

ESTONIAN MILITARY ACADEMY MENTORING POLICY

I GENERAL PROVISIONS

1. The mentoring policy of the Estonian Military Academy (hereinafter referred to as EMA or the Academy) lays down by the types, principles and organisation of mentoring at the EMA.
2. The primary goal of mentoring is to promote the professional development of incoming employees and students and help them adapt to the work processes of the Academy in order to ensure EMA's continued development.
3. Mentoring takes the form of collegial cooperation. Mentoring promotes open dialogue and communication, mutual learning, cooperation and understanding of the values and objectives of the Academy. One of the main prerequisites for successful mentoring is the cultivation of a positive atmosphere and readiness to help oneself and others.
4. As a general rule, mentoring functions on the principle of confidentiality. However, the confidentiality requirement does not apply in case of danger to health, the property of the EDF or private property.

II TYPES of MENTORSHIPS and PARTIES INVOLVED

5. The EMA facilitates three different types of mentoring relationships:
 - 5.1 mentoring of staff members (except academic teaching staff) overseen by the EMA's Deputy Commandant (see Annex 1);
 - 5.2 mentoring of academic teaching staff (hereinafter teaching staff) overseen by the Head of Didactics Development (see Annex 1);
 - 5.3 mentoring of students, the organisation of which is the responsibility of the Head of the EMA Department of Academic Studies (see Annex 2).
6. A mentoring relationship entails two parties:
 - 6.1 mentor – a more experienced colleague or active service member of the EMA teaching staff assigned to mentor a group of students;
 - 6.2 mentee – a new employee, member of the teaching staff or student who receives support through mentoring.

III MENTOR'S ROLE

7. All staff members are free to mentor others on a voluntary basis on the proposal of the person responsible for overseeing that specific kind of mentorship. In case of mentoring students, the selection shall be determined in accordance with the procedure set out in Annex 2.
8. The choice or assignment of a mentor shall be based on the personal characteristics of the potential mentor as follows:
 - 8.1 professional competence and at least one year of professional experience in the EMA;
 - 8.2 capable of learning and analysis;
 - 8.3 open, reliable, motivated and ready to contribute to the development of the organisation;
 - 8.4 has well-developed social and self-determination competencies (e.g. empathy communication and problem-solving skills, acknowledgement of mistakes).
9. Mentoring is taken into account when assigning professional responsibilities, and accounts as part of annual workload for which no separate remuneration is paid.

Annex 1. Mentoring of Staff

Annex 2. Mentoring of Students

MENTORING OF STAFF

I GENERAL PROVISIONS

1. All incoming teaching staff and regular employees can choose themselves a mentor.
2. The mentoring relationship usually lasts for one year. One mentor may have several mentees.
3. The EMA's incoming teaching staff and regular employees are required to take part in the welcoming orientation course called "Summer Academy".
4. The main regulation on mentoring staff is the EDF document "Organisational Guidelines for Inducting New Employees" approved by the Commander of the EDF.

II MENTOR'S ROLE

5. The Mentors shall be tasked with:
 - 5.1 involving the mentee in the EMA's development processes;
 - 5.2 recommending in-service and refresher training to mentees;
 - 5.3 providing guidance to the mentee in formulating professional development goals;
 - 5.4 analysing both own activities and the development of the mentee;
 - 5.5 mentors who are also on the teaching staff are encouraged to engage the mentee in activities supporting the professional development of teaching staff (e.g. peer observation, informal coffee breaks, peer-to-peer seminars, alumni shadowing, conferences, etc.).

MENTORING of STUDENTS

I GENERAL PROVISIONS and OBJECTIVE

1. This section regulates the principles of mentoring as applied to students, the basis for its organization, as well as the rights and obligations of the parties involved.
2. The development of military leaders takes place primarily through curriculum-based studies, and in conjunction with the mentoring of students.
3. As active service members, mentors must serve as examples for EMA students both in their appearance, conduct (incl. public presentation), activities and attitude towards service and academic studies.
4. Mentoring of students aims to:
 - 4.1 support the development of students from non-commissioned officers or officers to military leaders;
 - 4.2 support the development of value-based¹, self-directing, and transferable competences in students;
 - 4.3 offer students guidance on self-reflection and develop their ability to receive feedback;
 - 4.4 support students' academic progress and offer advice on professional development.

II MENTEES, APPOINTMENT of MENTORS

5. All first-year degree students shall be mentees.
6. Depending on the circumstances, second- and third-year students can also be mentees.
7. Mentors are selected from among active service members on the EMA teaching staff on the proposal of the Chairs of academic departments.
8. One mentor can be assigned up to 12 mentees.²
9. The allotment of mentees between the mentors is organised by the Chief of the Student Corps.
10. The pairings of mentors and mentees are approved by order of the Head of EMA Department of Academic Studies no later than by the last working week preceding the start of the academic year.
11. The mentees are entitled to change mentors and that decision is subject to approval by the Head of EMA Department of Academic Studies.

RIGHTS and OBLIGATIONS of PARTICIPANTS

12. Mentors are entitled to:
 - 12.1 receive information from the Planning Section under the Department of Academic Studies on the academic progress of the students assigned to them as mentees;
 - 12.2 put mentees up for commendation to the Chief of the Student Corps;
 - 12.3 their mentoring duties to account for 1/10 of the annual workload.

¹ Honesty with both oneself and the mentor/mentee, readiness to be open about one's goals and ideas, the courage to acknowledge one's mistakes and point to the shortcomings of the opposing party/system, readiness to collaborate with colleagues for the betterment of themselves and the organisation as a whole, the will to hone one's professionalism and expertise, and the desire to remain loyal to the EDF's goals and organisation as a whole.

² The appointment of mentors is generally based on the principle that the mentor-teacher is in close contact with the student during a given period either through teaching and/or other service. As a result, the mentor can focus on observing the mentee, ensuring more meaningful feedback. The number of students per mentor may be influenced by the size of the student cohorts and the overall number of mentors.

13. Mentors must:

- 13.1 prepare and conduct monthly³ individual or group meetings with assigned students for the purposes of discussing their expectations, objectives and performance;
- 13.2 address at least the following topics during the academic year: values of the EDF and the Academy, observance of discipline, commander's role and influence in military service, professional and work ethics;
- 13.3 provide guidance to less successful students on effective learning methods, and to focus attention on students who have failed in their subject course(s);
- 13.4 submit to the Chief of the Student Corps an annual development report for each first-year mentee in accordance with the objectives set out in clause 4 of this regulation, and provide the student with feedback for self-development. The mentee shall also receive a copy of the report prepared by their mentor;
- 13.5 submit the mentor's activity report to the Head of Academic Studies no later than by the end of the academic year, together with the names of students in whose case the continuation of the mentoring relationship would be recommended.

14. Instructions for students:

- 14.1 take the initiative in resolving issues related to your studies and military service, and the Academy as well;
- 14.2 be prepared for an open and honest mentor-mentee relationship;
- 14.3 contact the mentor on your own initiative for support, or to seek explanation of questions related to your academic studies or military service;⁴
- 14.4 take part in individual or group interviews either on own initiative or at the mentor's invitation;
- 14.5 prepare for conversations by thinking through passed events, concerns and possible ways to resolve them;
- 14.6 analyse your strengths and weaknesses in terms of both conduct and action, and suggest areas for improvement;
- 14.7 be open to your mentor's proposals for self-development;
- 14.8 know that you can change mentors by submitting a well-reasoned written request to the Head of Academic Studies.

³ The frequency for the organisation of meetings shall be dictated by reasonableness and necessity. There may be periods where a monthly meeting is not possible due to e.g. service duties, and on the other hand, there may come a need to organise meetings more often than once a month.

⁴ Information of the organisation of studies is provided to EMA students by the Planning Section under the Department of Academic Studies; information on specific subjects must be provided by the responsible teaching staff.