

# FH – FHGCC Mentoring Program Expectations & Guide

We currently have many senior officers and NCOs who have limited experience leading the Guard on parade or in training periods. Fort Henry National Historic Site and the Fort Henry Guard Club of Canada are collaborating to bring together mature, experienced ex-FHG and eager, developing Seniors who may only be in their second or third year as a Guard. Fort Henry is looking for volunteers from the Guard Club membership to assist in the Mentorship Program. Below is some basic information on what we expect from mentors and how we see this mentorship program functioning.

We are looking for mentors of the following positions:

- Captain
- Artillery Lieutenant
- Ensign x2
- Drum Major
- Serjeant Major
- Drum Serjeant
- Colour Serjeant
- Artillery Serjeant
- Head Domestic/Guiding Serjeant

## Expectations

- Meet one-on-one with a pre-assigned Senior Guard to give advice on several topics, including:
  - Drafting training plans
  - Leading a training period
  - How to lead a debrief session
  - Common Senior mistakes and how to avoid them
  - Earning respect from rank and file
  - Working with LCpls and how to utilize them effectively
- Provide skilled knowledge and perspective to Senior Guard
- To assist in the develop of young leaders
- Assist the mentee in keeping a log of meetings, items discussed, duration of meetings etc
- Commit to the program from April 1 to September 4, having frequent contact with mentee (see Format section below)

The mentor should **not**:

- Provide advice regarding Health & Safety or Respectful Workplace Policy issues
- Provide advice that contradicts existing St. Lawrence Parks Commission and/or Fort Henry policies
- Instruct mentees how to perform 'skulks', pranks or other hazing activities
- Assume a rank and uniform, march on the square alongside the Guard or Mentee

Format:

We have suggested below some basic guidelines for how this mentorship opportunity could function. However, if a more feasible plan is developed that the mentor, mentee, and Fort Henry Staff are comfortable with, you are free to do those as well. We want to foster a positive learning environment, and any method that accomplishes that goal is welcomed. This can be established with the mentee at the initial meeting.

- Mentors will be assigned mentees that line up with their skill-set: i.e Ex-Serjeant Major will Mentor the new Serjeant Major.
- Have an initial meeting where introductions take place
- Meet via video chat (Zoom, Skype, Teams), weekly/bi-weekly, monthly
- Sharing documents, articles, information
- In-person meetings weekly, bi weekly, monthly
- In-person monitoring of instruction periods (not on the square!)
- In-person debriefing sessions (1-on-1) with mentee

## Mentor Guide

Below is information pulled from the Eastern Region Career Development Program Mentorship Toolkit. We hope this information can be of assistance and help guide you as a Mentor.

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Mentoring is about learning. A mentor/mentee relationship provides an opportunity for two individuals to benefit from each other's experience and knowledge and learn more about themselves in the process. The goal of a mentoring relationship is to increase the knowledge and understanding of the person being mentored in order to enable them to advance in their chosen field, and to help them better understand their strengths and weaknesses in a nurturing and non-threatening environment. Mentoring is not a rigid process. Success occurs when each partner brings his or her own uniqueness to relationship. This guide was prepared to get you started and is filled with ideas to assist you along the way.

Many mentors believe that **respectful listening** is the premier mentoring art. Respectful listening is the ability to become absorbed in what the other person is saying about a problem, treating words as confidential communication and not injecting personal views, opinions, or suggestions. When respectful listening occurs, the other person has an opportunity to gain insight into a problem by saying it out loud to someone else, thereby gaining emotional release, and relief from the quandary, and the perspective to figure out a solution.

## ***Being a motivator***

Motivation is an inner drive that makes a person want to succeed. In general, most mentees are motivated since they are enthusiastic about their jobs and want to learn more.

As a mentor you usually perform the role of motivator only when you need to encourage your mentee to complete a difficult assignment or to pursue an ambitious goal. You can motivate your mentee by **showing support** and making yourself available, especially during stressful periods. You can also motivate your mentee by **creating incentives**. To create an incentive, you need to explain what the mentee will gain from completing a task or “fine tuning” a skill. Explain how these skills and experiences can be transferable after their time at Fort Henry.

Part of being a mentor is providing some feedback to help the mentee overcome performance difficulties. Coaching involves feedback. Mentors need to give different kinds of feedback, depending on the situation. Behaviour you want to reinforce requires positive feedback. Behaviour you wish to change requires **constructive** feedback.

Mentors want good things to happen to their mentees. They want them to be effective, productive, achieving, successful, and happy. However, in their eagerness to help their mentees, they may revert to behaviours that prove to be less than helpful.

Here are a few more ideas to get you started in your planning:

1. Discuss where you both work, areas of mutual interest, position and work experiences. Discuss your view of how a mentoring relationship will work. Present your ideas for this mentoring partnership and ask for your mentee's ideas. Describe how you like to interact and any of your pet peeves. Jointly work on a formal mentoring plan. Set another date to get together.
2. Lend your mentee some materials (e.g. reports, books, and articles, one of your favourite designs or models) that have impressed you. Ask your mentee to study these and discuss them with you later.
3. Introduce your mentee to a variety of people who may be able to help. Point out specific ways in which your contacts and the mentee can help each other. Stress the need for the mentee's follow-through.
4. Invite your mentee to offer ideas about how a process or procedure could be more effective, and to make a semi-formal presentation of the critique.
5. Offer to listen to and evaluate an upcoming oral presentation to be made by your mentee. In private, give constructive feedback (stressing the positive). If appropriate, help your mentee get additional professional coaching.

6. Offer to edit a document your mentee is writing. Point out strengths and, where appropriate, alternate ways of presenting the information.
7. Lead your mentee through discussions of various scenarios that may be faced in the workplace. Discuss “what if” situations. Role play different strategies. Change details to call for different solutions.
8. Praise your mentee frequently. Tell him or her specifically why an action was so effective. Praise your mentee privately, and also to – and in front of – other people. This will alert your colleagues and superiors that your mentee is someone to watch and include.
9. If it's necessary to confront your mentee, do so in a caring way. Choose an appropriate time and place to bring up an issue. Describe the habit, behaviour or incident, and why it is unacceptable to you. Ask your mentee to explain his or her reasons. Together, negotiate alternate ways of dealing with the issue in the future, and make commitments about what both of you will do. Later, discuss the confrontation itself, including the ways you both handled yourselves.

#### Initial Meeting

- During this meeting, encourage your mentee to ask questions.
- Discuss your past career development, your success stories and some of your setbacks.
- Review your mentee's major goals.
- Discuss what you can offer – information, skills, and experience.
- Discuss your mentee's expectations for the partnership.
- Agree on the amount of time you plan to spend together, where you will meet, who will initiate meetings, and the expected response time to e-mail.
- Discuss what you are looking for in the mentoring relationship, why you want to be in a mentoring relationship, what you want to cover, and what areas you do not wish to explore.
- Discuss your expectations.

- Clarify your understanding of your roles and responsibilities.
- Discuss confidentiality.
- Review the list of activities in the guide and determine a couple of activities you might do together.
- Set a date, time and place for your next meeting.
- Record the key issues raised at the meeting in your log.