



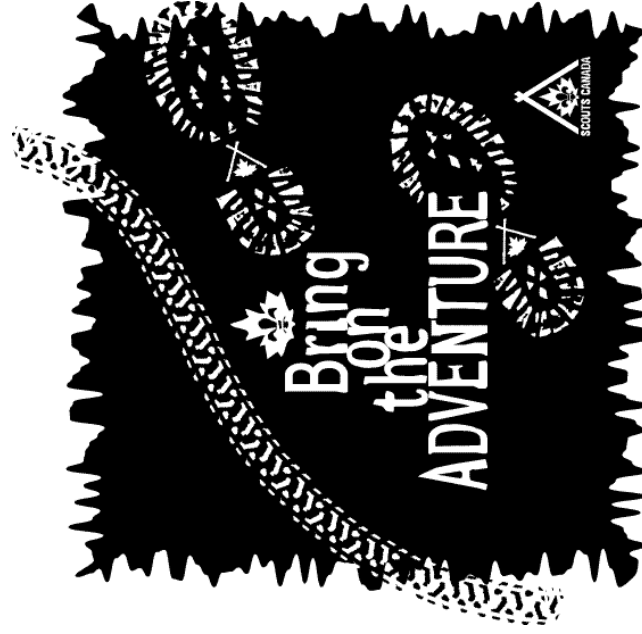
Key People in Your Group

Who	Name	Phone	E-Mail
Your Group Committee Chair			
Group Treasurer			
Group Registrar			
Group Committee Member			
Group Committee Member			
Your Group Scouter (area team member)			

Key People in Your Area

Who	Name	Phone	E-Mail
Area Commissioner			
Deputy Area Commissioner, Training			
Deputy Area Commissioner, Group Support			
Deputy Area Commissioner, Program & Member Services			
Deputy Area Commissioner, Membership			
Deputy Area Commissioner, Recognition			

Mentor's Handbook



Overview

Why Mentoring:

Mentoring involves a more experienced Scouter assisting a new Scouter to develop enthusiastic and consistent program delivery.

The Benefits of Mentoring:

- New Scouters benefit as they receive assistance in learning the basics of scouting in a supportive environment.
- Mentors benefit through renewing enthusiasm for their role in our organization and gaining satisfaction in assisting a new Scouter to develop.
- Mentoring offers Scouts Canada many potential benefits, including higher level of commitment, retention of members and improved program delivery.

Mentoring Roles

The Mentor provides the tools and resources required by the new Scouter to provide a program that models the Principles of our organization.

The Matching Process

The Mentor and new Scouter will be paired by the Area Commissioner or designated committee.

All participants in the program should feel comfortable and free to express concerns and feelings. All feedback is valuable and should be treated as an opportunity to assess and improve the program.

If the match is not working either participant may contact their Area Commissioner to find a new match.

Training

Training of Mentors is crucial to the success of the Mentoring Program.

Mentoring Group Size

Mentoring can be one on one or as a group.

About This Handbook

This handbook is a guideline of suggestions for mentoring a new Scouter. It must be adapted to suit the needs of the new Scouter.

Introduce Yourself

May be completed by the new- Scouter and/or the Mentor, to help with planning the Mentoring Program

1. Do you have any community involvement or other experience which may help you in your position in Scouting?
2. Do you have any formal qualifications that may assist you in your Scouting position? (e.g., lifesaving, community/polytechnic courses, first aid, training, academic, etc.)
3. Scouting experience, if any.
4. Are there any activities you enjoy doing which you could share with others?
5. How have you personally benefited from your involvement in Scouting?

First Meeting With Own Section

It is important that the first time the new Scouter meets their section, both he/she and the members of the section have a positive experience. Thought should be given as to how he/she will be introduced and what part she will take in the meeting. Encourage discussion and implementation of shared leadership with all Scouters.

The amount that you personally work with him/her over the next few weeks will depend on the skills and confidence and the leadership team of the section.

It cannot be expected that he/she is now ready to work unaided. The type of continuing support that you give will vary according needs. It could be any or a combination of the following:

- Keeping in touch as he/she works with other section Scouters
- Assisting with ideas for meetings
- Giving on-the-job training
- Arranging training from Trainers or other experienced Scouters
- Providing resources
- Meeting or contacting them to discuss progress and needs

On- The-Job Training

Working together with the section Scouters, create a seamless entry into the section activities.

Reassure the new Scouter that you are available to attend meetings. Encourage the Scouter to use *Jump Start* and other resources (give examples and sample meetings if you can). Explain that they should continually work on the Basic learning objectives and that you are available to provide assistance and look forward to presenting the Wood Badge recognition by the end of the season.

Remember, you have succeeded as a mentor if the new Scouter feels comfortable with the role and no longer requires your *active* assistance.

Mentoring Program Objectives

First meeting

- New Scouter and Mentor meet
- New Scouter mentoring handbook explained
- “Introduce Yourself” (see page 11)
- Follow-up of *First Steps* - answer any questions, review program materials

Second meeting

- Review job descriptions, uniform and insignia
- Adult Training and Development opportunities
- Plan a visit to another section (observe Scouting in action).
- Answer any questions.

Visit(s) to Section(s)

- Observe a section in action and participate in the activities.

On-the-job training

- New Scouter is supported in his/her role until he/she has acquired sufficient skills and resources to work independently. This support may be required for a week or two, or one month or six months depending on their experiences.

Further Training

- Mentor accompanies new Scouter to *Basic Program Planning and Delivery* sessions workshops or Scouting Conferences

Mentor's Tool Box

(Checklist for Mentor before meeting new Scouter)

- Duty of Care*
- Camping/Outdoor Activity Guide*
- First Steps* Orientation Manual for New Scouters
- Basic Program Planning & Outdoor Skills* Learning Objectives
- Volunteer Screening Handbook* (or a set of role descriptions)
- Jump Start* for the section
- The Leader* (Bring several old issues, so samples can be left with new Scouter)
- Scouting News* council newsletter
- Forms contained in the *Camping/Outdoor Activity Guide*
- Adult Registration form
- Youth Registration form
- Treasurer's Handbook
- Program Books (youth and Scouter copy)
- Record sheets
- Mentoring workbooks for New Scouter
- Contact list

Make sure that everything is current.

Listening Skills

The experience of being “really listened to” is a special one. It leaves a sense of being valued, understood, and appreciated. Although we spend a lot of our time talking, it is surprising the number of times that we feel that we are not listened to, that half truths are picked up and that judgments are made on incomplete information. Real listening involves concentration and willingness to focus on what the other person is saying and understanding from his point of view. Good listening builds rapport and conveys a belief in the other person’s ability to solve their own problems. It treats a person with respect and integrity.

The following checklist identifies skills of real listening:

- Focus your total attention on the other person.
- Don’t use their talking time to think of the next thing you want to say.
- Listen with a mindset that refrains from making judgments.
- Listen to identify the factual content and the meaning and feelings behind what is said.
- Reflect back to the speaker to check that you have heard the intended message. Ask questions to clarify meanings and open up new ground.
- Draw the threads together by occasionally summarizing the meaning and the significance of the information you have received.
- Focus the discussion to keep a sense of purpose and direction but in a way that does not manipulate or control the person.
- Remember the quality of your response tells the person how well you are listening.
- Regularly check to make sure that you understand how they are feeling about the direction, progress and pace of the discussion.
- Resist the urge to correct what you feel is factually incorrect - just note it as a point that needs clarification later.
- Always relate and behave in away that supports and enhances the self-esteem of the person.

What To Look For (New Scouter visits another Section to observe)

- What happens when the youth first arrive at the meeting place?
- How do the Scouters get the youth’s attention?
- How do they keep control?
- How does the meeting start?
- What part does shared leadership or the patrol system play in the section?
- How are responsibilities shared?
- How is the program for the meeting divided up?
- How long does an activity last?
- Is there variety in the program?
- What evidence is there that the youth have played a part in choosing the program?
- What books and records are kept?
- Are the youth happy and having fun?
- How do the Scouters and the youth relate to each other?
- How are other people or resources used?
- What was the interaction between Scouters and parents?
- In what ways are the youth encouraged to put the Promise and Law into action?
- How does the meeting end?
- Any other observations?

Area Meeting (What To Expect)

Explain to the new Scouter that we represent all the members of our Section at Area Meetings which are held regularly. They are a chance for all Scouters to get together and find out what is going on in Scouting

1. Encourage him/her to take an active role in the decision-making process. Encourage the Scouter to feel free to express opinions and ask questions which will enable the Council to make informed decisions.
2. At the meeting, introduce the new Scouter to the Members of the Area Service Team
3. Explain some of the topics that may be raised at these meetings, such as:
 - Training
 - Coming Events
 - Sharing program ideas
 - Planning area activities
 - Fund Raising
 - Group Reports

Visit to a Section Meeting

It is important that you go with the new Scouter to the section visit. He/she will have already established a rapport with you, and you can refer to things that you have discussed as they occur during the meeting. Arrange to arrive early, so he/she can meet the Scouters and observe the beginning of the meeting. Record the details of where, when, who, etc. in the table below, as a reminder for both you and the new Scouter. (The same table is on page 7 in the *Mentoring Workbook for New Scouters*)

During the meeting, stay with them as much as possible, commenting on anything that you think of interest and help to relate the meeting to the “What To Look For” page. Do your best to make the visit an enjoyable experience for everyone.

When the meeting is over, spend some time discussing what he/she has written down on the “What To Look For” page. Add your own comments where appropriate, but avoid critical comments about the Scouters or the way the section was run.

Section to be visited	
Date/time of visit	
Location	
Name(s) of Scouter(s)	
Phone contact	

Initial Meeting (Between New Scouter and Mentor)

Much of the success of the entire Mentoring Program for the new Scouter will depend on the relationship that you establish at the first meeting.

It is important to think through how this will happen and what you want to achieve at the end of it.

While there is a certain amount of information that you will need to give, the main objective of this meeting is to establish a productive and warm working relationship.

The starting place for this is your own attitude.

1. Believe in what you are doing

Your main aim in this first meeting is to show the new Scouter what advantages he/she will get from becoming a Scouter. While he/she has signed the Adult application form and made the commitment he/she may still be hesitant and unsure.

Explain why you are a Scouter:

- ✓ your belief in Scouting
- ✓ your enthusiasm for Scouting
- ✓ your enjoyment of Scouting
- ✓ your examples

...are the best possible training tools to inspire and motivate a new Scouter.

Use them!

- A detailed description of a heavy time commitment
 - A long list of skills needed
 - A passionate plea for new Scouters
 - Negative comments about other Scouters
- ...are the best ways to make sure that he/she doesn't return.

Avoid them!

2. Care about the new Scouter

- Think back to when you were a new Scouter. What concerns and anxieties did you have? Think about where you will hold this first meeting - the new Scouter's own home is often comfortable, but may not be. Offer your home or an alternative venue. Try to find a location with minimum distractions.
- Make sure that he/she is physically comfortable.
- Tell him something about yourself (and give him your name and

phone number).

- Ask him some general social questions and really listen to her. This will help you build a rapport before you speak about Scouting at this meeting.
- Make it clear to him that he/she will be involved in planning him training.

3. Respect his/her Opinions

- When a generally friendly atmosphere has been established, find out something about his/her knowledge of Scouting and why he/she is interested in becoming a Scouter.
- Complete “Introduce Yourself” (pages 11). Decide between you whether or not you will both fill out this form. Whichever you decide, use it to guide your discussion. This will give you a clear idea of his/her previous experience and how you will plan the individual Mentoring Program. Please note the last question on your form is different. Your answer should reflect personal growth rather than title and position. The new scouter’s question is “How do you think this mentoring program will assist you?”
- Be careful to value all of his/her experience and say so. Many adults underestimate and undervalue their abilities. Comments about skills learned in work experience or in parenting for example will help them to see that they have much to offer.
- Wherever you can, relate skills, interests and experience to aspects of the Scouting program, so that Scouter feels that he/she already has some points of contact.

4. Involve them in their own learning

The Mentoring Program is not intended as a set program to be rigidly followed, please adapt it to suit the individual.

5. Share with the Scouter the following:

- Youth and Leader program books. Lend your copies if they have not received them
- *First Steps* booklet diagram of Chart of Organization: and explain their critical role in our organization
- Web sites for the council; www.scoutgtr.org and national www.scouts.ca

Second Meeting (Between New Scouter and Mentor)

The timing of this meeting will be something that is discussed between you and the new Scouter. If he/she is fairly experienced in Scouting and wishes to start the Mentoring Program at once, you may both wish to continue straight after the initial meeting. However, be careful to avoid an “information overload”, especially with a less experienced Scouter and don’t pressure anyone to feel rushed into a decision.

The objective of this meeting is to give some more specific information about being a Scouter and to help plan which Section(s) he/she would like to visit.

Begin the meeting by discussing any thoughts and questions he/she may have from the last meeting.

Then work through these objectives of this meeting

1. **Job descriptions**
Highlight the key elements of the role
2. **Adult Training and Development**
Some new Scouters may not realize that Scouts Canada has a training program. Make sure they have copies of the Adult Passport and learning objectives for their section. Explain the competency system, and provide information on training courses and workshops. Arrange to accompany them to their first training session or workshop.
3. **Scouter’s uniforms and insignia**
Wearing a uniform might be a barrier to some new Scouters. Your objective is set an example by wearing your uniform. Remember we are role models and represent our organization to the public. Show pictures of the formal uniform as well as activity wear when at outdoor activities.
4. **Planning a visit to a Section**

Show a map of your area and the local groups. Choose a section that is convenient to visit and make contacts to set up the visit. Record the Group and Area information and visit details on the back pages of the *Mentoring Workbook for new Scouters*