

NROTCUAINST 1601.13

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NROTC UNIT UNIVERSITY OF ARIZONA INSTRUCTION 1601.13

Subj: STUDENT MENTORSHIP PROGRAM

Ref: (a) NSTC M-1533.2  
(b) NAVMC DIR 1500.58

Encl: (1) Mission and Goals Form  
(2) Mentee Biography Form  
(3) Mentor Logbook Format Example  
(4) Honor, Courage, and Commitment Assessment  
(5) Mentor Evaluation Form  
(6) Mentee Evaluation Form  
(7) Mentorship Agreement

1. Purpose: To provide guidance on the policies and procedures of the Naval Reserve Officer Training Corps (NROTC), University of Arizona Student Mentorship Program.

2. Cancellation: None.

3. Background: Reference (a) states that mentoring and developing officers is the primary professional development task assigned to all members of the NROTC staff. However, to develop stronger leadership among the NROTC students, a student-driven mentorship program is necessary. This Student Mentorship Program will provide NROTC students with valuable insight and a hands-on experience in leading their peers and subordinates.

4. Goal: The goal of the Student Mentorship Program is to foster personal and professional development among NROTC students, develop leadership skills, and promote unit cohesion. In accordance with this order, it is incumbent upon both mentors and mentees to seek guidance on how to perform their respective roles as well as have a personal stake in performing their roles to the best of their ability.

5. Role of the Mentor: The mentor is an experienced role model with a vision. The vision is how you can help the mentee reach their professional and personal goals. Ultimately, achieving these goals will not only benefit the mentee and mentor, but will also contribute positively to the overall success of the NROTC. In every situation, the mentor's role is to be an open and available resource. At any one time, a mentor can be a teacher,

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guide, counselor, motivator, sponsor, coach, advisor, or referral agent. The mentor, however, is always expected to be a role model for a successful and professional Midshipman. The needs of the mentee will determine the direction of the mentor. For example, a certain question or topic of conversation may require a mentor to assume a teacher role. The mentor may then become more of a coach to provide support once the newly taught information is understood and applied by the mentee. Lastly, the mentor may assume an advisory role once the mentee has mastered the task and is looking for greater opportunity.

6. Role of the Mentee: A mentee's most key role in the mentoring relationship is to be the "indicator" used to measure how interactive a mentoring partnership will be. In other words, the mentee must determine how much guidance and tutoring they will need from the mentor. A mentee should be honest with themselves and the mentor when making this decision. The roles of the mentee are:

a. Student: As a student, the mentee absorbs the mentor's knowledge and has the motivation to act on this information. In this role, the mentee uses repetition and practical application to retain and demonstrate mastery of the subject.

b. Trainee: In the trainee role, a mentee understands that the mentor is not the only source of information, and seeks out self-improvement through experience. Through this active participation in the unit, the mentee demonstrates initiative and gains awareness of themselves and their role in the unit's mission. This developing mentee enhances his contribution to unit readiness.

7. Mentor Criteria: All NROTC students must meet the following criteria to be selected as a mentor:

a. Physical Fitness: Navy Options and OCs must score at least a "Good" on their most recent PRT. Marine Options and MECEP students must score at least a 250 on their most recent PFT to be selected as a mentor.

b. Academics: Navy and Marine Options must have a 2.5, or greater, cumulative GPA to be selected as a mentor.

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c. Performance Review Boards: Students who have ever been subjected to a Performance Review Board (PRB) may not be selected as a Mentor.

8. Pairing Mentors and Mentees: Mentees will be paired with a qualified mentor at the beginning of each semester by their respective Platoon Commander. The S-1 will maintain and update an alpha roster of all mentee and mentor pairings each semester. Platoon Commanders may allow mentees to choose a mentor, or they may assign mentees to mentors. Platoon Commanders have final approval on all pairings on the Mentorship Agreement contract. Pairings will take Academic Majors into account, but Class Standing (4/C, 3/C, etc.) will take precedence in the assignment. Pairings will be reassessed at the beginning of each semester after reviewing the self-reported mentor and mentee evaluations included in enclosures (5,6).

a. Juniors, Seniors, and OCs/MECEPs will mentor Freshmen and Sophomores.

b. Seniors, OCs, and MECEPs will mentor Juniors.

c. OCs, MECEPs, and Seniors will be assigned a staff member as a mentor.

9. Reassigning a Mentor: Changing mentors is allowed. However, mentors may only be reassigned at the beginning of each semester. Exceptional circumstances that call for a mentor reassignment will be taken on a case by case basis, and must be approved by the Platoon Commander. The S-1 must be informed of all changes, because they must maintain an accurate alpha roster of all mentor and mentee pairing throughout each semester.

10. Student Guidance: The following step-by-step guide provides mentors and mentees with guidelines on how to properly execute and maintain the Student Mentorship Program.

a. Mentors will meet with their mentees at least twice a month. However, mentors are highly encouraged to meet with their mentees more frequently.

b. During the first meeting, the Mentor will ask the mentee all of the questions located on the Mentee Bio Form, enclosure (2). The mentor will write down all of the mentees answers to

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these questions on the form. This will allow the mentor to learn more about the mentee during the first meeting.

c. The mentor will discuss Honor, Courage, and Commitment (HCC) with reference (b) as a guide. The mentor and mentee will then fill out the HCC Assessment together, which is included as enclosure (4). This will help set goals for improvement.

d. After discussing the unit's mission and how the mentee fits into the mission, the mentee will fill out the Mission and Goals Form, enclosure (1). This form will allow the mentee to set goals for the future. These goals can be personal or professional.

e. At the end of the meeting, the mentor and mentee will complete and sign the Mentorship Agreement, enclosure (7).

f. The mentor will maintain a meeting logbook in a mentorship folder. An example of logbook entries is included in enclosure (3). The logbook and folder will be used to ensure that mentors and mentees are meeting at least twice a month, and that students are meeting all of the program's requirements.

g. At a minimum, the mentorship folder will contain the mentorship logbook and enclosures (1, 2, 4, 7).

h. Follow on meetings are open to the mentor and mentee to keep track of their goals, and to develop and foster the mentor and mentee relationship.

i. Upon termination of a mentor and mentee pairing, the folder will remain with the mentee and delivered to the newly assigned mentor.

11. Student Mentorship Program Evaluations: Mentorship Evaluations will help the student staff identify issues in mentor/ mentee pairings. All issues will be addressed and handled by Platoon Commanders at the end of each semester. Any major issues should be forwarded the Unit Staff for action.

a. Mentor: Mentors will complete enclosure (5) at the end of each semester, and deliver it to the their Platoon Commander before Drop-Dead Day each semester.

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b. Mentee: Mentees will complete enclosure (6) at the end of each semester, and deliver it to their Platoon Commander before Drop-Dead Day each semester.

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