two people are needed to establish this relationship, a mentor and a protégé. But there are some obvious additional needs which will vary based on the situation. The mentor's goal will ultimately be to release latent talent and skills through a process of self awareness which is initiated by the mentor.

**TRANSITION:** Having a working definition of mentoring, we need to look at the various components to reach a clearer understanding the mentoring concept.

LOQ: Who should be a mentor?

- AR: Must have awareness of needs of others
  - Willing to listen
  - Willing to take time away from other things
  - Willing to commit to the relationship
  - Must be emotionally and psychologically ready

FUQ: What does the protégé need to bring to the mentoring relationship?

- AR: Must be a willing participant
  - Assist in setting goals
  - Must be responsible for their own performance

### **INTERIM SUMMARY:**

**TRANSITION:** We've isolated and explored the concept of Mentoring. Let's turn our attention to what mentoring can do to enhance the growth of the protégé.

**MP 2. (C)** Mentoring supports the development of the whole person

When assessed by the Center for Creative Leadership in Greensboro, North Carolina, high-level leaders at a large integrated energy company seemed to have the same story: that they had all experienced an opportunity to cultivate their strengths early in their careers under the guardianship of a mentor. They also felt that the most pivotal experiences in their development had been jobs where they felt that they were in over their heads. But it took an individual who asked them to take the job, and then protected them from the helpful hands at higher headquarters. This protective umbrella became so apparently important to the success to the individuals that the company incorporated it into their career development program, particularly for future CEOs (Primal Leadership, p164).

If the goal is to work with a mentor in cultivating and polishing particular leadership strengths, it is important to make that intention explicit at the outset. In working with a mentor it is important for that person to know what you are trying to do. Also critical is the sharing of your goals and any specific agenda. Thus armed the mentor can help you see beyond the bubble of your own daily experience.

LOQ: Why does the mentor need to understand the environment of the protégé?

AR: Must know the dilemmas which are faced  
Mentors can see outside of protégés daily experience  
Mentors understand the organizational culture  
Mentors have viewed multiple levels of the organization  
Mentors know the group dynamics

FUQ: Explain what “styles” of interaction can operate effectively for the mentor?

AR: Passive, neutral, active  
Directive, non-directive  
Combinations

FUQ: What skills should mentors work on developing?

AR: Creating rapport with the protégé  
Listening skills  
Focus on the objective  
Help the protégé have ownership of their efforts  
Help performer increase awareness of the critical factors  
Use questions as intellectual rudders

FUQ: Why should effective mentoring matter to the mentor?

AR: Get satisfaction from helping others  
Expansion of personal perspectives  
Get to create/share powerful personal insights  
  
Reaffirms various approaches  
Experience rests on a meaningful relationship

FUQ: Why should effective mentoring matter to the protégé?

AR: Is an opportunity to try out new ideas  
Is a large safety net, without threatening current position  
Will get candid feedback  
Reduces stress on all participants  
Accelerates learning  
Provides much needed support  
Increases productivity  
Will help overcome personal/organizational barriers to achievement

**TRANSITION:** All of CAP programs are becoming increasingly more complex. Mentoring helps flatten the learning curve for the individual. By showing a genuine interest in the individual's development we've added a dimension outside of supervising to insure success, especially for the new member. The end result is a better CAP. Let's look at how that happens.

**MP 3. (C)** Effective mentoring positively impacts overall CAP experiences

LOQ: Describe some long term effects on CAP from having a mentoring program?

AR: Develop leadership skills  
Stimulate enthusiasm and commitment  
Enhance loyalty  
Promote flexibility and persistence  
Responsive crisis management

FUQ: What benefits will be part and parcel of this process?

AR: Staff ownership of problems and solutions  
Adaptability and responsiveness to change  
Purposeful, specific, and appropriate self development  
Better corporate vision and understanding of purpose.

FUQ: What organizational factors should be in place to ensure success of a mentoring program?

AR: The mentoring system must fit the organization  
The system should be desired by the members  
The members stand to benefit from it  
Members are committed to the system

FUQ: Based on all that we have discussed so far, relate effective mentoring to the overall quality of every members CAP experience.

AR: Build leadership/team/coaching skills  
Help all members to establish personal goals  
Enhance members understanding of long term CAP goals  
Stimulate an overall CAP "culture" with all members  
Enhance "professionalism" to the Air Force  
Present a unified front to the community

**INTERIM SUMMARY:** We have just looked at how and why an effective mentoring program goes way beyond lip service to the concept and can have a positive impact on every member's overall CAP experience. Of course we are looking for long term member, and organizational, benefits of an effective program like organizational loyalty, enthusiasm and commitment. That will take some organizational commitment, but will yield a better corporate vision and understanding for all members.

**TRANSITION:** It's clear that

### **Conclusion**

**FINAL SUMMARY:** Together we have examined the personal and corporate benefits that will result by implementing a sound mentoring program. To do that we started with an examination of the actual concept of mentoring where we defined it as a process where a senior individual is made available to a junior member with the purpose of developing a non-specific relationship to guide the performer through a phase of operational, professional, and or, vocational preparation which will include feedback and appraisal. We looked closely at how mentoring can support the development of the whole person including the essential skills the mentor should work on developing as well as the how mentoring will impact the specific protégé. Finally we examined the relationship between mentoring and positive impact an effective program can have on overall CAP experiences.

**REMOTIVATION:** We now understand that mentoring is a special relationship, whose sole purpose is to help someone along the road and that it is crucial to continuing development. Mentors help you discover you dreams, to understand your strengths, and the gaps in your potential impact on others and the organization. The mentor does this by guiding you through the steps of your own learning plan. The mentor does this through a relationship based on candor, trust and support.

**CLOSURE:** Mentoring represents a powerful training and management tool for developing and increasing performance in individuals. Remember that the responsibility for performance lies with the individual, and responsibility for support rests with the mentor.