

Mentoring: Building on Success

Lesson Plan:

Duration: 50 Minutes

Teaching Method: Lecture/Discussion

References: Student Guide; CAPP 50-7, *MENTORING: Building Our Members*; and CAPP 50-8, *Organizational Excellence Mentor's Guide*

Teaching Aids/Handouts: Student Guide, & Slide Presentation

Reading Assignment: Student Guide; CAPP 50-7, *MENTORING: Building Our Members*; and CAPP 50-8, *Organizational Excellence Mentor's Guide*

Lesson Objective: Comprehend the benefits of a mentoring program at the unit.

Desired Learning Outcomes:

1. Define Mentoring.
2. Identify ways a unit mentor program can help new members succeed.
3. Describe how to build a mentoring program in your unit.
4. Discuss how to select good mentors within your unit.
5. Describe how to properly train, match, & monitor mentors in your unit.
6. Explain how a mentoring program can enhance membership retention.

Lesson Strategy:

This segment is designed to impress upon commanders the importance of mentoring in their units. This is critical, especially given CAP's past problems with membership retention. You will define mentoring at the unit level, explain the importance of selecting good mentors, introduce a possible Unit Mentor Program, and identify some simple techniques for helping new member retention in the unit.

CAP Unit Commanders Course: Director/Instructor Guide

This lesson must impress unit commanders with the view of CAP from a new member's perspective by putting the unit commander in the new member's shoes. The proven historic value of a mentor program must be demonstrated such that each unit commander can see why a mentor program at the unit level is so important to their unit's success. Make certain the unit commanders understand the tools they will need to select and train good mentors. Convince the unit commanders by reviewing the known benefits of unit mentoring.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter may personalize the lesson to reflect the unique characteristics of the wing.

Lesson Outline:

MAIN POINTS:

- I. Mentoring defined.
- II. Ways a mentor program helps new members succeed.
- III. How to build a simple mentoring program.
- IV. Selecting good mentors.
- V. Train, match, and monitor mentors.
- VI. Mentoring can enhance membership retention.

Teaching Plan

Lesson Objective: Comprehend the benefits of utilizing a mentoring program at the unit level.

ATTENTION:

Can you remember what it was like when you first joined CAP? Do you remember all the acronyms, the constant regulation references, and the frustration at not being able to just jump in and start contributing right away? Wouldn't you have liked having some personal attention and help?

MOTIVATION:

Mentor: a wise and trusted guide and advisor. CAP Mentors must be teachers, counselors, and successful experienced members willing to freely share all they know.

OVERVIEW:

In this segment we'll discuss the definition of mentoring and the importance of instituting a mentor program in your unit. We will discuss how mentoring can help the entire unit be more successful. You will be shown a basic unit mentor program you can use to start up mentoring in your unit. We will identify how mentoring can help unit membership retention and improve the quality of new recruits. Finally, we'll examine some techniques you can use to make certain your unit builds on past success and helps assure future success through mentoring.

TRANSITION:

STATE: Almost everyone has experienced the benefits of a mentor during their life. Your mentor may have been a past teacher, a close relative (like a wise grandmother), or just a learned friend who took the time to help you along the way. Mentors and mentoring have probably already affected most of your lives in positive ways.

Main Points:

MP I. Mentoring defined

- A. Poll students for their definitions.
- B. State the book definitions.
 - 1. “.. a wise and trusted guide and advisor.” (Wikipedia)
 - 2. “.. a trusted counselor or guide, tutor, or coach.” (CAPP 50-7)
 - 3. “.. more experience helping less experience.” (CAP 50-8)
- C. Have students give examples of mentors in their lives.

MP II. Ways a mentor program help's new members succeed

- A. Why use and promote mentoring in your unit?
 - 1. CAP membership is complex to outsiders.
 - 2. CAP is unique from other organizations.
 - 3. Gets more experience paired with less experience.
 - 4. Provides direction and focus to new members.
 - 5. It provides a more positive experience for all.
 - 6. Mentoring programs enhance unit retention.
- B. Ways mentoring helps new members:
 - 1. Buffers the initial “Culture Shock”.
 - 2. Gets them started on the right track.
 - 3. Provides needed direction and focus.
 - 4. Bust through the cloud of confusion.
 - 5. Provides them with confidence.
 - 6. Makes them feel valued.
 - 7. Enhances moral and esprit de corps.

MP III. How to build a simple unit mentoring program

- A. There are four basic steps to any unit mentor program:
 - 1. Identify available mentors in your unit
 - 2. Train and prepare your mentors to succeed
 - 3. Match mentors with new members carefully
 - 4. Monitor the program and make adjustments as required
- B. Very helpful and important official CAP guidance is provided in CAPP 50-7, *MENTORING: Building Our Members* and CAPP 50-8, *Organizational Excellence Mentor's Guide*.

MP IV. Selecting good mentors

- A. Identifying and finding mentors is no easy task; it must be accomplished with great care.
 - 1. Only use motivated seasoned members with a successful past
 - 2. Identify those who enjoy and fit the teaching and advisor role
 - 3. Mentors must be good role models in every way
 - 4. Mentors are the ones who are excited to greet unit visitors
- B. Select those from your squadron who possess the following qualities:
 - 1. Vast experience,
 - 2. Great wisdom and Judgment
 - 3. Outgoing Personality
 - 4. Respected by Others
 - 5. Demonstrated Success
 - 6. Friendly
 - 7. Temperament to Teach
 - 8. Willing to Mentor

MP V. Train, match, and monitor mentors

- A. Train your Mentors to succeed
 - 1. Review CAPP 50-7 and CAPP 50-8 in detail with your mentors
 - 2. Review your own expectations of the Mentor and Mentee
 - 3. Ask and receive commitments of service to the unit and new members
 - 4. Reward Unit Mentors with meaningful public recognition and praise
- B. Match Mentors to member's needs
 - 1. Involve the new member in the choice of Mentor
 - 2. Mentor and mentee should review each other's expectations.
 - 3. Be sensitive to specific cultural needs of mentor and mentee
 - 4. Be prepared to adjust/change Mentor/member pairing if necessary
 - 5. Follow up with inquiries about how is it going between the two
- C. Monitor the program regularly
 - 1. Tune in your awareness for problems or discontent
 - 2. Periodically review feedback and adjust as required
 - 3. Watch for signs of "lopsided" mentoring (CAPP 50-8).
 - 4. Listen. Listen. Listen.... and hear what is happening.

MP VI. Mentoring can enhance membership retention

- A. Mentoring helps remove the confusion cloud.
- B. Mentoring helps improve personal relationships with existing unit members.
- C. Mentoring promotes opportunities for new member participation.
- D. Mentoring gives new members a more direct communication link to command.
- E. Mentoring helps the not so motivated become more motivated.
- F. Mentoring enables dedicated new members to succeed.

QUESTION AND ANSWERS:

Use the suggested questions to facilitate the discussion, and field any questions that the students may have.

Lesson Summary:

SUMMARY:

Mentoring should be a fundamental part of any successful CAP unit's operations. Developing and exercising a mentoring program will help the unit commander create a welcoming atmosphere for new members and give the unit's seasoned members more purpose with their experience and wisdom. That gives the unit commander more time to lead, rather than play catch up with keeping new and existing members entertained.

REMOTIVATION:

An effective Unit Mentoring Program can help create a unit environment conducive to improved retention and will enhance the ability to keep high quality new members.

CLOSURE:

Take an active role in helping your unit succeed by starting and conducting a Mentor program today. It is too easy to do and too beneficial to ignore.

Suggested Questions:

1. What if there are no willing mentors in my unit?

Answer: Look to past unit commanders of other units or others who may now be serving at Group or Wing level, but are still living in the local area or are easily accessible to the new member.

2. What if the Mentor and new member simply do not get along?

Answer: Start the pairing on a trial basis. Make certain both know the mentor could change at any time with no hard feelings or disappointment. The member being mentored should be in control of the pairing as much as possible.

3. How do I monitor the mentoring activity effectively?

Answer: Make the Mentor responsible for reporting activities directly to you or an assigned Mentor Program Officer on a regular basis. The Mentor must be motivated and energetic as an example for the new member. The Mentor needs to be deliberate and concise in planning the new member's training and blowing away the initial confusion cloud.

4. How do I know who will work best as Mentor with a new member?

Answer: Let the new member tell about themselves to everyone at a unit meeting. Then try to identify a Mentor with similar background or interests. Discerning a new member's motivations when joining CAP is critical to understanding how to enable them to succeed. The Mentor must understand these motivations before they can mentor effectively. Get the new member to open up to the squadron about his/her interests and history.

5. What if I need more mentors than I can possibly recruit?

Answer: That is a good sign of a growing unit. New members need a friend who is willing to answer or research their questions. Maybe you need Mentors who are just good friends willing to help. You may need to use the older and more experienced Mentors as the overseers of other less experienced Mentors. That will help you stretch your limited resources. There is also nothing cast in stone that a Mentor may serve only one new member. There might be more interactivity and positive development for a Mentor to serve several new members in a group arrangement. This might be particularly true if several new members joined the same night or together and were already friends before coming to CAP.

Field any other questions that the students may have.