

## **COURSE HSS3060: EXTENDING THE MENTORING RELATIONSHIP**

**Level:** Advanced

**Prerequisite:** HSS2050: Becoming a Mentor

**Description:** Students demonstrate effective strategies to enhance resiliency in the context of a mentoring relationship. Students examine unique populations that commonly occur in communities and adapt mentoring activities to meet the needs of supported populations and cultural differences, including differences related to a First Nations, Métis, and Inuit (FNMI) perspective.

**Note:** Successful completion of this course enables the student to apply for a certificate of completion for *Foundations of Mentoring* issued by the Alberta Mentoring Partnership in collaboration with Big Brothers Big Sisters when they meet the standards and requirements specified.

**Supporting Courses:** HSS3070: Peer Mentoring  
HSS3050: Becoming a Mentee  
HSS2030: Perspectives on Interpersonal Relationships  
HSS1030: Communication Skills for Helping Relationships

**Outcomes:** The student will:

- 1. demonstrate effective strategies to enhancing resiliency in the context of a mentoring relationship**
  - 1.1 define resilience
  - 1.2 describe the characteristics of resilience
  - 1.3 describe protective factors that enhance resilience, including:
    - 1.3.1 caring and support
    - 1.3.2 high expectations
    - 1.3.3 participation
  - 1.4 analyze personal protective factors and resilience
  - 1.5 lead a mentee through activities to discover their own protective factors
  - 1.6 analyze protective factors and resilience for the mentee based on activities to discover factors
  - 1.7 select activities for the mentee that build an environment to enhance their resilience
  - 1.8 justify the importance of resilience for both the mentee and mentor to the advancement of a successful mentoring relationship
- 2. demonstrate effective mentoring skills within the context of a mentoring relationship**
  - 2.1 demonstrate proficient communication skills in the mentoring relationship
  - 2.2 apply S.M.A.R.T. goals (specific, measurable, achievable, realistic, timely) to the mentoring relationship
  - 2.3 modify mentoring activities based on the specific needs of a mentee
  - 2.4 lead the mentee through several mentoring activities
  - 2.5 assess the success of several mentoring activities
  - 2.6 assess the effectiveness of the mentoring relationship based on the SMART goals established
  - 2.7 justify the importance of celebrating:
    - 2.7.1 achievements related to goals
    - 2.7.2 benefits of the relationship
  - 2.8 demonstrate skills for either wrapping up or renegotiating a mentoring relationship

- 2.9 apply the knowledge available for mentorship support through recognized mentoring organizations and resources, including:
  - 2.9.1 Alberta Mentoring Partnership
  - 2.9.2 Mentoring Canada
  - 2.9.3 Mentor
- 3. demonstrate skills in the mentoring approach for unique populations in an actual mentoring relationship**
  - 3.1 describe characteristics of supported populations commonly occurring:
    - 3.1.1 in a specific community
    - 3.1.2 in Alberta
  - 3.2 modify mentoring activities for working with a specific supported population, such as:
    - 3.2.1 physical disabilities
    - 3.2.2 attention deficit disorder
    - 3.2.3 oppositional defiant disorder
    - 3.2.4 learning disabilities
  - 3.3 outline examples of cultural differences that exist in a specific community
  - 3.4 describe examples of cultural differences that could exist in mentoring relationships
  - 3.5 describe First Nations, Métis and Inuit (FNMI) cultural perspectives that influence mentoring relationships
  - 3.6 plan adapted mentoring strategies acknowledging a specific cultural difference, including a strategy based on an FNMI perspective
- 4. demonstrate basic competencies**
  - 4.1 demonstrate fundamental skills to:
    - 4.1.1 communicate
    - 4.1.2 manage information
    - 4.1.3 use numbers
    - 4.1.4 think and solve problems
  - 4.2 demonstrate personal management skills to:
    - 4.2.1 demonstrate positive attitudes and behaviours
    - 4.2.2 be responsible
    - 4.2.3 be adaptable
    - 4.2.4 learn continuously
    - 4.2.5 work safely
  - 4.3 demonstrate teamwork skills to:
    - 4.3.1 work with others
    - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
  - 5.1 identify short-term and long-term goals
  - 5.2 identify steps to achieve goals