

Section	Time	Action	Aids
Program		<b>Mentoring</b>	Slide 1
		<b>Introduction</b>	
<b>State</b>		<b>Lions Clubs depend on the transfer of knowledge and experienced of one generation of leaders to another.</b> Too often <b>members are recruited</b> and then <b>do not receive proper training</b> or encouragement to lead them to success within the organisation.	
		<b>Mentoring or pairing of established Lion leaders with new members,</b> not only <b>prepares the future leaders</b> but also allows the <b>mentors</b> themselves to <b>gain new skills.</b> This <b>session</b> on mentoring provides you with the opportunity to <b>understand the role of mentoring</b> and to <b>recognise and practice skills</b> that will help you to be a more receptive protege as well as better mentors.	
		Lions Clubs international does have a formal Mentor program. This session is not designed to examine the program, rather it will give you an insight into the program and prepare you to participate in the program.	
		Welcome participants:	
		Evaluating Leaders: <i>(Read from Slide)</i>	Slide 2
<b>State</b>		We will discuss today an important element of leadership, Mentoring...Mentoring refers to the relationship between a Mentor and his or her Protégé. The term Protege comes from ancient Greece. The poet Homer told this story. A great Greek ruler is preparing to go into battle an realises that his son and heir is not trained in the role of King so that he is able act in this role during his absence.	
		The King called on a wise and trusted friend of the family "Mentor", who agreed to act as a tutor for the heir to the throne.	
		The term mentoring has come down through the ages and refers to the relationship between a mentor and protégé.	

<b>State</b>		Session Objectives:	Slide 3
		Explain the <b>concepts</b> of mentoring.	click
		Recognise the <b>benefits</b> of mentoring to the protégé, the mentor and the association	click
		<b>Identifies the foundations</b> of an effective mentoring relationship.	click
		Identifies the <b>characteristics</b> of effective mentors and proteges.	click
		<b>Plan</b> a mentoring relationship with a mentor / protégé.	click
<b>State</b>		It is important that we <b>begin</b> this sessions with the <b>definitions</b> of a Mentor and a Protégé.	
<b>State</b>		The Oxford dictionary <b>describes</b> a <b>Mentor</b> as "an <b>experienced</b> and <b>trusted advisor</b> " or "an <b>experienced person</b> in an organisation or institution who <b>trains</b> and <b>counsels</b> new employees or students.	Slide 4
<b>State</b>		The definition that we have adopted for a Mentor is " <b>A trusted Counselor , Advisor and Guide</b> "	Slide 5
<b>State</b>		The key words are <b>trusted, advisor</b> and <b>guide</b> .	
<b>Question</b>		Are there any other words that you could use to describe a mentor. (Teacher/Coach/Friend)	Use white board.
<b>State</b>		The Oxford Dictionary definition of a <b>protégé</b> is: "A <b>Person</b> who is <b>guided</b> and <b>supported</b> by a more experienced person".	Slide 6
<b>State</b>		The definition that we have adopted for a Protégé is : "one who <b>seeks to learn and grow</b> with <b>guidance</b> of a more <b>experienced</b> or <b>knowledgeable</b> person."	Slide 7
<b>State</b>		The key words are: <b>Seeks, Learns and Grow</b> .	
<b>Question</b>		Are there any other words that you could use to describe a protege. (Listener, Developing, Student.)	Use white board

<b>State</b>	Research has shown that <b>mentoring</b> can have a <b>significant impact</b> on <b>people</b> and <b>organisations</b> . For example:	
	"A survey of CEO's state that one of the top three key factors that had a significant impact on their career was <b>mentoring</b> ." (source: survey of fortune 500)	
	In a 1997 survey of US companies which had implemented formal internal mentoring programs, the Centre for Creative Leadership found that 77 percent of respondents indicated mentoring was effective in the <b>retention</b> and improved performance of employees.	
	In 1996, The American Society for Training and Development asked fortune 500 and private companies what methods they used to make learning occur in their organisations. 71% said they used <b>mentoring</b> .	
	<b>Myths About Mentoring</b>	
<b>Action</b>	Refer attached Handout... <b>Hand out to participants to complete.</b>	
<b>Activity</b>	Have participants place a tick in the box true or false against the 5 questions. Allow a couple of minutes to complete activity.	Slide 8 First Click
<b>Answers</b>	Statement 1. Mentoring only takes place on a one-to-one, face to face basis. MYTH: With modern technology Mentoring can take place by e-mail, telephone, fax or in person.	click
	Statement 2. Mentoring does not have to be a long term arrangement. TRUE: Some mentoring relationships last for a life time, but other effective relationships only exist for a short time with a specific purpose.	click
	Statement 3. A mentor should be older than his or her protégé. MYTH: With change occurring so rapidly, some younger people have gained experience in areas that older associates have not yet learned. Experience is a more important component than age.	click

		Statement 4. Mentoring is a rare experience and only occurs for a few great people. MYTH: Informal mentoring is probably the most common method of transmitting knowledge and wisdom in society. Virtually everyone has experienced it.	click
		Statement 5. Both the mentor and the protégé can benefit from a mentoring relationship. TRUTH: All parties must perceive benefits for mentoring to be effective.	click
<b>Transition</b>		We are now going to talk about the benefits of Mentoring	
		<b>Recognising Benefits</b>	
<b>State</b>		We know that the <b>protégé</b> should <b>benefit</b> in some way from the experience and knowledge of the mentor.	
<b>State</b>		We have also stated that the <b>mentor</b> should also be able to <b>perceive some benefit</b> from the relationship. We should also consider <b>another party</b> to the relationship- the <b>Lions Club</b> and the association as a whole also benefits when we partner with other Lions in a mentoring relationship.	
<b>Activity**</b>		Three Groups	Slide 9
		Group 1 . Mentor. Group 2. Protégé 3. Lions Club and the association.	
<b>State</b>		You have 5 minutes to brainstorm what benefits your assigned mentoring partner could receive from mentoring situation.	
		<b>Record your ideas on a flip chart.</b>	
		Select chairman to share the ideas with the whole group.	
<b>Alternate**</b>		<b>Have group call out benefits and write on White Board</b>	

<b>Note:</b>		<b>Refer to the attached benefits hand out for some ideas</b>	
<b>Debrief</b>		Chairman to discuss their results. Allow other participants to contribute their ideas.	
<b>Distribute</b>		Distribute the handout benefits of Mentoring.	<a href="#">Handout</a>
<b>State</b>		<b>Mentoring partnerships are just like any other relationships. Some are better than others.</b> As is a marriage or at work, the people involved must work hard and bring certain characteristics to a relationship to make it work.	
<b>State</b>		There are some <b>fundamental characteristics</b> that need to exist if the <b>partnership</b> is to be <b>effective</b> . The <b>Lions Mentoring Program</b> describes the <b>characteristics of effective partnerships</b> and some traits of effective <b>Mentor Lions</b> and <b>Protégé Lions</b> and our next section covers effective Lions mentoring Partnerships	
		<b>Effective Lions Partnerships</b>	Slide 10 one click
<b>Action</b>		Ask Participants for some ideas of what they think make up the foundations of a mentoring partnership. Use White board to write down the answers...	
		<b>Refer to the attached Handout sheet for some ideas</b>	
		Dedication and Enthusiasm ( <i>Commitment to succeed! Keen and eager to participate</i> )	click
		Mutual Respect ( <i>Admiration of the qualities that each party is bringing to the partnership</i> )	click
		Trust ( <i>Conviction/confidence of the others ability</i> )	click

		Relationship Building ( <i>building a connection between the parties</i> )	click
		Realistic self assessment ( <i>agreement on a reasonable evaluation process</i> )	click
		Time ( <i>being available</i> )	click
Action and Question		<b><u>Distribute the handout sheet.</u></b> ..Are there any other things that should be in place to ensure the success of the relationship.	Flip chart
		<b>Effective Lions Mentors</b>	Slide 11 one click
Refer		Ask Participants for some ideas of what are some of the traits that make up an effective Lions Mentor.	
Action		<b>Write answers on a White board and then continue</b>	
		Knowledge	Click
		Dedicated and Enthusiastic about Lions	Click
		Is a respected and ethical leader	Click
		Communicates	Click
		Creates an open relationship	Click
		Challenges the Protégé	Click
		Hold Protégé accountable for actions and decisions.	Click
		Flexible and Creative	Click
		Encourages shared responsibility and partnership	Click
		<b>Effective Lions Proteges</b>	Slide 12 one click
Refer		Ask Participants for some ideas of what are some of the traits that make up an effective Lions Proteges.	
Action		<b>Write Answers on a White Board</b>	
		<b>Then Continue</b>	
		Strong desire to belong to the program	click
		Can create and communicate goals	click
		Takes responsibility for meeting goals.	click

		Is willing to take positive feedback and constructive criticism.	click
		Open to new ideas	click
		Reviews programs and makes changes.	click
<b>State</b>		The last aspect that we need to consider in this session is the <b>importance of planning</b> the details of the partnership. We will do that now.	
		<b>Planning Work Sheet</b>	Slide 13 one click
<b>Action</b>		<b><i>Hand out a copy of the Planning Worksheet attached</i></b>	
<b>State</b>		This worksheet, mirrors what is included on the Planning Form in the Lions Mentoring program. It includes the following components.	
		Communication Plan	Click
		Goals	Click
		Steps to achieve	Click
		Mentor suggestion Recommendations	Click
		Resources Needed	Click
		Measurement	Click
		Time	Click
<b>State</b>		Now let us consider a situation of a new member who wishes to know more about the background and history of Lions and of their Lions Club. They may be beginning their participation in Level 1 of the Formal Lions Mentoring Program, where their sponsor would likely be their mentor, or they may just be contacting a more senior member to seek assistance in Learning this aspect of Lionism. We will go through some of the components as they and the mentor might consider them.	
		<b>Communication Plan</b>	Slide 14
<b>State</b>		The important elements of the communication plan is :	

		How will you communicate.	Click
		When and how often will you communicate.	Click
		Where will you meet.	Click
<b>State</b>		Although face to face, one on one discussions is probably the most common form of communication between a mentor and protégé, there may be many factors that make other methods more desirable.	
<b>Question</b>		What are some other possible methods of communication. ( <i>Answers may include, Phone, E-Mail, Mail, Small groups with other proteges.</i> )	
<b>State</b>		There may be occasions where you wish to alter the method of communication i.e. for different goals, the situation of the mentor or protégé changes (gone away)	
<b>State</b>		Although the frequency, time and the place of your communication may vary, it is important that you initially set up a communication plan. Change it if necessary, but do not abandon having a regular time and place to share information.	
		<b>Goal Achievement</b>	
<b>State</b>		There will always be one or more goals to meet in a Mentoring Program. In long term partnerships, new goals may arise from time to time to the initial one that brought the mentor and protégé together. In cases like this the plans for goals needs to be updated regularly.	
<b>Question</b>		If the <b>goal</b> in our sample situation is for a new member to learn more about the history of Lionism, what are some of the steps that she might need to achieve to reach this <b>goal</b> . ( <i>responses may include; Review the History of Lionism, Research the history of the club, Study LCI Objects and Ethics.</i> )	Slide 15 / second click / Flip Chart

Question		As a mentor what suggestions might you give your protégé to complete these steps and reach the goal? <i>(responses may include: read through the literature available from LCI and on the website, Seek out the Club secretary to see what information/ documents exist concerning the clubs history, Seek out an experienced member who can tell you about the Club)</i>	Click / Flip Chart
Question		What resources do you think the protégé will need to reach the Goal. <i>(Responses may include, Orientation Guide ME 13, We Serve Brochure PR 754, Lions Information ME35, Lions learning centre on the net, Past Club Presidents)</i>	Click / Flip Chart
Question		In what way could the mentor and protégé agree to measure the achievement of this goal. <i>(responses my include: Discuss each step with the mentor during regular meetings. Deliver a presentation to other new members. Write a paper that could be used for new members and recruits.</i>	Click / Flip Chart
Question		How long do you think it will take to complete these steps. <i>(replies will vary)</i>	Click
State		When completed your worksheet may look similar to this. Remember, generally, you would have more than one step to on the planning worksheet to achieve the desired goal.	Slide 16
State		It is a good idea to use this form or one like it when ever you are part of a mentoring partnership. It does add structure to the process an can prevent a number of potential problems.	
		ASK FOR ANY QUESTIONS.	
		<b>IFTIME PERMITS</b> <b>Planning a Mentoring Partnership</b>	
Activity		Refer to page 9 of your manual	Slide 17

		Work in Pairs	click
		Decide who will be the Mentor and who will be the protégé.	click
		Review the suggested assignments on Page 9.	click
		Select one scenario or make up a goal of your own.	click
		Take 5 minutes to discuss a plan and complete the worksheet on Page 8.	click
		Be prepared to discuss you plan with the group.	click
<b>Debrief</b>		Select a few couples to present their plan. (The number will depend on the availability of time)	
<b>Conclude</b>		Session Objectives.	Slide 18
<b>Question</b>		Did we achieve the objectives of the session.	
<b>Finale</b>		I would just like to leave you with this quote from John Maxwell "True Success"	Slide 19