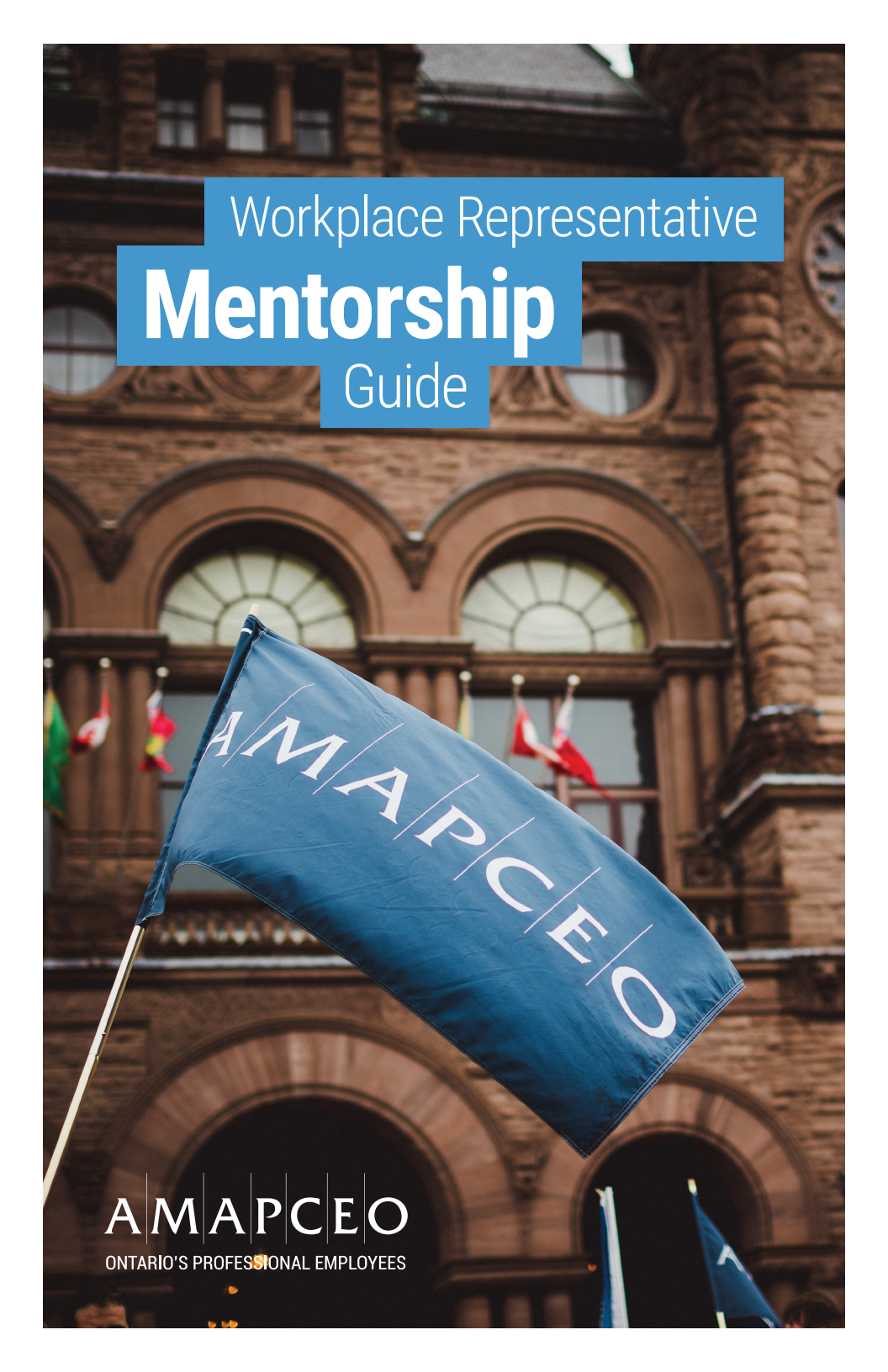




Workplace Representative **Mentorship** Guide

AMAPCEO

ONTARIO'S PROFESSIONAL EMPLOYEES

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Workplace Representatives (WPRs) play a crucial role in representing and advocating for the rights of AMAPCEO members.

The Workplace Representative Mentor provides guidance, support and advice to WPRs who are newly trained.

The Mentor has a vital leadership role in ensuring members receive the best possible service related to workplace issues and disputes.

A strong mentoring program will benefit the mentor, the mentee and the Association as a whole over time.

What is a Mentor?

Mentoring is an equal partnership for two individuals desiring mutual growth, one of whom has greater or more developed skills, experience and wisdom. It helps people develop skills and knowledge to build confidence and foster growth.

Every mentoring relationship is unique, based on the individual style of each partner, the commitment they have agreed to and the strengths both bring to the relationship.

What is the Difference Between Mentoring and Coaching?

Coaching is a method whereby an experienced person transfers expertise to a less experienced person by assigning various tasks to be completed while simultaneously giving advice and suggesting methods on how these tasks should be accomplished with the organization. It involves skills development with a view to improving individual performance so as to achieve organizational performance objectives.

The difference lies in the method and goals. While coaching is meant as a means to reach corporate goals, mentoring is more a teaching relationship designed to help less experienced people learn and feel more comfortable in performing their duties.

What are the Benefits of Mentoring?

For Mentees:

- Contribute to the success of AMAPCEO
- Facilitate skills development
- Improve performance and confidence as a Workplace Representative
- Identify barriers to success and strategies for overcoming them
- Enhance personal growth
- Enhance knowledge of AMAPCEO, its organizational structures and its history
- Increase investment in and commitment to AMAPCEO

For Mentors:

- Contribute to the success of AMAPCEO
- Gain a sense of satisfaction from helping other WPRs
- Identify obstacles they have faced
- Reflect on the keys to their own success
- Develop their own communication skills
- Learn to effectively give and receive feedback
- Learn more about important issues in the workplace

Program Structure FAQ

1. Who is this program designed for?

Each Workplace Representative will join the program as soon as their WPR status is approved.

2. Who are AMAPCEO mentors?

All identified AMAPCEO WPR Mentors must have:

- A proven track record of handling disputes and complaints, with strong case management skills and experience in representing members at dispute-related meetings;
- Sufficient knowledge of the OPS Collective Agreement and dispute resolutions processes and practices (both AMAPCEO's and the Employer's);
- A commitment to collaborative and co-operative approach to problem solving; and
- Completed the WPR Core Training and one advanced training course in the past two years and be a member in good standing.

3. How are mentors appointed?

The members of the Mentorship Program Committee consider nominees on the basis of the guidelines and the roles and responsibilities developed by the Education Committee. The Board then decides whether or not to endorse each of the proposed mentors.

To address attrition or the need for more mentors, AMAPCEO will recruit and on-board of new members bi-annually to start, then eventually annually.

4. How will mentees and mentors be matched?

The priority is to match mentors with mentees who work nearby. This should facilitate more opportunities for the mentor and mentee to meet in person and allow for mentors and mentees to quickly address any issues happening in the immediate

workplace.

Please note however, that, due to a small pool of initial mentor candidates, it may be necessary to match mentors and mentees who are not in the same geographical location. In this case AMAPCEO will offer teleconference support as needed through the Education Office.

Further considerations may be taken into account. For example, if a mentee requests to be matched with a female mentor, AMAPCEO will attempt to meet such request.

5. How long will the mentee/mentor relationship last?

The formal relationship will last one year. If both the mentor and the mentee agree that an informal relationship (on an ‘on-call’ basis, for example) would be beneficial they should feel free to continue.

The expectation for mentors is that they will volunteer for at least two years (i.e., two groups of mentees) in the program. Careful monitoring (via Workplace Advisors and other staff) to support mentors and prevent burnout will be an important component of the mentorship.

6. How often will mentors and mentees meet?

Mentors and mentees may meet as often as both decide is needed or helpful. Mentors should take leadership in ‘reaching out’ to their mentees at least every three months if their mentee has not contacted them first. It is recommended that mentors

and mentees establish a meeting and contact schedule at their orientation meeting.

7. How will the program be monitored and evaluated?

As a new program, evaluation is key to ensuring that, within prescribed timelines and parameters, the program:

- effectively meets the needs of mentors and mentees;
- makes a measurable difference to members in the workplace (as per RADAR program statistics and WA feedback); and
- is responsive to challenges/problems and evolves to be a successful program, based on ongoing surveys and exit interviews with participants.

Program Training & Orientation

1

Mentor Training

Mentors will receive a half-day training session for the new Workplace Representative Mentorship Program.

The training will assist mentors in:

- Learning about the structure of the program;
- Reflecting on the skills they are bringing to the relationship as well as the skills they would like to learn or improve (e.g., facilitation, mediation, communication etc.);
- Creating mentoring agreements that includes work plan/timelines;
- Helping identify specific goals to measure the success of the program, including onboarding of new mentors as the program grows;
- Reviewing strategies for accomplishing goals;
- Giving and receiving feedback in a respectful way;
- Reviewing and/or helping develop specific roles/responsibilities for both mentor and mentee; and
- Networking with one another and sharing strategies, common challenges, successful approaches and identifying educational and training needs going forward.

Mentee Orientation

This orientation meeting will be mentor-driven, providing time for mentors and mentees to get to know one another and for discussion about goals and expectations for the relationship moving forward. This meeting will build the foundation of the mentor/mentee relationship (a key part of any mentor/mentee collaboration), establishing good communication structures and processes and clearly defined parameters early on (for example, can the mentee contact the mentor any time, or only during prescribed times?). This orientation will also serve as a basis for building trust.

An important part of orientation preparation is time for mentors and mentees to think about their roles and responsibilities in their respective roles.

Roles and Responsibilities

Mentors' Responsibilities:

- Willingness to model workplace fairness and equity objectives in the WPR role;
- Providing peer support and encouragement to help mentee build confidence including brainstorming strategies to address obstacles that the mentee identifies;
- Providing tips and advice on the role of the WPR, basic labour relations information, negotiations, dealing with difficult behaviours, and how to best handle certain workplace problems or disputes based on their own experiences where appropriate;
- Allowing mentees (especially newly trained WPRs) to shadow the mentor at meetings with a complainant and/or management representative;
- Encouraging their mentees to try new tasks or “stretch” cases by sharing workload with new WPRs;
- Shadowing mentees in meetings with a complainant and/or management representative;
- Attending teleconferences with the mentee, Workplace Advisor, complainant, and/or management representative;
- Checking in with mentees at least every three months;
- Creating a spirit of openness and trust;
- Giving and receiving feedback in an appropriate and respectful way;
- Helping mentees identify additional training and educational needs; and
- Providing information to AMAPCEO on trends and developing challenges with disputes and workplace issues.

For Mentees:

- Thinking through goals for the mentoring relationship and identifying what they hope to achieve from the program;
- Taking responsibility for their own progress;
- Communicating with the mentor about the areas in which they want to develop and grow;
- Taking the lead on “stretch” cases (i.e., learning means going outside of one’s comfort zone occasionally);
- Remaining open to learning from the mentor by responding promptly to their e-mails or phone calls, following the suggestions the mentor gives and listening to the information the mentor shares about their own background and experiences;
- Following the mentoring plan by keeping scheduled appointments and completing work on time; and
- Openly evaluating progress and setbacks.

Desired Qualities for Mentors & Mentees

In order to help ensure success, the **Mentor** should possess the following qualities:

- Knowledge of AMAPCEO and its processes;
- Knowledge of the AMAPCEO collective agreement, the OPS Employer's Policies and sound labour relations practices;
- Ability to share and communicate their expertise in a manner that supports and challenges the mentee;
- Ability to transfer information to others in a clear, unbiased and constructive manner;
- Be flexible and have a diplomatic approach;
- Be able to anticipate the likely consequences of a particular course of action;
- Be fully committed to the growth of others and value people for more than their contribution; and
- Ability to provide information to AMAPCEO on trends and developing challenges with disputes and workplace issues.

In order to help ensure success, the **Mentee** should possess the following qualities:

- Ability to be able to accept constructive criticism and learn from mistakes;
- Willingness to learn and open to new ideas and approaches;
- Respect for the mentor's time and feedback;
- Complete the work necessary to achieve their goals; and
- Respect the Activist's Code of Conduct.

Rules to Live By

In addition to adhering to AMAPCEO's Equity Statement, Mentors and Mentees should:

- Act with respect for the other person's way of functioning;
- Act with mutual respect for each person's role limits;
- Act with respect for the confidentiality of the information that other person is sharing;
- Act with honesty, frankness and respect for the other person;
- Promptly inform the other person of any expected difficulty or delay; and
- Inform AMAPCEO Workplace Advisors if any problem situation occurs.

Successful Practices for Mentoring

For Mentors:

- **Be an active participant in mentor training.**
By being an active participant in AMAPCEO's Mentor Training, mentors will understand their role as a mentor and develop their own skills to have the confidence to mentor effectively. Examples of these skills: how to be an effective listener or how to provide proper, constructive feedback.
- **Engage the mentee in problem-solving.**
A mentor shares with the mentee their skills, wisdom and experience. A mentor identifies and utilizes teachable moments. A mentor should collaborate with the mentee to find solutions, to help mentees identify their strengths and weaknesses and to capitalize on those strengths and improve/compensate for their weaknesses.
- **Encourage the mentee to move beyond their comfort zone.**
For new Workplace Representatives, there can be reluctance to take on new or challenging issues. Mentors can encourage mentees to step outside of their comfort zones and provide support throughout the challenge. In so doing, mentors assist mentees to develop and strengthen their skills and confidence.
- **Share personal history and experiences.**
Where appropriate, mentors can share with mentees their own personal history or experiences. By sharing, the mentor can assist the mentee respond to challenges and identify effective strategies for growth.
- **Be open to learning and developing your own skills.**
Mentors may find that the mentoring relationship helps them reflect on and improve their own skills sets. As the mentor-mentee relationship grows and develops, mentors may become more aware of opportunities for growth within their own personal development.

For Mentees:

- **Be an active participant in the mentoring process.**

Perhaps the biggest initial challenge for mentees is to remain open to the mentoring process and willing to hear what the mentor has to say. Mentors and mentees may have different backgrounds, experiences and histories which can lead to different perspectives. The mentee should keep in mind that the feedback from the mentor is worth considering even if it appears to be at odds with the mentee's own perspective.

- **Prepare for each mentoring session.**

Mentors and mentees can set up scheduled meetings and ad-hoc meetings as necessary. For each meeting, the mentee should spend a few minutes reflecting on what was learned/tried since the last session, the outcomes noticed, the challenges encountered, and what the mentee would like to get out of the next sessions with the mentor. Taking the time to think about these types of questions and keeping a written account of these questions, will assist in discussions with the mentor.

- **Step outside your comfort zone.**

Be willing to try new or complex challenges will provide the mentee with opportunities to develop new skills and work toward goals. It is important to listen to the suggestions of the mentor and to be willing to accept assignments of all types to promote overall growth and development as a Workplace Representative.

- **Share your own history and experiences.**

Sharing information with your mentor about your own history and experiences may help them understand your frame of reference on a particular issue. It may also help your mentor respond to challenges you present on issues.

Measuring Progress

As with any program, regular evaluation and evaluation tools are key to the sustainability and effectiveness of the program. Evaluation should be formative (assessment is done early in the program with a view to making changes to improve effectiveness over the longer term) and summative (done to evaluate outcomes once the program has been established) and should be built in to the regular cycle of the program. Evaluation tools can be formal or informal, for example, surveys or informal discussion groups. Both are valid, but provide different types of data.

Here are some examples of potential evaluation strategies and tools:

1. Informal conversation with mentors and mentees at the end of the first year of the Mentoring Program

Conversations should focus on the relationship, what worked and what did not. Other topics could include what they learned from the process, the advantages of mentoring, and identification of areas and ways for improvement. These conversations can take place between mentor and mentee as well as between program participants and administrators.

2. Formal surveys or interviews

In the survey or interview, the mentee and mentor will specify what worked and what did not in their mentoring relationships as well as in the program as a whole.

These surveys may ask questions such as:

- What is your general assessment of the program?
- What worked well during your mentoring relationship?
What did not work as well?

-
- Would you recommend the mentoring program to others? Why or why not?
 - What did you learn or otherwise gain from the program?
 - What suggestions do you have for improvements to the mentoring program?

3. Tracking the progress of past Program participants

In looking at this information, we can see if these individuals become/remained active in AMAPCEO or become leaders at higher levels. We can also consider where they have gone and what are they doing now.

4. Developing concrete ways to measure success specific to the goals of the program

Under this method, we consider organizational change in addition to individual change.

How many mentees have, in turn, become mentors? How many mentors have remained active in the program? How many mentees have gone on to become more active in other areas of AMAPCEO such as becoming a candidate for election, or an activist during bargaining? Tracking these outcomes over the long-term will provide statistical data of how the program has impacted the organization overall.

Minimum approach to evaluation

- **Solicit feedback from mentors and mentees at various stages.**

No one knows the strengths and weaknesses of a mentoring program better than its mentors and mentees. It is important to solicit their feedback throughout the various stages in the mentoring process through periodic check-ins with mentors and mentees. This feedback can help point to changes that need to be made, as well as aspects of the mentoring that have worked well.

- **Make adjustments as needed.**

There is no “one size fits all” approach to mentoring. For this reason, it is important to set up the mentoring in ways that meet the specific needs of the AMAPCEO and to stay open to making changes if needed. For example, if the match between mentor and mentee isn’t working, then the parties involved should evaluate the situation and, if necessary, find a different arrangement. Similarly, if a new issue arises within AMAPCEO that must be addressed or the mentee feels that they have not made sufficient progress, the mentor and mentee can reevaluate their goals and strategies.

Resources for Mentors & Mentees

In addition to in-person training, AMAPCEO will develop supports, tools and guides for mentors to properly coach and guide mentees. These aids will provide a uniform approach to the program and will ensure a baseline of common knowledge among the mentors in the program.

- Resources on AMAPCEO website
- Mentor Resource Binder
- Training on RADAR, our web-based WPR case management system
- Successful Practices for Mentors / Mentees
- Worksheet template for Planning the Mentoring Relationship
- Meeting Structure template for Mentor
- Meeting Structure template for Mentee
- Survey results for respective mentor/mentees



Thank You!

Mentoring, in the context of being a Workplace Representative at AMAPCEO, is an effective method of helping inexperienced individuals develop and progress.

The keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems.

On behalf of the membership, activists and your AMAPCEO colleagues, thank you.

AMAPCEO

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