

# NATIONAL EDUCATION ASSOCIATION ORGANIZING FELLOW ACADEMY

## MENTORS AND COACHES

### Supporting the Fellows in their field assignment

#### **Roles and Responsibilities of the Mentor:**

- ☐ Provide wisdom and guidance based on his or her own experience and training. Mentoring will include advising, counseling, and coaching.
- ☐ Develop schedules around meetings and key activities.
- ☐ Conduct on-boarding (vouching, staff vs governance, contracts, policies, job expectations & etc.)
- ☐ Provide opportunities to shadow work that reflects the work the fellow is to do independently.
- ☐ Be skilled in the NEA UniServ Core Competencies
- ☐ Utilize an organizing frame, based on the organizing core competency, to facilitate learning of and exposure to key skills and experiences for the success of the fellow.
- ☐ Identify, nurture and hone talents the fellow already possesses and unearths others that need to be refined.
- ☐ Provide regularly scheduled check ins with the fellow and be accessible for support.
- ☐ Practice self-awareness, reflect on personal beliefs, suspend judgment to maintain a values-neutral position.

#### **Mentor and Fellow Interface:**

- ☐ Hold an initial meeting to share relevant histories, explore boundaries, discuss work climate & expectations, set goals and gain clarity around the process of this work. Use this opportunity to determine the best means to communicate and establish expectations for frequency of formal and informal check ins.
- ☐ Discuss opportunities for and openness to reciprocal growth and leverage these opportunities throughout the program for both mentor & fellow.
- ☐ Communicate and meet on a at least a weekly basis for guidance, meeting, trainings, progress, performance, and feedback.
- ☐ Provide opportunities for shadowing before fellow is expected to do independent work.
- ☐ Build trusting relationships and maintain confidentiality.
- ☐ Build in milestones for assessment, celebration, and adjustments.
- ☐ Provide and welcome constructive feedback and be open to new perspectives.
- ☐ Encourage independent decision-making, problem solving and collaboration.
- ☐ Be a positive role model and model behavior that is empathetic, understanding, and anti-racist (promote practices that reduce racial inequity, equalizes cultural differences among racial groups, develop analysis of systemic racism, supports intentional inclusiveness efforts, etc.)

#### **Coach and Mentor Interface**

- ☐ Hold an initial meeting to gain clarity on specific roles, responsibilities and expectations of both coach and mentor. Set a tone of professional equality and explore possibilities for reciprocal growth of both mentor and coach.
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- ☐ Understand that a positive coach/mentor relationship contributes to the success of the fellow.
- ☐ Support and model for the mentor key skills and behaviors to support the success of the fellow.
- ☐ Develop agreements around giving and receiving feedback.
- ☐ Apply highly developed skills in active listening, empathy, anti-racism, and relationship building.
- ☐ Develop agreements to raise awareness of bias; blind spots and less-developed character strengths; and challenge assumptions.
- ☐ Build trusting relationships and maintain confidentiality.
- ☐ Build in milestones for assessment, celebration, and adjustments.
- ☐ Coach will seek feedback from mentor to assess program effectiveness