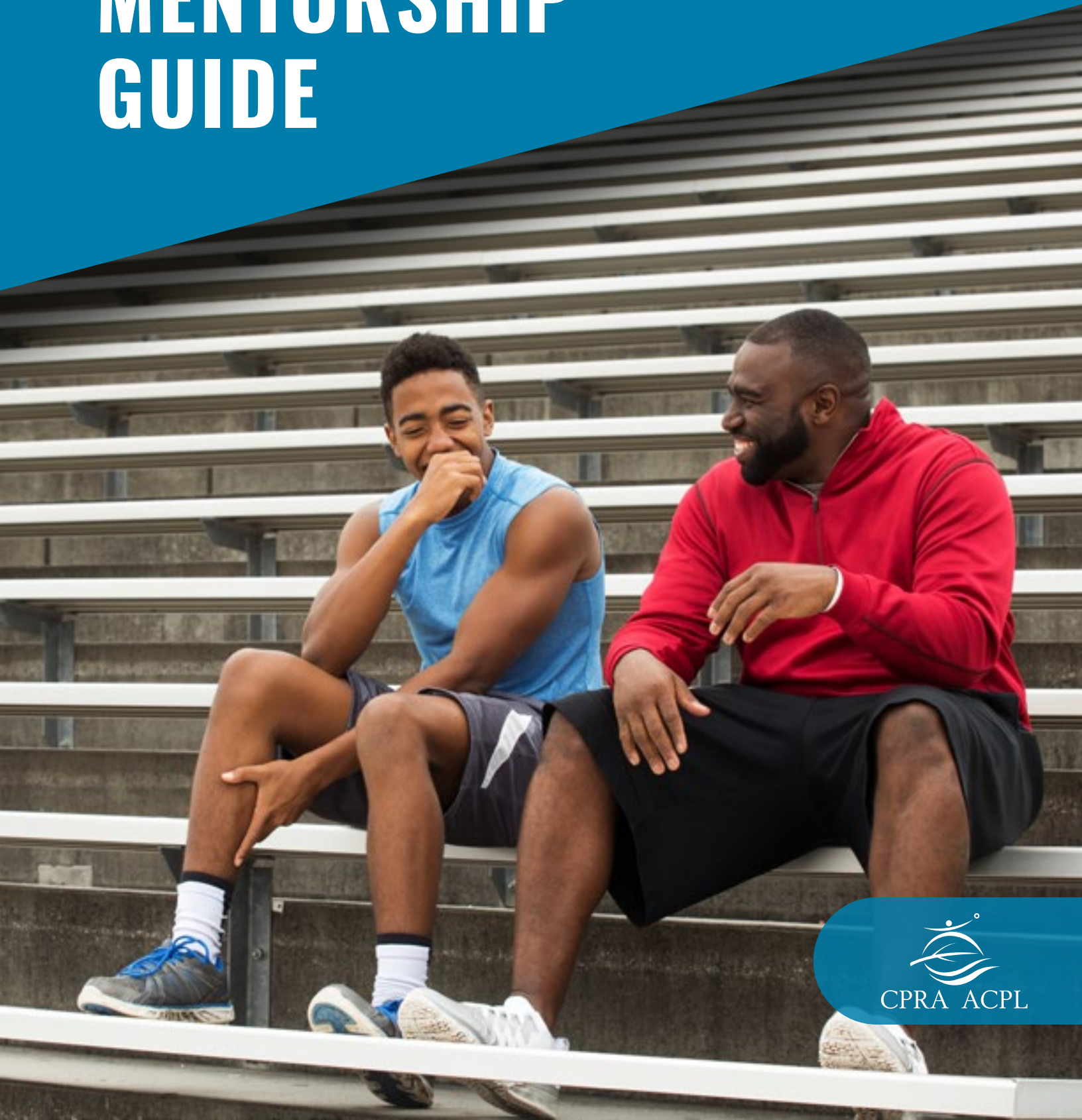


**CPRA YOUTH
EMPLOYMENT EXPERIENCE**

.....
**MENTORSHIP
GUIDE**



PURPOSE

This Mentorship guide was created to ensure mentors and mentees develop a mutual understanding of expectations from the beginning of their relationship. Additionally, it creates a series of identifiable benchmarks and goals to work towards and evaluate progress.

ACKNOWLEDGEMENTS

Materials in this guide were developed in collaboration with Recreation North and Mentor Canada.

Recreation North's Training Program (www.recnorth.ca) competency model was developed by the Recreation and Parks Association of the Yukon. Permission to share the model in its original form has been granted.

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ABOUT THE PROGRAM

YOUTH EMPLOYMENT EXPERIENCE

The CPRA Youth Employment Experience is a wage subsidy program funded by the Government of Canada. Via this program, youth will be employed in the parks and recreation sector, and will take part in an immersive learning experience thanks to hands-on training and mentorship opportunities.

The goals of this program are to:

- ✓ Provide job placements for youth, particularly those facing barriers, allowing them the opportunity to gain skills and build experience in the community parks and recreation sector
- ✓ Enable youth to connect with a mentor, allowing them to gain hands-on experience in a workplace setting
- ✓ Build skills, expand networks, and increase knowledge of the parks and recreation sector for both youth and mentors
- ✓ Engage a diverse group of young Canadians in the program
- ✓ Increase the recruitment and retention of youth facing barriers to employment in Canada
- ✓ Provide much-needed support to communities to hire additional youth to advance their parks and recreation priorities

CPRA

The **Canadian Parks and Recreation Association (CPRA)** is a national organization dedicated to realizing the full potential of parks and recreation as a major contributor to community health and vibrancy. CPRA collaborates with a host of other national organizations, including with the **13 Provincial and Territorial Recreation and Parks Associations**, operating in the recreation, physical activity, environmental, facilities, sport, public health, crime prevention and social services arenas.



The **Regional Project Managers** for the Youth Employment Experience program are available to provide you with tools, facilitation, advice, and guidance along the way.

GOVERNMENT OF CANADA

This CPRA program is funded by the **Government of Canada**, in support of their commitment to help youth overcome barriers to employment and develop a broad range of skills and knowledge in order to participate in the current and future labour market.



ABOUT MENTORSHIP

Mentoring is the pairing of an experienced or skilled person (mentor) with a person who would like to improve their skills (mentee). The mentor acts as a role model and supports the mentee by sharing knowledge, resources and advice to help them improve their skills. Mentoring can happen in different ways. For example, it can be as simple as an employee showing another how to complete a particular task.

Mentoring is an effective way to help employees improve their essential skills, support a learning culture in the workplace, and increase productivity. There are also many benefits for the mentee and mentor.

BENEFITS FOR THE MENTEE:

- improved skills
- increased self-confidence
- increased motivation
- increased job satisfaction
- increased productivity
- expanding networks

BENEFITS FOR THE MENTOR:

- increased opportunities to share skills and knowledge
- increased opportunities to develop leadership skills
- increased job satisfaction
- increased sense of value in the workplace
- expanding networks



GOAL SETTING

DEVELOPING A PLAN

The following activities are simple and practical ways to improve essential skills through mentoring. They are suggestions and can be tailored to meet the specific needs and goals of the mentee. These activities should be designed to strengthen learning competencies and develop essential skills.

The mentor should review the mentee's learning plan and assist with goal setting, as well as discuss how the mentee learns best (for example on-the-job training, independent study). Mentors should also encourage the mentee to take advantage of learning opportunities available within the organization.

ESSENTIAL SKILLS

Reading

This can include activities such as:

- ask for the mentee's opinion about an article in a company publication (for example newsletter)
- review workplace memos together: ask the mentee to identify words or acronyms he/she does not understand and discuss them

Document Use

This can include activities such as:

- review and discuss important workplace documents together (e.g. WHMIS, fire procedures)
- provide guidance on how to complete commonly used workplace forms (for example timesheets, schedules)

Writing

This can include activities such as:

- ask the mentee to practise writing memos or emails to co-workers and managers.
- suggest learning resources that can help with writing skills development (e.g. workbooks, training sessions)

Numeracy

This can include activities such as:

- explain how numeracy is relevant to the mentee's work tasks (for example scheduling, estimating the amount of time a task will take to complete)
- ask the mentee to prepare an agenda for a meeting, ensuring that enough time is allocated to each agenda item

Oral Communication

This can include activities such as:

- demonstrate effective oral communication skills for the mentee (for example invite the mentee to attend a meeting that you are leading)
- encourage the mentee to participate in activities that will enhance his/her oral communication skills (for example leading staff meetings, speaking with a co-worker about a particular issue, handling customer complaints)

Thinking

This can include activities such as:

- discuss ways to improve the company's operations or policies: encourage the mentee to identify the strengths and weaknesses of the proposed ideas
- ask the mentee to talk about a problem he/she is facing in the workplace: talk about possible solutions and the strengths and weaknesses of each

Working with Others

This can include activities such as:

- encourage the mentee to participate in group activities (e.g. volunteering, working groups)
- watch and listen to how the mentee interacts with others

Computer Use

This can include activities such as:

- suggest learning opportunities to improve computer use skills (for example training sessions)
- help the mentee search the Internet for information relevant to the workplace or a particular task

SOCIAL EMOTIONAL LEARNING COMPETENCIES

Self-Awareness: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Social Awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

CORE COMPETENCIES SPECIFIC TO RECREATION

Recreation and parks serve the public good when opportunities are available, accessible and inclusive. Organizations need capacity to foster benefits from recreation and parks and this can be developed through training and mentorship. The competencies below were developed by Recreation North, and describe a recreation leader who is able to:

1. Promote individual, community, and environmental well-being through recreation and parks.
2. Recognize they can have a positive impact on their community.
3. Embrace recreation as a vehicle for strengthening community capacity.
4. Support their local community by accessing the recreation and sport system resources.
5. Contribute to the planning and evaluation of relevant community programs, services, events, and projects.
6. Support the effective functioning of Boards and Committees.
7. Contribute to meaningful relationships with community groups and partners.
8. Apply appropriate risk management strategies.
9. Assist with finances by budgeting, fundraising, grant funding and reporting.
10. Contribute to the delivery of quality programs and events.
11. Help to maximize the safety, use, and programming of community places and spaces.
12. Support appropriate promotion, marketing and communications.
13. Contribute to effective staff and volunteer engagement.

PART 1: ROLES AND RESPONSIBILITIES

This agreement will help each mentee/mentor pair:

- ✓ Establish communication expectations
- ✓ Identify goals for this mentoring relationship
- ✓ Outline skill areas to be enhanced or developed through this program

As a mentee, I agree that my responsibilities will include (check all that apply):

- identifying clear goals and objectives with my mentor
- working to achieve my learning goals
- seeking help and guidance from my mentor
- remaining open to suggestions and opinions
- accepting responsibility for decisions and actions
- carrying out tasks and learning activities as agreed
- scheduling meetings with the mentor
- attending meetings with the mentor
- maintaining mutual trust and respect
- maintaining confidentiality throughout and after my participation in the program
- maintaining frequent communication with my mentor
- _____
- _____
- _____

As a mentor, I agree that my responsibilities will include (check all that apply):

- helping my mentee identify clear learning objectives
- providing information and constructive feedback
- demonstrating effective essential skills
- referring the mentee to appropriate learning resources
- supporting, encouraging, and motivating the mentee
- scheduling meetings with the mentee
- attending meetings with the mentee
- maintaining mutual trust and respect
- maintaining confidentiality throughout and after my participation in the program
- maintaining frequent communication with my mentee
- _____
- _____
- _____

This agreement outlines the goals and expectations agreed upon by the mentor and mentee listed below. Although the thoughtful completion of this form is a requirement, it is understood that items will change and adjust naturally to fit the needs of both parties as the mentoring relationship grows. Current plans are to revisit this document every _____ (months) to adjust goals and timelines assigned to current accomplishments. If at any time during the duration of the mentoring agreement one member of the mentoring pair does not feel like the other is able or willing to fulfill the items agreed to above, please contact your **Regional Project Manager**.

Name of Mentee: _____ Name of Mentor: _____

Signature: _____ Signature: _____

Date: _____ Date: _____

PART 2: BASIC INFORMATION

MENTEE INFORMATION

Name: _____

Organization: _____

Job Title: _____

Preferred Email: _____

Preferred Phone: _____

MENTOR INFORMATION

Name: _____

Organization: _____

Job Title: _____

Preferred Email: _____

Preferred Phone: _____

LEARNING GOALS

Throughout this work experience, I want to improve the following skills:

1. _____
2. _____
3. _____
4. _____
5. _____

TIME COMMITMENTS

Throughout this work experience, I commit to meeting with my mentor to discuss my learning goals:

_____ day(s) per week for up to _____ weeks

_____ ½ day(s) per week for up to _____ weeks

_____ hour(s) per week for up to _____ weeks

_____ lunch hour(s) for up to _____ weeks

_____ hour(s) after work for up to _____ weeks

PART 3: GOAL SETTING AND DEVELOPMENT PLAN

GOAL SETTING

Goal setting is at the foundation of every successful mentoring relationship. Mentees may have a general vision for the skills they want to develop and the path they would like to take, but they may not know the actionable steps they should take to get there. Mentors can help mentees develop a plan and set goals related to skills, competencies and interests.

1. LONG TERM GOALS (1 paragraph):

2. SHORT TERM GOALS (2-3 sentences each):

Weekly

Monthly

By the end of this work term

PART 4: EVALUATION

Review of mentee’s progress towards each of the above outlined milestones will occur twice (mid-program and at the end of initial contract term); written evaluation will be prepared by mentor and shared with mentee and with Regional Project Manager.

MID-PROGRAM EVALUATION

Evaluation Date: _____

List activities from previous section within the evaluation timeline

Activity/Task	Meets goals (Y/N; comments)	Area of Improvements

END OF TERM EVALUATION

Evaluation Date: _____

List activities not previously evaluated. Include activities which were noted as improvement areas.

Activity/Task	Meets goals (Y/N; comments)	Area of Improvements

MENTEE SELF-ASSESSMENT

	All of the time	Great deal of the time	Moderate amount of time	Not very often	Never
I treated my mentor respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I undertook scheduling meetings as my responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I met my mentor when scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had to cancel a meeting, I gave advance notice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had to cancel a meeting, I rescheduled promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was open in sharing personal experiences and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made clear my expectations concerning confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respected differences in our values and perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sought critical feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collaborated in establishing developmental priorities for partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with the level of trust we achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did not resist considering alternatives that were out of my comfort zone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reflected on lessons learned even from efforts that were not successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I devoted an optimum amount of time to our partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was committed to our partnership's success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESSMENT OF YOUR MENTOR

	All of the time	Great deal of the time	Moderate amount of time	Not very often	Never
Did your mentor make him/herself available to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor respond to you in a timely fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor address your concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was your mentor flexible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you mentor treat you in collegial fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor treat you respectfully?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was your mentor well organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was your mentor well prepared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor realistically conceptualize the mentoring experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor direct you to appropriate reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor direct you to appropriate professionals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your mentor direct you to appropriate workshops?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe your mentor provided a positive learning experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

RESOURCES

CPRA encourages all mentors and mentees to explore the additional resources and information available on partner websites:

- ✓ **The Government of Canada**
<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/mentoring.html>
- ✓ **Mentor Canada**
<https://www.mentoringcanada.ca>
- ✓ **Alberta Mentoring Partnership**
<https://albertamentors.ca>
- ✓ **Recreation North**
<https://www.recnorth.ca>





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