

LESSON PLAN

Pride and Professionalism

Lesson 1.4 Mentoring

Enabling Objectives:

- 1.4.1 DEFINE the terms role model, mentor, protégé, guide, and teacher.
- 1.4.2 DETERMINE attributes necessary for selecting a positive role model.
- 1.4.3 DESCRIBE the mentor's responsibilities.
- 1.4.4 DESCRIBE a protégé's responsibilities.
- 1.4.5 DESCRIBE the benefits of mentoring.
- 1.4.6 IDENTIFY characteristics of a positive role model.
- 1.4.7 DESCRIBE the components of the Navy's Mentoring Program.

Trainee Preparation Material:

- A. Trainee Support Materials:
 - 1. Outline Sheet 1-4-1
 - 2. Information Sheet 1-4-1
 - 3. Information Sheet 1-4-2
 - 4. Diagram Sheet 1-4-1
- B. Reference Publications: U.S. Navy Core Values Charter

Instructor Preparation:

- A. Review Assigned Training Material
 - 1. Instructors for all lessons must read and familiarize themselves with, at minimum, the "Introduction/Navy Core Values" and "Decision Making" lessons. This will allow instructors to

relate their lesson's material to Navy Core Values, the Four Universal Ethical Principles, and the Five-Step Decision Making Process. Instructors should bring these into their discussion whenever the opportunity presents itself, whether in the form of the instructional material itself or questions from trainees.

B. Reference Publications:

- 1. Navy Knowledge Online (NKO) Mentoring Guide 8/07 (ppt)
- 2. Skillsoft Mentoring Courses on NKO/Navy E-Learning:
 - a. Effective Mentoring - MGMT0251
 - b. Implementing an Organization wide Mentoring Program - MGMT0253
 - c. Mentoring Essentials Simulation - MGMT0250
 - d. Mentoring Strategies in the 21st Century - MGMT0254
 - e. The Mentoring Manager - MGMT0252
 - f. e-Mentoring - MGMT0256
- 3. Netg Mentoring Courses on NKO/Navy E-Learning:
 - a. Mentoring: Developing Your Mentoring Skills - 41092
 - b. Mentoring: Implementing a Formal Mentoring Program - 41091
 - c. Mentoring: Using a Mentor to Your Advantage - 41093

LESSON PLAN

Pride and Professionalism

Lesson 1.4 Mentoring

4. <http://www.mentoringgroup.com/html/articles>
 5. <http://www.uscg.mil/hq/g-w/g-wt/g-wtl/mentoring.htm>
- C. Training Materials Required:
1. Computer and Compatible Projector
 2. Navy Pride and Professionalism Presentation CD
 3. White Board or Newsprint
 4. Colored Markers
 5. Trainee Guide
 6. PowerPoint Slides 1-4-1 through 1-4-17

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

1. Mentoring

2. Mentorship

RELATED INSTRUCTOR ACTIVITY

1. **Slide 1-4-1**, Lesson Introduction

Establish Contact. Introduce yourself and provide any background about yourself that might be of interest.

Establish Readiness.

Motivating Statements: In the previous lesson we discussed Communications and conflict Management and the benefits of knowing how to communicate and resolve issues. In this lesson we'll look at the Navy's Mentoring program and how it can benefit a Sailor's career development opportunities and how the program benefits the Navy as a whole.

Tell trainees how they will use the course material.

Briefly discuss the advantages of establishing a mentoring relationship.

Slide 1-4-2, Lesson Overview

Give an overview of the lesson.

2. Mentorship

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- a. The Navy's Mentoring Program: Successful commands have active mentoring programs. They encourage Sailors to become involved for their benefit and the benefit of the Navy.

The Navy Knowledge Online Mentoring Guide points out the following about Mentoring:

(1) **Mentor/Protégé Relationship:** Mentoring is a mutually beneficial relationship between a **Mentor** and a **Protégé (Mentee)** to share resources, time, experiences, and expertise to help with **personal and professional growth**. The program can be used by both officers and enlisted personnel, for a variety of reasons:

- (a) Education
- (b) Career
- (c) Finance/Investing
- (d) Cultural
- (e) Spiritual

RELATED INSTRUCTOR ACTIVITY

- a. Use the following question as the lead-in to the discussion.

QUESTION: Ask someone to define what they believe the "Mentoring" program is all about.

ANSWER: Train better Sailors and technicians, develop leaders

(1) **Slide 1-4-3, Definitions**

Progressively disclose definitions

Look for the obvious misconceptions, and make sure the following terms get defined:

mentor, protégé, role model, guide, teacher

You might note that some commands with programs refer to Protégés as "Mentees"

Mentor: Webster's definition "a trusted counselor or guide"

Protégé: Webster's definition "one who is protected or trained or whose career is furthered by a person of experience, prominence, or influence" – by "protected" they are inferring watched over, to shield

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

(2) Shared Experiences: Mentoring is a way for more experienced Sailors to share their experiences with new or less experienced “protégés.” A mentor acts as a **trusted counselor**, or **guide**, who assists the mentored protégé in **setting and achieving goals for developing career direction and skills**. Terms like **role model** or **teacher** are sometimes considered characteristics of a mentor.

(3) Mentoring and Coaching:

(a) Coaching:

Coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, we need both mentoring and coaching to maximize learning and development.

(b) Mentoring: Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development.

RELATED INSTRUCTOR ACTIVITY

(2) Role Model: Webster’s definition “a trusted counselor or guide “a person whose behavior in a particular role is imitated by others”

Guide: Webster’s definition “one that leads or directs another's way” or “a person who directs another's conduct or course of life”

Teacher Webster’s definition “one that teaches” or “one whose occupation is to instruct”

(3) Bring up the discussion of coaching and describe its relationship to mentoring.

(a) **Slide 1-4-4**, Coaching

(b) **Slide, 1-4-5**, Mentoring

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (c) **The Difference.** Essentially then, coaching is technical support focused on development of the techniques effective employees must know and be able to do, while mentoring is the larger context and developmentally appropriate process for learning all of the other professional and personal skills and understandings needed for success.
- (4) **Types of Relationships.** There are two types of mentoring relationships one is informal which can occur naturally, and the other is formal, a more planned process.
- (a) **Natural or Informal:** It occurs through friendship, collegiality, teaching, coaching, and counseling.

RELATED INSTRUCTOR ACTIVITY

- (c) **Slide 1-4-6, The Difference**

Make note that “coaching” is one technique that mentors use to assist their protégés.

Transition back to Mentoring by noting that there are two types of mentoring relationships.
- (a) **Relate this to the buddy system, working alongside members of their work centers, divisions, or departments receiving localized training or career counseling and advice. It’s an informal approach to mentoring; there are no agreements between parties to indicate responsibilities. Cite some examples: Professional Development Boards
PQS/PMS training
Add others that might apply within your command.**

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (b) Planned or Formal: It occurs through structured programs in which mentors and participants are selected and matched through formal processes.

- (5) Targeting Goals and Objectives: In a formal or planned mentoring relationship, mentor and protégé:
 - (a) Identify objectives, goals, and developmental needs.
 - (b) Define and establish a plan to accomplish protégé goals objectives and development need.

RELATED INSTRUCTOR ACTIVITY

- (b) Refer the students to the Trainee Guide Information Sheet, 1-4-2 Mentorship Agreement p.76 in Trainee Guide Volume 1. and p 7 in Volume 2.
Point out that this type is formal in nature, and establishing a mentor/protégé relationship is handled by signing formal agreements

- (5) Point out that the relationship can be formal or informal but, in the case of planned mentoring, specific targets (goals and objectives) are identified and documented, and that a mentor does not have to be someone within one's command. The use of technology makes it easy to set up a "virtual" relationship at long distances.

If the command has a "Command Mentoring Program." Use it and its structure as the basis for the remainder of the discussion. Find out if there are any workshop participants that are involved in a mentoring relationship. If not, bring in Sailors who are in the program (mentor and protégé) and let them speak for it. Is it formal or informal? Ask them to elaborate on the relationship.

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (c) Meet regularly in person or via phone or e-mail to review and evaluate progress.
- b. Mentoring is **NOT** – as you can see from the discussion, mentoring is not:
 - (1) Casual advice; it is structured and planned.
 - (2) Necessarily for everyone; some individuals do well on their own.
 - (3) On-the-job training (OJT); the mentor is not looking over your shoulder while you are working. The mentor may even be located at another command, in another state or country.
 - (4) Not a guarantee of a successful career; it involves hard work, commitment, and dedication.
- c. The Benefits. The benefits of mentoring are many, and for both the mentor and the protégé.

RELATED INSTRUCTOR ACTIVITY

- b. Make sure these points are brought out in the discussion.
- c. **QUESTION:** What are some of the benefits for the mentor?

ANSWER: Growth and development both personally and professionally.

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (1) Let's start with the mentor. - By participating in a mentor/protégé relationship, mentors develop valuable skills that can further their personal and professional development as well. By engaging in successful mentor/protégé relationships, mentors can take pride in the fact that they are helping to shape the future leadership of the Navy.

- (2) And what about the protégé? The benefits are numerous:
 - (a) Listening ear: Every one of us is ultimately responsible for our own career. However, it can help tremendously to have someone to talk with who can provide a listening ear and share what they've learned about the organization and the things that helped them succeed.
 - (b) Valuable direction: Mentors can provide valuable direction and clarification at times when the protégé "can't see the forest for the trees."

RELATED INSTRUCTOR ACTIVITY

- (1) **Slide 1-4-7**, Benefits to the Mentor

Notes:

Make sure the discussion stays focused on the "Mentor." The discussion about the "Mentee" or "Protégé" is dealt with in the next slide.

If someone should respond that "it's another bullet on an evaluation," use that opportunity to relate the comment back to Navy Core Values. Does the Sailor see mentoring only as having personal value – a somewhat selfish viewpoint? Where is the "Commitment" to doing the "Right Thing" for a shipmate?

- (2) **QUESTION:** What is the benefit to the protégé / mentee?

ANSWER: Listen to the responses then show the slide and discuss each benefit.

- (a) **Slide 1-4-8**, Benefits to the Protégé

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (c) Gaps filled in: Mentors can help the protégé figure out what they need to do to fill in the gaps between where they are now and where they want to be in the future.
- (d) Doors opened: Mentors can sometimes serve as “door openers,” informing the protégé of opportunities they may not have been aware of (for example, referral to a program or training, introducing them to people in their field of interest, or recommending them to assist in a project that expands their skills).
- (e) Different perspective: The most valuable and important assets mentors contribute are a listening ear and a different perspective.
- (f) Growth and Development: Mentors can provide protégés with valuable experience by allowing them to benefit from the mentor’s experiences (good and bad) and lessons learned over their career. The mentor can only suggest growth opportunities and provide career guidance; **it is the protégé who is ultimately responsible for their own career development.**

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (3) For the Navy. Besides the obvious personal and professional advantages that the mentor and protégé receive, the Navy also receives tremendous benefit through a much more skilled and qualified workforce. The mentoring program builds tomorrow's leaders.
- d. Finding a Mentor: OK, those are some of the benefits of the program. Now how does one find a mentor or protégé to work with, and what are their responsibilities?
- (1) Look Locally: If you have the option to find a mentor locally or within your command, you might begin by reviewing Sailors who exhibit the qualities you identified at the outset of this workshop, Sailors who possess the qualities, and "values" you admire. That's a good place to start. Consider also someone who:
- (a) Has experience in your rating or professional area of responsibility.
 - (b) Is well connected in the professional community (i.e., networking).
 - (c) Is honestly interested in helping you advance your career.
 - (d) Has the time and ability to work with you.
 - (e) Is trustworthy, non-judgmental, ethical, and self-confident.

RELATED INSTRUCTOR ACTIVITY

- (3) **QUESTION:** OK, the mentor and mentee benefit, what about the Navy; where is the benefit?
- ANSWER:** Listen to the responses then show the slide and discuss each benefit.
Slide 1-4-9, Benefits to the Navy
- (1) Recall the opening icebreaker activity at the beginning of the day in Module 1 and the quality, values, and standards they identified. Point out that research suggests that the most successful programs are those in which the protégé has the opportunity to select their own mentor.

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (f) is a good listener.
- (2) Pay Grade Relationship: It's a good idea to seek out someone who is senior to you, someone at least two pay grades above your own.
- (3) Help in Locating A Mentor. If for whatever reason you can't find a mentor locally, the Center for Personal and Professional Development has established a Mentoring page on Navy Knowledge Online (NKO).
- e. Components of the Program: Four Steps
 - Learn what mentoring is about.
 - Enter into a Mentoring/Protégé agreement.
 - Use your Individual Development Plan (IDP) to improve.
 - Spread the word!
- (1) Learn what mentoring is all about; we've pretty much covered this area.

RELATED INSTRUCTOR ACTIVITY

- (2) A two pay grade level difference is the most helpful. If the mentor is senior to the mentee by more than two pay grades it may be more difficult for the mentee to achieve the same or similar goals that it was for the mentor when they were at that stage in their career.

Exceptions: we have people in partnerships that are the same grade or lower grade than their protégés; it all depends on the goals and *needs of the protégé*.

- (3) **Slide 1-4-10**, Mentoring Resources on NKO

For a list of NKO mentoring courses, refer trainees to Information Sheet 1-4-1 (page 75 in the Trainee Guide Volume 1 and page 6 in Volume 2).

- e. **Slide 1-4-11**, Navy Mentoring Program – Four Steps

- (1) **Slide 1-4-12**, Mentoring – Step 1

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (2) Enter into the Mentoring/Protégé Agreement: remember, it's a formal agreement you are signing. You essentially are giving your word, expressing your **COMMITMENT** to completing the program.
- (a) Plan to commit to a one-year partnership. It takes a while to develop the trust and type of relationship necessary to begin working on identifying goals and an action plan to achieve them.
 - (b) Plan to discuss a “no-fault” termination clause, in which either party can back out if it's not working for them.
 - (c) Plan to have a six-month checkup point to evaluate how it's working out for each of you.
- (3) Individual Development Plan: Prepare an IDP to improve – the IDP is used to objectively measure how well the protégé is doing toward meeting their goals and objectives.
- (a) Goals and Objectives: We all have goals and objectives, something that provides direction. Most of the time we keep them in our heads and review them (maybe) occasionally. How do you measure your success against them? How committed to them are you?

RELATED INSTRUCTOR ACTIVITY

- (2) **Slide 1-4-13**, Mentoring – Step 2
- Refer the students to the Trainee Guide Information Sheet, 1-4-2 Mentorship Agreement p.76 in Trainee Guide Volume 1. and p 7 in Volume 2. Tie the agreement back to Navy Core Values. Make note of the agreement and assignment of responsibilities and the underlying personal accountability attached to the agreement.
- Recall that it is the protégé who is ultimately responsible for their own career development; once they enter into the agreement they must be committed to completing the agreement. Otherwise they are wasting their time and the mentor's, who could be spending time with someone who is committed to growth and development.
- (3) **Slide 1-4-14**, Mentoring – Step 3
- Refer students to the IDP Diagram Sheet 1-4-1 (page 91 in the Trainee Guide Volume 1 and page 12 in Volume 2). Discuss both the long- and short-term goals, try to briefly address each of the columns.
- (a) Suggest that they honestly consider entering into a mentoring relationship.

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

- (b) Get involved: Give some hard thought to entering into a mentoring relationship; it's good for you and the Navy.
- (4) Lastly, Spread the word: Tell your shipmates about your experiences with mentoring, encourage other to become involved. The Navy as a whole benefits enormously from the mentoring program. It is within this type of program that many of the leaders who will take the Navy forward are being developed. So prepare to take on a new (or improved) mentor role with others in the future! Your future mentees are out there waiting for you, and nothing would honor your mentors more!
- f. Much more information about mentoring is available on NKO via the Navy E-learning (NEL) courses.

RELATED INSTRUCTOR ACTIVITY

(4) **Slide 1-4-15**, Mentoring – Step 4

Recommend students consider becoming a strong mentor themselves. Suggest that as you progress through a mentorship keep track of what has worked and what hasn't. What aspects of the program do they like or dislike?

QUESTION: So, what happens if you arrive at a new command they don't have a Mentoring Program? What can you do?

ANSWER: There are a lot of things you can do. Use the chain of command, ask your division leadership questions about the program, research what you need to do to get a program started. You might even consider looking outside the command for a mentor to get started.

LESSON PLAN

Navy Pride and Professionalism

Lesson 1.4 Mentoring

DISCUSSION POINT

3. Summarize the lesson.
 - a. Mentoring – What is it?
 - b. Types of Mentoring Relationships
 - c. The Benefits
 - d. Mentoring Resources – Look locally; use the chain of command and NKO.
 - e. Four Steps of Mentoring -
 1. Learn what mentoring is about.
 2. Enter into a Mentoring/Protégé agreement.
 3. Use your Individual Development Plan to improve.
 4. Spread the word!

RELATED INSTRUCTOR ACTIVITY

3. **Slide 1-4-16**, Summary

Review the key points, stressing the potential benefits
Describe:

 - a. Mentoring – What is it?
 - b. Types of Mentoring Relationships
 - c. The Benefits, to the Mentor, Mentee, and Navy
 - d. **Slide 1-4-17**, Summary Cont.
Resources, where to find help
 - e. Four Steps

Ask if there are any questions.

If timing is appropriate take a 10 minute break.