MENTORING - INTEGRATING EDUCATION

ANTHONY CORREIA
Mentoring for Organizational Impact

My Mentors

Bob Brant (The Old Man)    Chief George T. Evans Sr.

My Mentors
I don't know what's wrong with these kids today!
  Kids!
Who can understand anything they say?
  Kids!
They a disobedient, disrespectful oafs!
  Kids!
Noisy, crazy, dirty, lazy, loafers!
While we're on the subject:
  Kids!
You can talk and talk till your face is blue!
  Kids!
But they still just do what they want to do!
  Kids!
Why can't they be like we were,
  Perfect in every way?
What's the matter with kids today?
  Kids!
Our Opinions of Recruits

These Kids:

• Question everything
• They're lazy, don't want to work.
• They've never did physical labor
• The Think They're entitled
• It's not like the old days!
MENTORING FOR ORGANIZATIONAL IMPACT
THESE KIDS - WHOSE FAULT IS IT?

How many of the older (salty) firefighters are complaining about the young guys today, that they don't get it?

Ask yourself, How much did you and the guys in your station, dept. have to do with that?

How much time did you take to try and learn about them? Take them under your wing?

When you did take them in, did you teach what they need to be successful? Or say, “Hey kid, just listen to me, we have our own way of doing it.”
MENTORING FOR ORGANIZATIONAL IMPACT
PATCH ADAMS PERSPECTIVE
Mentoring for Organizational Impact

Mentor Definition

• Someone who teaches or gives help and advice to a less experienced and often younger person

• A trusted counselor or guide

In the fire service being a mentor is halfway between being a drill sergeant and Mother Theresa

Has the skills of a teacher and a psychologist

• Mentoring types: Formal and informal, as well as unintentional.

• Almost everyone is an unintentional mentor, beware of your impact.
MENTORING FOR ORGANIZATIONAL IMPACT
WHO IS IT FOR?

Used by:

• New recruits,

• Personnel climbing the ladder,

• Personnel looking for improvement

• Everyone / All the time
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MENTORING PURPOSE

Overall goals:

• Creating motivated and engaged employees
• Provide organizational values &
• expectations, (indoctrination)
• Understanding of culture of organization
• Guide for personal improvement
• Improve learning & performance with educational integration
• Reduce discipline / personnel issues,
• Increase cooperation within the organization.
MENTORING FOR ORGANIZATIONAL IMPACT
DEVELOPING A PROGRAM

- It’s Structured

- Have a plan / description of what the purpose is and how it is to be operated

- Support from management, Not just lip service.

- Clearly defined process of how to conduct the program

- Buy-in / understanding of the program by the whole organization. That includes how employees impact the program / process, along with their role.

- Recruit mentors - choose based on best suited for the job and the individual

- Train everyone how the program works. Additional training for the mentors

- Regular periodic review / Measure key performance indicators set in the program.

- Utilize best practices
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INDIVIDUAL BENEFITS

• Build Confidence

• Increased knowledge base & skills for the job

• *Improved interpersonal skills*

• Reduce stress

• A torchbearer of information from one generation to another
MENTORING FOR ORGANIZATIONAL IMPACT
GOOD MENTOR ATTRIBUTES

• Must have the time to commit, not a 9-5; Mon- Fri. job.

• Don’t start by giving bad 1st impression

• Be a match, not every 2 personalities get along. Be fair to each other and find someone who will be a better fit.

• Has passion for the job, finds working in Fire & emergency services is a privilege.

• Understands privilege to serve. You are the most trusted in the community.

• Have a good attitude towards job in general. How can you provide inspiration if the job sucks to you? Have enthusiasm.

• Understanding / empathetic when appropriate

• Patience
• Road scars are helpful. Be human, admit mistakes. If you have had trials and tribulations from the job you can provide insight of how it shouldn’t be based on experience.

• Good Listener - would even recommend taking a class in active listening.

• Some basic psychology is helpful

• Give your opinion, but speak with facts

• Mentoring is about them. While you will benefit from this experience, It’s your job to help them succeed, not just try to impress them with how much you know*

• Gives guidance and constructive feedback / Don’t berate or belittle

• However be ready to provide corrective action and not let continuous poor performance to continue
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GOOD MENTOR ATTRIBUTES - CONT.

• Walk the walk, how can you positively impress someone if you don’t practice what you preach?

• Encourage critical analysis / Research for the facts

• Challenge Status Quo, don’t challenge leadership

• You're not an expert in everything, ask others to help you. Send your recruit to others with certain skills and or knowledge base

• Encourage lifelong learning
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EXPECTATION OF RECRUITS

- Expectations of Recruits:
- Come with an attitude to learn
- Be committed to the process
- Be ready to develop **HEART - I**
- Show respect to all you may deal with in the process
- Be open to a view different than yours
- Agree to set common goals with your mentor(s)
- Take constructive criticism and corrective action feedback as part of the learning process. Not an attack on your character
- Ask questions respectfully, but ask questions
# Emotional Intelligence

## Personal Competence

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td><strong>Self-Management</strong></td>
</tr>
<tr>
<td>✓ Self-confidence</td>
<td>✓ Getting along well with others</td>
</tr>
<tr>
<td>✓ Awareness of your emotional state</td>
<td>✓ Handling conflict effectively</td>
</tr>
<tr>
<td>✓ Recognizing how your behavior impacts others</td>
<td>✓ Clearly expressing ideas and information</td>
</tr>
<tr>
<td>✓ Paying attention to how others influence your emotional state</td>
<td>✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully</td>
</tr>
</tbody>
</table>

## Social Competence

<table>
<thead>
<tr>
<th>Social Awareness</th>
<th>Relationship Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Picking up on the mood in the room</td>
<td>✓ Getting along well with others</td>
</tr>
<tr>
<td>✓ Caring what others are going through</td>
<td>✓ Handling conflict effectively</td>
</tr>
<tr>
<td>✓ Hearing what the other person is &quot;really&quot; saying</td>
<td>✓ Clearly expressing ideas/information</td>
</tr>
<tr>
<td>✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully</td>
<td></td>
</tr>
</tbody>
</table>

## Emotions Intelligence

**LOW**
- Lack Self Awareness
  - Not in touch with their feelings
  - Cocky
  - Egotistical
  - Over Confident
- Lacks Self Control
  - Inflexible
  - Temperamental
  - Lacks Initiative
  - Blames Others

**HIGH**
- Self Aware
  - Emotionally Aware
  - Introspective
  - Understands Limitations
- Self Control
  - Controls Emotions / Behaviors
  - Flexible / Adaptable
  - Accountable / Responsible
  - Avid Learner
- Aware of organization & Others
  - Compassionate / Respectful
  - Good Listener / Understanding
- Builds Relationships
  - Coach & Mentor
  - Conflict management - Win/Win
  - Fosters Team Success
  - Inspires Others
  - Empowering
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MENTOR / RECRUIT INTERACTIONS

• Expectations between Mentor & Recruit

• Mentor should understand there is no 1 formula in connecting and working with a recruit. Start with best practices as you learn and understand more about your recruit’s learning style and personality.

• Hold each other accountable for their part of deal

• Have a balance on discussion of personal issues

• Agreement on clear expectations of each other, as well as boundaries

• Don’t talk down to, communicate with

• Do this through setting goals and objectives, even if the 1st set are short term

• Be respectful, but honest with each other
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KEY POINTS

• Know recruits’ knowledge and abilities

• A two way learning process

• Discuss generational or job / position differences

• Review performance on a regular basis, Recommend provide written feedback (could be check list). Feedback include positives and areas needing improvement. In areas needing improvement set performance measurements for next review.

• provide assignments that will challenge the recruit to grow.
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PITFALLS TO AVOID

• Treating new guys like “one of the guys”, especially if they are juniors.

• Not welcoming them into the organization

• Not assigning a mentor early to start the recruit on the right track

• Not having a organizational and/or individual mentor commitment to the program

• Lack of formal review of the program

• Assigning the wrong person to mentor

• Not holding the recruit accountable (Instill HEART - I)

• Others trying to sabotage the program
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BEST PRACTICES

• Formal introduction to the organization that provides a realistic perspective. “We are a fire department, but don't fight many fires.” Important to highlight other important activities the organization performs.

• Share your history and culture and why it’s important to your organization today.

• Keep the recruit challenged, not too much, not too little. Not one size fits all.

• Stay on track with the principles and plan.

• Keep everyone who might be in someway engaged with the program up to date on what's going on without getting too personal.
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BEST PRACTICES - CONT.

• Have benchmarks and performance measures
• Even if you are not a formal mentor, know you are having an impact
• Learn from other mentoring programs, not just fire service based
• Interactive feedback with mentor & recruit
• At the end of a mentoring interaction provide yourself a self assessment of how the interaction went.
• Learn from another mentor before trying it on your own
• Mentoring never stops, it just transitions
INTEGRATION WITH TRAINING & EDUCATION

• Plan with all involved parties.

• Create a process that works for you.

• What outcomes do you want to achieve?
Integration with Training & Education

• Clearly Communicated Expectations / Performance metrics

• Checklists
INTEGRATION WITH TRAINING & EDUCATION

• Implementation process

• Develop a communication / Feedback loop
  • Face to face
  • Written - Formal program / process
  • Video conference
INTEGRATION WITH TRAINING & EDUCATION

Sustainability / Continuous Improvement

• Program Management Plan / Tool
• After Action Analysis / Review
• All Stakeholders Participate
• Areas for Improvement - SWOT
• Action Items
• Look Outside Of EMS for Examples / Ideas
• Have a Cheerleader
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Presentation notes: https://acorr1954.com/mentoring-resources/