

## **COURSE HSS1050: INTRODUCTION TO MENTORSHIP**

**Level:** Introductory

**Prerequisite:** None

**Description:** Students learn about the characteristics of positive mentoring relationships in their personal lives and society. Students prepare to engage in a mentoring relationship. Students apply basic mentoring skills to a mentoring relationship and explore considerations for safety related to mentoring.

**Supporting Courses:** HSS2020: Nurturing Children  
HSS1040: Developing Maturity & Independence  
HSS1030: Communication Skills for Helping Relationships

**Outcomes:** The student will:

- 1. explain the relationship of mentoring to the wellness of individuals and communities**
  - 1.1 define mentorship, including the terms:
    - 1.1.1 mentee
    - 1.1.2 mentor
  - 1.2 describe the etymology of the term mentorship
  - 1.3 summarize the characteristics of a successful mentoring relationship
  - 1.4 justify the importance of a long-term relationship to the mentee
  - 1.5 identify the personal characteristics of a successful mentor
  - 1.6 identify the personal characteristics of a successful mentee
  - 1.7 differentiate between mentoring and coaching, tutoring, peer support and teaching based on:
    - 1.7.1 goals of the relationship
    - 1.7.2 duration of the relationship
    - 1.7.3 roles in the relationship
  - 1.8 differentiate between informal and formal mentoring relationships
  - 1.9 describe how cultural diversity influences mentoring relationships
  - 1.10 summarize the impact of mentoring relationships on the life goals and achievement of significant individuals from history or current events
  - 1.11 list benefits of mentoring relationships
    - 1.11.1 to the mentee
    - 1.11.2 to the mentor
    - 1.11.3 to the community, including the school community
- 2. describe the impact of mentoring to personal development**
  - 2.1 describe the impact of personal mentoring relationships, including formal and informal mentoring relationships from:
    - 2.1.1 personal history
    - 2.1.2 present life
    - 2.1.3 future life
  - 2.2 share personal mentoring relationship(s) with another person such as a peer or teacher
  - 2.3 identify personal characteristics related to mentoring relationships, including:
    - 2.3.1 being a mentor
    - 2.3.2 being a mentee
- 3. describe the roles, rights and responsibilities of the mentor and mentee related to safety**
  - 3.1 describe basic safety precautions in the context of a mentoring relationship, including:
    - 3.1.1 precautions for the prevention of communicable diseases

- 3.1.2 preparation for a first aid response to minor injury
- 3.1.3 recognition of potential hazards in the environment (indoor and outdoor)
- 3.2 summarize the principle of confidentiality as it pertains to mentoring relationships
- 3.3 summarize signs and symptoms of four types of abuse including physical, emotional, neglect, sexual abuse
- 3.4 state the duty to report obligations in current legislation, including the Child Welfare Act
- 3.5 state the interpretation of failure to report abuse as a type of abuse
- 3.6 identify appropriate methods of reporting suspicions of abuse that may arise during a mentoring relationship
- 3.7 state the limitations of personal skill and scope of responsibility to deal with issues related to abuse or violence
- 4. demonstrate basic mentoring skills in an actual mentorship experience, in a 1:1 or paired mentoring relationship**
  - 4.1 summarize the qualities of an effective mentor
  - 4.2 describe the stages of a mentoring relationship cycle, including:
    - 4.2.1 preparing
    - 4.2.2 discovering and negotiating
    - 4.2.3 building rapport and trust
    - 4.2.4 accomplishing and attaining
    - 4.2.5 wrapping up
  - 4.3 outline the general characteristics of life-span development, including:
    - 4.3.1 stages of child development
    - 4.3.2 stages of adolescent development
    - 4.3.3 stages of adulthood
  - 4.4 demonstrate effective strategies for initiating a mentoring relationship
    - 4.4.1 demonstrate an ice-breaker activity
    - 4.4.2 write a letter of introduction
  - 4.5 match personal characteristics of a mentee with recognized levels of life-span development, including:
    - 4.5.1 physical characteristics
    - 4.5.2 social characteristics
    - 4.5.3 emotional characteristics
    - 4.5.4 mental characteristics
  - 4.6 demonstrate effective communication skills within the context of a mentoring relationship, including:
    - 4.6.1 using conversation builders
    - 4.6.2 recognizing and avoiding conversation blockers
    - 4.6.3 using active listening skills, including verbal and non-verbal skills
  - 4.7 apply basic skills for either wrapping up or renegotiating a mentoring relationship
- 5. demonstrate basic competencies**
  - 5.1 demonstrate fundamental skills to:
    - 5.1.1 communicate
    - 5.1.2 manage information
    - 5.1.3 use numbers
    - 5.1.4 think and solve problems
  - 5.2 demonstrate personal management skills to:
    - 5.2.1 demonstrate positive attitudes and behaviours
    - 5.2.2 be responsible
    - 5.2.3 be adaptable
    - 5.2.4 learn continuously
    - 5.2.5 work safely

- 5.3 demonstrate teamwork skills to:
  - 5.3.1 work with others
  - 5.3.2 participate in projects and tasks
- 6. make personal connections to the cluster content and processes to inform possible pathway choices**
  - 6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
  - 6.2 create a connection between a personal inventory and occupational choices