



MENTORING FOR VENTURE CREWS



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.



ICE BREAKER:

CONVERSATION STARTERS



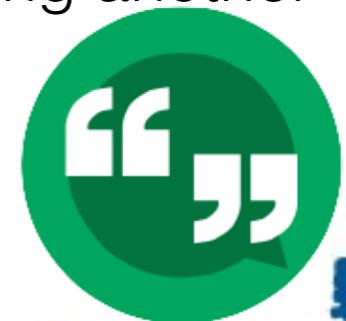
WHAT IS MENTORING?

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.

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."



‘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.



‘WHAT’S IN IT FOR ME?’

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



‘WHAT’S IN IT FOR ME?’

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.



‘WHAT’S IN IT FOR ME?’

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.



COMMUNICATIONS & THE MENTORING ASPECT

The key tool in the mentoring process is the discussion between the mentor and the mentee.

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.



ROLE PLAYING ACTIVITY: THE LEARNING CONVERSATION

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.

Distribute the Learning Conversation Role-Play Scenarios handout



COURSE SUMMARY

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

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



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.

