



ARMY MENTORSHIP HANDBOOK

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Enclosures:

1 Individual Development Action Plan (IDAP)

2 Mentorship Agreement

NOTE: This booklet was adapted for Army use from the United States Marine Corps Civilian Army Career & Leadership Development Mentoring Handbook.

1 January 2005



DEPARTMENT OF THE ARMY
WASHINGTON DC 20310

Leaving a Legacy through Mentorship

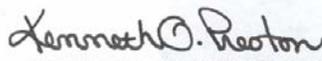
At this time in history, our Nation has asked the Army, as part of the Joint team, to fight and win the Global War on Terrorism. No one could ask more of our Soldiers, especially of those who have made the ultimate sacrifice in war. They will never be forgotten, and we are eternally grateful for their service to the Nation. They have left a legacy that will be passed on for generations to come; we are proud to have served with them.

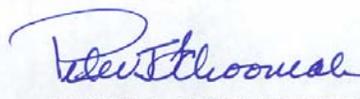
There are many honorable ways to leave a legacy; our focus for 2005 is on leaving a legacy through mentorship. Mentorship is an extremely powerful tool for personal and professional development; it improves technical and tactical competence, leadership skills, self-awareness, and morale. The Army's definition of mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

Mentoring is not a new concept and has been a part of professional and leader development programs for some time. Army leaders have always been expected to mentor those junior to them. However, in order to leave a legacy, a concerted effort and commitment are required. What we, together, are asking each military and civilian leader is to make a commitment to mentor one person beyond the chain of command starting this year and carrying this practice on into future years.

We acknowledge that we've already asked much of you given our current responsibilities in the Global War on Terrorism. However, in order to pass on the hard lessons you have learned and to keep others from making the same mistakes you may have made, we ask for a commitment from each of you to begin mentoring someone of lesser experience. We believe that in doing so, you will pass on a legacy that will be carried on for generations to come. As President George W. Bush put it, "...it is the men and women of America who will fill the need. One mentor, one person, can change a life forever. And I urge you to be that one person."

The Army's Mentorship Resource Center, www.armyg1.army.mil/hr/mrc.asp, and the Army's AKO Mentorship Community pilot (under Personnel Community) are two great resources available to all Soldiers, civilians, spouses, retirees, and veterans to help facilitate bringing mentors and individuals seeking mentors together in person and online.


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I. INTRODUCTION.

Mentoring is a powerful tool for personal and professional development. Many organizations believe that mentoring improves individual performance, retention, morale, personal/professional development, and career progression. Mentoring offers many opportunities for mentors and mentees to improve their leadership, interpersonal, and technical skills as well as achieve personal and professional objectives.

This handbook provides information on the mentoring process to potential mentors and mentees. It describes the roles and responsibilities of mentors and mentees so that both parties will know what is expected of the other in a mentor/mentee relationship.

Army Mentorship Definition: The voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

Note to Mentees: You are ultimately responsible for your own career and personal development. A mentor will provide valuable advice and help you reflect on and learn from experiences, but it is ultimately up to you to take the initiative, demonstrate your capabilities, and seize opportunities and future assignments in order to advance your professional development and career progression.

Note to Mentors: Relax...depending on your approach to it, mentoring may be a very easy, natural process. In fact, you've probably already been mentoring for years whether or not you called yourself a "mentor" formally. Start off slowly and use the lessons you've learned from your own mentors to begin the process as well as the material and guidance we provide you in this handbook. The material in the handbook is not intended to complicate your view of the mentoring role, but rather to clarify it, increasing your understanding, effectiveness, and enjoyment of your role as mentor.

II. MENTORING: QUESTIONS AND ANSWERS.

Q1: Why Should I Get Involved in Mentoring:

A1: Most people think of mentoring as a benefit to the person being mentored, but there are also many benefits to the mentor and the Army.

For the Mentor:

Career Advancement for the Mentor

Becoming identified as someone who develops or mentors well known performers or “fast trackers” can attract highly qualified, high potential individuals who will look for opportunities to work for the mentor in any capacity, and developing others to follow in a mentor’s footsteps can facilitate the mentor’s own personal/professional development and career progression.

Information Gathering – Mentees can be a great source of general Army/organizational data, feedback, and fresh ideas. Because serving in a higher level position isolates some executives and managers, mentees can serve as an important link in keeping communication lines open. Also, while the mentor might possess the “hard facts” about Army issues, traditions, etc., mentees will often provide important feedback about how people at different levels of the Army view things.

Personal Satisfaction – Mentors generally report a sense of pride in watching the mentee they mentor develop, and a sense of contribution to the Army. It is an opportunity to pass on a legacy to the next generation.

Sharpened Management/Leadership/Interpersonal Skills -

Mentors sharpen their own skills as they challenge and coach the mentee. Mentoring is an important competency to have in the leader’s own development.

Source of Recognition – Good mentors are well respected at all levels of the Army.

Expanded Professional Contacts -

Mentors develop many rewarding professional contacts by interacting with other mentors, supervisors, and contacts made because of the mentorship relationship with the mentee.

For the Army:

Increased Commitment to the Army/Increased Retention -

Mentoring increases the mentee’s understanding and acceptance of Army goals, Army Values, and Warrior Ethos. It helps mentees feel that they are an

integral part of the Army.

Improved Performance - Both

Mentors and mentees have an opportunity to expand their technical, interpersonal, and leadership skills through the mentorship relationship. More specifically, mentoring helps mentees identify and prepare for positions which best fit their needs and interests. This in turn, benefits the Army by enabling it to fill positions with the most capable, motivated personnel. Mentoring is functionally efficient, because instead of floundering on their own, mentees are helped by their mentors to develop more direct career road maps.

Improved Flow of Information - Mentoring encourages the sharing of information between various levels in the Army; mentees often serve as “linking pins.”

Leader Development -

Mentoring beyond the chain of command increases the effectiveness of leader developmental activities that occur within the chain of command, and generally produces leaders who are comfortable with the responsibilities of senior level positions.

Leadership Succession – Mentoring facilitates the smooth transfer of Army culture, traditions, Values, Warrior Ethos, and other key components to the next generation of Army leadership. It supports the Army’s Task Force Bench efforts as well as those of Task Force Training and Leader Development, and Task Force Soldier.

Recruitment – An Army-wide mentoring program makes the Army more attractive to potential recruits because it shows the Army cares about its people and their personal/professional development.

For the Mentee:

Mentoring builds confidence and encourages the individual to grow beyond the usual expectations.

Mentees are provided a role model and a sounding board,

Mentees have a better understanding of the Army and what is required to succeed and advance.

Mentees have an opportunity to try more advanced tasks and demonstrate expanded capabilities. In doing so, they may receive more visibility.

Studies indicate that mentees report greater career satisfaction, and their performance and productivity ratings tend to be higher.

Q2: What Does a Mentor Do?

A2. A mentor is a leader who oversees and assists the personal, professional, and career development of another person, usually two ranks below the mentor. Most simply stated, a mentor helps a mentee clarify personal, professional, and career goals; develop actions to improve attributes, skills, and competencies; and design and execute an Individual Development Action Plan (IDAP) (Enclosure 1). The literature on mentoring varies as to the number and titles of roles a mentor plays, but these generally fall into the following categories: Coach, Teacher, Motivator, Counselor, Guide, Advisor, and Role Model.

A mentor:

Coaches a mentee on enhancing their personal and professional attributes, skills, and competencies;

Passes along Army information (structure, politics, personalities, traditions, and culture);

Provides candid feedback to the mentee about perceived strengths and weaknesses/developmental needs;

Points out opportunities for the mentee to develop and demonstrate capabilities;

Advises the mentee on how to deal with real or perceived road blocks;

Serves as a sounding board;

Encourages and motivates the mentee;

Builds the mentee's sense of self-awareness, self-confidence, and adaptability;

A mentor helps a mentee transition from the relatively narrow focus of technical work to the more complex field of leadership. In this process, the mentor provides a role model for success.

Q3: How Does Someone Find/Get a Mentor?

A3: First and foremost, mentors and mentees should “**self select**” each other. When looking for a mentor, a person should spend a lot of time thinking about his or her mentoring needs and investigating possible mentors. A good way to do this is by asking around to get feedback about who might be an appropriate mentor for the individual. Good sources of information are first and second level supervisors, peers and others who know the individual and/or prospective mentors.

The Army's new Mentorship Community on AKO (Under the Personnel Community) offers additional venues for finding/selecting mentors online. Individuals seeking mentors can choose from a number of mentorship sub-communities which each offer tailored mentorship forums and a database of profiles of available mentors that are seeking mentees.

4: Is there Any Guidance on Who an Individual Should Ask to be His/Her Mentor?

A4. Yes. It is recommended that a mentor be:

Someone from beyond the chain of command;

About two grade levels above the individual;

Someone in your Branch/Career Field/MOS/Career Program.

The mentee already has access to his or her chain of command on a routine basis and is encouraged to discuss personal, professional, and career goals and developmental needs with them on a regular basis. Because of this already existing access, the mentee should look for someone else beyond the chain of command to serve as a mentor. Also, there may be, at times, reluctance on the part of the mentee, to discuss some work related problems/challenges in a candid manner with those in the immediate chain of command. Additionally, sometimes direct mentoring relationships within the chain of command can easily and unintentionally create perceptions of favoritism, which should be avoided.

It is generally recommended that a mentor not be more than two or three grades above a mentee. A mentor who is very senior to the mentee may be too far removed to be able to provide practical guidance on how to get to the next step. Also, while many people would like to select senior leaders as mentors, there usually just aren't enough to go around. Individuals looking for mentors should be mindful of this, and individuals asked to be mentors should consider their own time limitations before committing to serve as a mentor for more than one mentee.

Q5: What is the Time Commitment?

A5. The amount of time a mentor and mentee choose to invest in the relationship varies greatly, based on the needs, expectations, and desires of both parties. The greatest commitment of time is generally in the beginning of the relationship when the focus is on getting to know each other and developing the initial draft of the mentee's Individual Development Action Plan (IDAP) (Enclosure 1) (not required, but recommended).

Its also not required, but recommended that mentees and mentors sign a

Mentorship Agreement (Enclosure 2) to establish frequency of contact, relationship parameters, and upfront objectives within their new relationship. As the relationship evolves, the amount of time spent together may need to be adjusted.

Q6: What else should a Mentee consider when looking for a Mentor?

A6. In looking for a mentor, consider personality types, communication styles and methods of communication, backgrounds (personal and professional), CFDs/Branches/MOSs/Career Programs, values, ethos, and experience. Know what you want from the relationship, based on your current situation, and think about the skills you'd like to develop and your career plans. Have realistic expectations: relationships may not last a lifetime, and most cannot fill every need because mentoring styles vary. Some important things to consider include (in no particular order):

What are your career goals and needs?

Does the mentor have knowledge and experience in related areas, or even better, in many of these areas?

Is the mentor at the right grade level (i.e., two or three grade levels above, not too far up)?

Is the mentor good at what he/she does?

Is the mentor an achiever?

Is the mentor a good role model?

How does the Army judge the mentor? Is he or she well respected?

Is the mentor supportive and respectful of others?

Does the mentor value the Army, enjoy the challenges, and understand its vision, mission, and values?

Will the mentor be available for uninterrupted, quality meetings?

Will you feel comfortable talking with the mentor honestly and do you trust him or her to keep your conversations between the two of you?

Will the mentor take a genuine interest in your development? Is he or she enthusiastic about mentoring?

Will the mentor give you honest feedback about yourself and your developmental needs?

Can the mentor help you look for opportunities to gain visibility/demonstrate your capabilities?

Will the mentor give you candid information about the Army and be willing to share knowledge, experience, insights?

Is the mentor a good teacher/coach/motivator?

What do other peers or mentees say about the mentor, as a mentor?

What are the mentor's expectations?

How well does the mentor emulate the Army Values and Warrior Ethos?

Q7: Can Military Serve as Mentors to Civilians and Vice Versa?

A7. Absolutely. Military members generally have a very broad perspective - because of the mobility and variety of positions they hold throughout their careers. Civilians may hesitate to select a military mentor because the mentor may rotate to another location; however, the relationship can still continue long distance via email and/or phone calls. Likewise, military members can choose civilian mentors with similar backgrounds to themselves or that have leader competencies and personal attributes that the mentee aspires to learn from and emulate him/herself. Military can also consider civilian mentors that are former military members, veterans, or retirees turned DA civilian. All have useful knowledge and experiences and generally the willingness to share their experiences and lessons learned with military members as mentees.

Q8: Can a Mentor be from Another Service/Organization?

A8. This is certainly possible too. The only drawback is that a mentor from another Service or outside of the military may not have as much knowledge of the internal operations, issues, and priorities of the Army, or know many key players within the Army. This could limit the mentor's ability to help the mentee identify developmental and career opportunities within the Army and/or CFD, Branch, MOS, or Career Program. In such a case, an individual may wish to find a second mentor, within the Army to fill the gaps.

Q9: Is There a Limit on How Many Mentees a Person Can Mentor?

A9. No. Each mentor should decide what is most suitable for him or her based on individual preferences and time constraints. However, it is recommended that mentors have less than three mentees at any one time so that they can truly

focus on each of their mentee's personal and professional development. Mentors should not hesitate to refer mentees elsewhere when they feel they have reached their personal limits.

Q10: Can a Person have More than One Mentor?

A10. Yes. Especially in today's environment, the more viewpoints, information, and perspectives a person taps into, the better. To be successful, an individual must be able to develop and maintain many alliances from across, and outside the Army. However, because of the time and energy typically committed to a specific mentoring relationship, it may be difficult to juggle and focus on more than one. Regardless, developing relationships so you can turn to many different, respected individuals for advice is very wise.

Q11: What do Mentees Say they Most Want/Expect from a Mentor?

A11. When mentees are asked what they want or expect from a mentor, typical responses include:

Encouragement

Support

Honesty

Candid information and advice

"Big picture" view

Guidance

Suggestions

Honest appraisal of capabilities

Help with "vision"

Assistance in making "good" choices

Information on opportunities available/possible help in defining and reaching goals

Benefit of mentor's experiences: what did and did not work

An effort to really understand the mentee's abilities and concerns

Providing advice on requesting future assignments

Availability, without interruptions

Non-attribution, honest discussions about tough issues

Assistance in formulating a cohesive plan

Idea stimulation, insight to career

Q12: What are Some Characteristics of a Good Mentor?

A12. The following behavior-related characteristics typify ideal mentors:

Supportive - supports the needs and aspirations of the mentee; encourages the mentee to accept challenges and overcome difficulties.

Patient - patient and willing to provide adequate time to interact with the mentee.

Respected - has earned the respect of people within the Army; others look to the mentor as a positive role model.

People-Oriented – genuinely interested in people and has a desire to help others; knows how to effectively communicate and actively listen; able to resolve conflict and give appropriate feedback.

A Good Motivator - inspires the mentee to do better/stretch potential, through encouraging feedback and challenging work assignments.

Respectful of Others - shows regard for the well-being of others; accepts the mentee's minor flaws, just as the mentee must accept minor flaws of the mentor.

An Effective Teacher - helps to manage and guide the mentee's learning - this means actively trying to recognize and use teaching/learning opportunities (the opposite of a "sink or swim" approach).

Self-Confident - appreciates the mentee's developing strengths and abilities, without viewing them as a threat; enjoys being a part of a mentee's growth and success.

An Achiever - sets lofty career goals, continually evaluates them and strives to reach them, takes on more responsibility than is required, volunteers for more activities, and climbs the "career ladder" at a quick pace - and inspires the mentee he or she mentors with the same drive.

Values the Army and Work

Takes pride in the Army, relishes the everyday challenges that typically arise, understands the mission, vision, Values, and Warrior Ethos of the Army; supports the CSA's initiatives – and can interpret these for the mentee.

Q13: What Should Prospective Mentors Look for in Mentees They Might Mentor?

A13. Making a mentor/mentee connection is not just about a mentee searching for and selecting a mentor. Both must consider their own, and the other person's interests and expectations. Before agreeing to mentor a particular person, the prospective mentor may look for the following:

Competence, credibility

Ambition

Desire to learn

Commitment to the Army

Initiative; eagerness to learn

Desire and ability to accept more senior level responsibilities

Loyalty

Similar perceptions of work and the Army

Ability to work as a team player

Ability to learn and demonstrate organizational savvy

Candid information and feedback; conduit of Army information

Ability to keep confidences

Positive attitude

Demonstrates the Army Values and the Warrior Ethos

Q14: What are the Responsibilities of the Mentee Being Mentored?

A14. The mentee must be an active mentee in the relationship (after all, it's his or her career). In particular, mentees must:

Prepare - do appropriate “homework” for meetings with the mentor.

Develop - work to achieve the best attributes, skills, and competencies.

Be flexible - listen to the mentor and consider all new options proposed.

Take initiative - Seek the mentor’s advice when needed.

Focus on the Goal – Don’t get lost in the process. If it is not clear, ask the mentor how the process leads to the goal.

Q15: What is Most Important in a Mentoring Relationship?

A15. There are five essentials for a successful mentoring relationship. Both the mentor and the mentee must want the relationship to work. Watch for signs of “lopsided” mentoring: both the mentor and the mentee should be committing appropriate time and energy to the process. Five things are essential:

1. Respect - established when a mentee recognizes attributes, skills, and competencies in the mentor that he or she would like to possess; and when the mentor appreciates the success of the mentee to date and the mentee’s desire to develop his or her attributes, skills, competencies, capabilities, experiences, and value to the Army.

2. Trust - is a two-way street. Mentors and mentees should work together to build trust, through communicating, and by being available, predictable, and loyal.

3. Partnership Building - The mentor and mentee are professional partners. Natural barriers that all partnerships face may include miscommunication or an uncertainty of each other’s expectations. Activities that can help you overcome these barriers include:

Maintaining communication

Fixing “obvious” problems

Forecasting how decisions could affect goals

Frequent discussion of progress

Monitoring changes

Successful partnerships develop through:

The expression of enthusiasm each has for their relationship.

Activities of idea exploration and successful problem solving which create an atmosphere of emotional acceptance of each other.

Strategies and tactics of change that move slowly enough to be monitored and adjusted to assure optimum growth and success of the mentee.

4. Realistic Expectations and Self Perception - A Mentor should encourage the mentee to have realistic expectations of:

Their own capabilities

Opportunities in terms of present and potential positions

The energies and actions the mentor will commit to the mentoring relationship

What the mentee must demonstrate to earn the mentor's support in his or her personal/professional/career development

A mentor may help define the mentee's self perception by discussing social traits, intellectual abilities, talents, and roles. It is important for the mentor to always provide **honest** feedback.

5. Time - Set aside specific time to meet; do not change times unless absolutely necessary. Meet periodically, and at mutually convenient times when you can control interruptions. Frequently "check in" with each other via informal phone calls or e-mail (it's a good idea to schedule even informal activities to assure regular contact).

Q16: How Does a Mentor Know What a Mentee's Needs Are?

A16: In addition to talking with the mentee about what he or she perceives to be his or her strengths, weaknesses, and developmental needs, there are a number of different leadership assessment/self-awareness instruments available to include a number of 360 Degree Assessment Feedback Tools (G-1/ARI, CAL, USMA, AWC, ARNG, etc.) These specific tools provide feedback to the mentee on what other people perceive to be his or her strengths, weaknesses, and developmental needs. The feedback comes from the mentee's supervisor, peers, and subordinates. A 360 Assessment Tool will be available soon through the Army's Mentorship Resource Center. It will provide useful "baseline data" to know where to focus developmental activities.

Q17: Who will See the Results of My 360 Degree Assessment Tool?

A17: The future Army Mentorship Resource Center's self-initiated 360 Assessment Tool results are intended to be viewed only by the mentee and the

mentor (if he/she chooses). The results should be used as the basis for developing the Individual Development Action Plan (IDAP) and to help the mentees and mentors work to identify appropriate developmental activities (which should be tied directly to the mentees' specific developmental needs). A mentee who does not feel comfortable sharing the data with his or her mentor should find another mentor with whom he or she can trust and feel comfortable enough to do so.

Q18: What Types of Activities Can A Mentor Suggest Besides Formal Training?

A18: Formal training is just one small part of a professional or leader's development. When thinking about appropriate developmental activities, be creative! Some things to consider:

Reading books, articles, journals, Government/DoD/Army news publications, etc.

Trying new projects/special assignments

Covering for peers who are TDY or on leave

Volunteering for temporary details/TDYs/assignments/deployments to other positions

Giving briefings/presentations

Assuming lead POC responsibilities

Joining or chairing Process Action Teams/Working Groups

Involvement in projects/task forces/organizational change efforts

Representing the supervisor at meetings

Professional society participation

Conferences/symposia

Activity presentations/special events

Authoring professional publications

Teaching subject matter courses

Mentoring someone with less experience themselves

Observation experience (then practicing desired skills)

Informational interviews

Participation on selection panels

Community service

Q19: Who should be Responsible for Scheduling Meetings/Interactions?

A19. In a good mentoring relationship, both parties contact each other regularly. Meetings outside the office (for example, having breakfast or lunch together) may be particularly beneficial in building an informal, trusting relationship where candid discussions can take place.

Q20: What if a Mentor is a Rating or Selecting Official for a Position or Promotion Board for which Someone He/She Mentors is Applying/Competing?

A20. In almost all position selection/promotion board processes, rating and selecting officials know some of the candidates. Cases where a mentor and a mentee he or she mentors are involved are no different: there must always be strict adherence to merit principles and processes.

Q21: What are the Boundaries Around the Types of Advice a Mentor Can Give?

A21. Mentors should follow regular standards for appropriateness expected of all Army leaders. While personal rapport and candid feedback are both characteristics of good mentoring relationships, mentors should try to focus on personal/professional development related advice and not veer into political, religious, or other potentially non-typical mentorship discussions.

Q22: What are Some Signs of a Successful Mentoring Relationship?

A22. Some signs that a mentoring relationship is successful are:

The mentee is open to change and transition, to exploring possibilities, helping others, and learning from others.

Both parties are inspired by the relationship and gain a great deal of satisfaction from it.

There is a commitment to understanding and growing, and to confronting and working toward solutions to problems that may arise.

The mentee feels a bond or connection with the mentor, experiencing the relationship as one of value in which mutual interest, respect, and straight forward communications are constants.

The mentee is comfortable going to the mentor when counsel and support is desired.

The mentee takes responsibility for meeting his/her own needs in the relationship.

The mentor shows the mentee new aspects of his or her potential, helping the mentee learn about him or herself.

The mentor has established a comfortable environment for learning and discussion, and enjoys watching the mentee grow.

When it comes time to separate, the relationship is on positive footing and the mentee regards the mentor as a friend or confidant he or she can seek for advice in the future. Because of the relationship, the mentee has increased self-awareness, self-acceptance, and self-confidence.

Q23: What is a Mentor Not Able to Do?

A23. A mentor should never be used to bypass normal and appropriate procedures or chains of command, or to exert pressure or influence on an individual, such as the mentee's supervisor, who is the appropriate decision authority for the mentee. For example, if a mentee's supervisor denies a particular request for training or assignment, the mentee should not request or expect the mentor to intervene. In such a case, the mentee, if dissatisfied, should discuss the matter with his or her supervisor - perhaps offering alternatives that would meet both the individual's and the organization's needs. If still dissatisfied, the mentee should pursue the issue through his/her chain of command. As always, mentors must keep in mind the Army's Values and standards of conduct expected of all leaders.

Q24: What is the Supervisor's Role?

A24. Supervisors have a critical role in the individual's professional/leader development. Like mentors, they provide advice, feedback, and support. Specifically, supervisors provide direct feedback on duty performance and professional/leader development through quarterly counselings, support form objectives, NCOER checklists, Developmental Counseling Form, as well as informal counselings. They can also (if the mentee chooses) provide input into the Individual Development Action Plan (IDAP) that the mentor and mentee are working on together as well as with identifying and supporting specific developmental activities/opportunities for the individual being mentored. The

supervisor is also responsible for providing the individual feedback on what he or she observes to be the individual's strengths, weaknesses, and developmental needs.

Unlike mentors, supervisors are the ones faced with accomplishing immediate mission requirements to include adhering to budget constraints and ensuring equitable access to developmental opportunities for all military and civilian members in their command/organization. While a supervisor may very much want to support the individual's developmental/training activities, and is expected to do so, the supervisor must balance this with these other considerations. The supervisor is the authority to approve participation in developmental activities or to deny participation for workload, budgetary, or other appropriate considerations. It is very important for the individual and his or her supervisor to discuss each other's expectations. Often, some level of negotiation will be necessary. If an individual is dissatisfied with a supervisor's decision about a developmental matter, he or she should try to resolve the issue at the lowest, most appropriate level - that is, offer and discuss with the supervisor possible alternatives which would meet both individual and organizational needs. As discussed in the answer to the previous question ("What is a Mentor Not Able to Do?"), individuals being mentored should never ask a mentor to exert pressure on a supervisor.

Q25: Should A Mentor and Supervisor Talk?

A25. If the mentee feels comfortable doing so, this can be very beneficial to the mentee's professional/leader development. It can facilitate the identification of appropriate developmental activities/opportunities and prevent problems associated with differing needs, perspectives, and priorities. However, caution should be used to ensure mentors do not try to exert any kind of pressure on supervisors to change their mission, training, and resource priorities in order to satisfy the mentor (and the mentee's developmental needs) if they don't fit within the definition of what's good for the unit/organization.

Q26: What If My Mentor Suggests a Particular Developmental Activity but My Supervisor Says "No"?

A26. Your supervisor/immediate chain of command has the authority to approve or deny developmental activities. Refer to the answers to questions 25 and 26 for additional guidance.

Q27: Why Are Leader Development Needs Reviewed at the Same Time As Routine Counselings/Performance Appraisals/Evaluations?

A27. As you review your performance with your supervisor and discuss your performance objectives for the upcoming year, it is an appropriate and natural

time to identify and discuss your developmental needs and appropriate developmental activities for the upcoming year with your supervisor.

Q28: When Does a Mentoring Relationship End?

A28. Good mentoring relationships might not ever end or could end when the mentee has changed expectations or the need for the mentor's guidance and direction has changed. At this point, the relationship may evolve into a friendship. Other mentoring relationships end because they fail to become productive and comfortable. The mentor and mentee may never establish rapport, or one or both parties may not commit adequate time or effort. There may be a failure to communicate goals, needs, intentions, or expectations. The likelihood of this happening is greatest when mentees and mentors are "matched" by a third party, or agree to the relationship without much consideration and discussion of needs and expectations.

The relationship may also end if either the mentor or mentee relocates to another area or leaves the Army. It is not necessary for the relationship to end in these instances, but is possible.

Both mentors and mentees should feel free to end mentoring relationships that do not meet their expectations. In most cases, if one party feels it is not working, the other feels the same. At this point, the mentee should be encouraged to find a new mentor and terminate the relationship as a "no fault" termination.

III. STAGES OF MENTORING:

Mentoring consists of different stages reflecting the mentee's learning and growth needs. Each stage may require the mentor to assume different mentoring roles. The stages actually blend into each other. The roles listed under a stage are not exclusive to that stage, but indicate when mentors are most likely to begin performing that role. With this in mind, the mentor can brush up on the necessary skills to perform the role effectively. The four main stages of mentoring are:

Prescriptive

Persuasive

Collaborative

Confirmative

In order to determine at which stage to begin the relationship, the mentor and the mentee must consider:

What are the mentee's attributes, skills, and competencies?

What is the mentee's level of experience?

What type and amount of guidance and support does the mentee need?

1. PRESCRIPTIVE STAGE

In the first stage of mentoring, the prescriptive stage, the mentee usually has little or no experience at the job or in the Army. This stage is most comfortable for the novice, who depends heavily on the mentor for support and instruction. This is where the mentor is providing stronger, more direct, more specific, more detailed guidance and advice. During this stage, the mentor primarily assumes the roles of:

Coach

Motivator

Teacher

During this stage, the mentor gives a lot of praise and attention to build the mentee's self-confidence. The mentor devotes more time to the mentee in this stage than in any of the other stages. The mentor focuses on providing detailed information to the mentee on many, if not all, workplace issues and procedures.

The mentor thinks of the mentee as a “sponge” soaking up every new piece of information provided. The mentor shares many of his or her own experiences, “trials” and “anecdotes” during this stage, giving examples of how he or she or others handled similar tasks or situations and with what consequences. Mentors in this stage might include corporals/sergeants mentoring first term Soldiers; Captains mentoring newly commissioned second lieutenants; or DA Civilians mentoring new interns.

2. PERSUASIVE STAGE

The second stage requires the mentor to actually persuade the mentee to find answers and seek challenges, rather than getting them from the mentor. The mentee usually has some experience, but needs firm direction. The mentee needs to be prodded into taking risks. The mentor suggests new strategies, questions, challenges, and pushes the mentee into discoveries. Generally, the additional roles the mentor assumes during this stage are:

Counselor

Guide

3. COLLABORATIVE STAGE

In this stage, the mentee has enough experience and ability to work together with the mentor to jointly solve problems and participate in “more equal” communication. In this stage, the mentee actively cooperates with the mentor in his/her professional development plans.

The mentor lets the mentee to take control and work independently. For instance, the mentor gives him/her a piece of an important project to do independently, with little or no guidance. In this stage, the mentor is likely to pick up the following roles:

Career Advisor

Role Model

4. CONFIRMATIVE STAGE

This is the stage in which the mentee has a lot of experience and has mastered the job requirements, but requires the mentor’s wisdom and professional insight into policies and people. In this stage, the mentor may perform many of the previously practiced roles. Most importantly the mentor is a sounding board and empathetic listener. The mentor gives advice and encouragement in a non-judgmental manner about career and personal decisions. Questions can be

answered through discussions with the mentee, by observing the individual or by consulting with others who know the mentee such as his or her supervisor.

Mentoring relationships may follow all four stages or only a few of these stages. In fact, there is such a fine line between each stage that frequently it is difficult to tell when one stage ends and another begins. The mentor needs to continually evaluate the mentoring relationship as it evolves, and determine when it is time to alter the mentoring roles. The mentor must keep in mind that the relationship will stagnate if the mentoring style remains in a stage that the mentee has outgrown.

IV. BUILDING MENTORING SKILLS:

Each role a mentor takes requires special skills. This section will assist mentors in improving mentoring skills. All roles require highly developed active listening skills and quality meeting settings. To establish trusting and open communications in the relationship, mentors should make the mentee feel comfortable in one-on-one meeting settings. Mentors should be aware of the mentee's reactions to the meeting settings. Mentors should feel free to ask whether the meeting setting is comfortable.

MEETING

LOCATION

Is the mentee more comfortable in your office or at some other place? This could relate to a variety of issues such as confidentiality, formality of setting, and travel time. Consider the following:

Appropriate space. Consider how space can relate to power and can create an intimidating atmosphere. A large desk may be seen as a barrier between you and the mentee. However, most people feel their personal space is invaded if you are positioned too near them while speaking. Try to strike a balance. The distance can be bridged by positioning chairs near each other. Proper physical distance may be achieved by using a side table setting.

Lack of distractions. Try to eliminate interruptions such as phone calls, visitors, visible reading and work materials. Provide "quality" meeting time, giving full attention to the mentee. You may have to get out of your office to do this.

MANNERISMS

The following mannerisms help create a comfortable atmosphere:

Eye contact. Use appropriate eye contact. Be sensitive to cultural differences in what is considered appropriate eye contact. For example, in some cultures, direct eye contact is considered appropriate during listening and speaking. Whereas in other cultures, dropping or averting the eyes during listening shows respect, and direct eye contact during speaking is appropriate.

Gestures. Supplement your speech with facial and hand gestures. You can show enthusiasm by nodding approval, smiling, or shaking the other person's hand. However, don't be artificial. Don't "fidget" or play with papers.

Open body posture. Keep an open body posture. Rest your arms casually at your side or on a surface, rather than folding them. Try leaning forward as if eager to hear what is said.

AGENDA

As with *any* meeting, an agenda or clearly stated purpose will help your meeting to be productive. When setting up the meeting, determine the purpose in advance. This helps you:

Allot an appropriate amount of time

Come prepared

Avoid surprises

Determine if the meeting was a success

At the end of each meeting, plan on when the next meeting should be and for what purpose. Agree that if either of you finds it appropriate to request a meeting in the interim, you will tell the other the purpose. Then don't change the purpose of the meeting without mutual consent. For example, if you are planning to meet to work on the Individual Development Action Plan (IDAP), and the individual has experienced a significant problem on the job, you may need an interim meeting. The IDAP should probably not be worked on during this interim meeting, unless you both agree that the combined purpose meeting would make sense.

INTERPERSONAL STYLE

Despite your best effort to follow the tips in this handbook, your natural preferred behavioral style will affect the way you interact with the mentee. For example, one mentor may prefer to intersperse business conversation with humor, while another mentor may not. One may prefer to talk about the big picture before discussing details, while the other may prefer to get the facts lined up before dealing with a large issue. One may focus on logic, while the other focuses on feeling. Being aware of your personal style and the mentee's interpersonal style may be a critical factor in the comfort level of your meetings. You may discover differences in style gradually or you may compare notes from a behavioral style questionnaire or assessment tool. Either way, a mentor should be conscious of style differences and be flexible in style practices in order to contribute to positive and comfortable communication with the mentee. If you are open about this attempt on your part, you may also teach the mentee to recognize the importance of flexible style in his/her interactions with you and with others.

LISTENING

ONE-WAY LISTENING

One-way listening, also known as **passive listening**, occurs when a listener tries to understand the speaker's remarks without actively providing verbal responses. The listener can either deliberately or unintentionally send *non-verbal feedback* through eye contact, gestures, smiles, and nods. However, there is no verbal response to indicate how the message is being received. Sometimes one-way listening is an appropriate way to listen. If the mentee wants to "air a gripe," vent

frustration, or express an opinion, you may want to practice one-way listening. The individual may not want or need a verbal response; rather he/she may only want you to serve as a “sounding board.” One-way listening is also appropriate when you want to ease back mentally. It would be a mistake to interrupt during this time to tell a good joke or story.

TWO-WAY LISTENING

Two-way listening, also known as **active listening**, involves *verbal feedback*. There are two types of feedback that you can use as a listener.

The **questioning response** is one type of verbal feedback. By asking a question about what the person said, you get the individual to elaborate on information already given. The additional information may clarify or confirm your understanding.

The **paraphrasing response** is a second type of verbal feedback. You demonstrate understanding by rephrasing the mentee’s ideas in your own words. Doing this helps you avoid selective listening, which is responding only to the parts of a conversation that interest you. You can summarize their main points by saying, “Let me make sure I’m with you so far...” or “The way you see the problem is...”

CONCENTRATION

Strengthen your listening skills by:

Holding back judgments: Learn not to get too excited or angry about the mentee’s comments until you’re sure you understand them. Do not immediately draw any conclusions about whether the meaning is “good” or “bad.” Reduce your emotional reactions.

Listening for the main points: Focus on the person’s most important ideas. Make a mental outline of the main points. Relate other ideas to the main points.

Resisting distractions: Try to ignore outside noises or people. Control as many distractions as possible. For example, do not take phone calls during your meetings. Focus on the mentee’s facial expressions.

Use excess thinking time appropriately: On average, people speak 125 words per minute. People think at almost four times that speed! Try to not let your mind stray while you’re waiting for the next words. Instead, use the time to “listen between the lines.” Do this by observing and interpreting the mentee’s non-verbal messages, and mentally compare them with the main points.

Listening for the whole meaning: Listen for feeling as well as fact. Pay attention to emphasis on certain words, phrases, or ideas. Note the use of emotional words that may reveal meaning. How the mentee was affected by an event may be more important than the event itself. Be careful not to let personal

prejudices or emotional words detract from your understanding of what the mentee is saying.

COACHING

With a novice, you may need to perform the role of coach to help the mentee learn specific job tasks or to overcome performance difficulties. When coaching, remember to do the following things:

Describe the behavior that you want from the mentee.

Remind the individual why this skill is important.

Explain in detail how to approach the task/activity.

Demonstrate the desired behavior.

Observe the mentee performing if possible.

Evaluate the performance by giving feedback.

FEEDBACK

Coaching primarily involves feedback on performance. As a mentor, you must give two kinds of feedback:

Positive feedback: to reinforce correct behavior.

Constructive feedback: to change behavior that is incorrect or needs improvement.

Both types of feedback are critical to the Mentee's professional growth. If you know how to provide feedback, you can perform the role of coach more easily. Feedback should be:

Frequent. Give frequent constructive feedback so the mentee will have a clear understanding of his/her progress.

Economical. Give concise, quality feedback which will be better understood and appreciated.

Specific. Focus the feedback on what, how, when, and why.

Direct. Tell the mentee what you have directly observed, not what you have heard from others.

When giving constructive feedback:

Don't use judgmental labels, especially negative ones such as "immature" or "unprofessional."

Don't exaggerate.

Phrase the issue as a statement, not a question.

When giving feedback to the mentee, concentrate on the behavior that you would like the mentee to do more of, do less of, or continue performing. It is important that you **not** give feedback when:

You don't know much about the circumstances of the behavior.

The time, place, or circumstances are inappropriate (for example, in the presence of others).

It's good practice to set up a regular schedule for providing feedback. The schedule should be based on individual need and development activities of the mentee.

LEARNING FROM EXPERIENCE

As a mentor-teacher, share the wisdom of your past experiences and insights as a seasoned professional. Make a point to relate learning experiences, special anecdotes, and "trials", whenever appropriate. The mentee not only learns from your errors, but also realizes that no one is perfect. It is this sharing of information that strengthens a mentor – mentee relationship. The mentee needs to learn there is more than one way to get things done. With more sophisticated mentees, your teaching role may be to assure that the individual learns as much as possible from developmental assignments. Learning from experience is not automatic. Most people assess developmental assignments in terms of how well or easily they accomplished a project, rather than in terms of what lessons were learned. To help the mentee learn from experiences, try discussing the experience this way:

Have the person give a concrete, detailed description of the experience. Probe for specifics on what was done and how problems were handled rather than generalizations on "how it went."

Ask the mentee to describe feelings about particular aspects of the experience. This is known as reflective observation.

Have them explain what lessons were learned in the process. This leads to

generalizations about technique, politics, and interpersonal relations, working within the rules, organizational culture, management styles, and functional interrelationships.

Based on the insights expressed in the above steps, get the mentee to discuss possible strategies for future behavior in similar situations.

COUNSELING

During the course of the mentoring relationship, you may be counseling the mentee on problems that stem from conditions outside of work or from conflicts at work. You may also counsel them on how to make certain decisions. The role of counselor requires a trusting and open relationship. To create such a relationship, stress confidentiality and show respect for the mentee. You can promote confidentiality by not disclosing personal information that the mentee shares with you. Show respect by listening carefully and attentively to the mentee and do not interrupt while they are talking.

THE NON-DIRECTIVE APPROACH

As a mentor, you should be familiar with the non-directive approach to counseling. The focus of this approach is to let the mentee discover problems and work out solutions that best fit his/her value system. This type of approach avoids the need for making a diagnosis. You don't want to assume the role of a psychoanalyst. Don't try to diagnose the mentee's problem. A non-directive counseling approach requires active listening skills. While listening to the individual, refrain from passing judgment. You should accept the different values and opinions of the mentee without imposing your own values and opinions. Make the mentee feel comfortable and at ease. Show a genuine interest in their welfare. Attempt to get the mentee to "open up" with phrases such as:

. "I see, would you like to tell me about it?"

. "Would you help me to better understand your feelings?"

. "Why do you feel that way?"

. "OK...what happened?"

Reflection: As part of the non-directive approach, you should learn to reflect upon what has been said by the mentee. A non-directive approach does **NOT** mean that you are passive throughout the discussion. Any discussion, if it is to be productive, requires a give-and-take style. You should reflect on the mentee's statements by restating the key point(s). Make sure you really understand what the individual is trying to tell you.

Silence: It is not unusual for a person to stop talking during a conversation to

organize thoughts, focus opinions, interpret feelings, or simply catch his/her breath. You may feel great pressure to break the silence by saying something. Don't try to anticipate the mentee's feelings or thoughts. This can lead the conversation off in the wrong direction. It is better to let them restart the conversation when ready and continue it at his/her own pace. This eliminates putting too much of your own feeling and bias into the conversation. Let the mentee voice his/her own feelings and thoughts.

Emotion: If the mentee becomes emotional during your discussion, let him/her work through their feelings. After an emotional release, it is not unusual for a person to feel shame or guilt. If they want to discuss this, you should allow him/her to talk freely about it.

Advice: It is better to let the mentee arrive at his/her own solutions. This helps the mentee sharpen problem-solving abilities. Of course you can give advice, but you need to emphasize that this advice comes from your own perspective or experience. If asked for advice, preface your statements with "From my experience...", or "The way I view the situation...", or "If I were in your situation, I would consider..." These statements help the mentee understand that this advice is from your perspective. It is their choice and responsibility to decide whether or not to apply it. Effective counseling should stimulate the mentee's ability to independently solve problems or make decisions.

Personal Problems: Remember the more serious and personal the individual's problem, the more cautious you should be about giving advice. Confidences should be maintained. You should use considerable discretion in handling sensitive information. Realize that the mentee may feel anxiety, apprehension, or fear about disclosing personal information to you. They may wonder how this information is going to be interpreted or acted upon. (This is where trust really is a factor.) **If the problem exceeds your level of expertise as a leader or is very serious in nature, you should refer the mentee to someone else that is trained to handle that level of problem. Available resources include Military/Army One Source, Employee Assistance Program (EAP), Family Advocacy Program, drug and alcohol counselors, a chaplain, the chain of command, or the local Medical Treatment Facility (MTF)/TRICARE.**

GUIDING

As a guide, you help navigate through the inner workings of the Army and decipher the "unwritten office rules" for the mentee. This information is usually the "kernels of knowledge" that one only acquires over time. The inner workings of the Army are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. "Unwritten rules" can include the special procedures the Army follows, the guidelines that are not always documented, and the policies under consideration. As a mentor, it is important that you help the mentee to understand the inner workings and "unwritten rules."

Brief the mentee on who does what, the critical responsibilities that each performs, and the personal/job styles involved. You may also help the mentee navigate the “white waters” of change. How to deal with turmoil, downsizing, rapidly changing missions and organization structures are issues that may be of great concern to the mentee.

CAREER ADVISING

Career advising involves helping the individual set and meet career goals. Using the following steps may be helpful.

1. DETERMINE THE MENTEE’S INTERESTS

This can be done by asking questions such as: What work activities do you enjoy or find satisfying? What did you like best about your last or present job? What are outside activities or organizations you enjoy? What are volunteer programs in which you are active? By categorizing the person’s interests into key areas you can help them focus on the types of tasks, jobs, or professions that would be both suitable and enjoyable.

2. IDENTIFY THE ATTRIBUTES, SKILLS, AND COMPETENCIES WITHIN THESE APPROPRIATE HIGH ENJOYMENT AREAS

Keep in mind that a novice may have difficulty in doing this because people tend to:

Be modest and not want to “blow their own horn”

Recall only those skills necessary for a current job and discount skills learned in previous jobs or non-work experiences

Diminish their skills, thinking they’re too common

Ask the mentee:

What are your work responsibilities?

What attributes, skills and competencies do you need to meet these responsibilities?

What do you believe are your strengths?

What would you consider your three most significant accomplishments?

Why do you consider these to be the most significant?

You can help the mentee reveal attributes, skills, and competencies by forcing him/her to closely examine professional or personal accomplishments. The mentee's supervisors would normally have valuable input for this analysis.

3. HELP THE MENTEE DEVELOP OR ISOLATE APPROPRIATE CAREER GOALS

Start with a mission statement similar to what you would do/use in a unit. Help the mentee identify what the his/her mission is in life (personally and professionally).

Next, help the mentee draft out their long term goals (2+ years) and work backwards from there. It is easier to identify near and short term goals once you know what the long term goals are. Near term goals are six months to 2 years out. Short term are goals over one to six months out. There are several factors to consider when setting career goals. Goals should be:

Specific: Goals need to be clearly defined in terms of what the person wants to achieve.

Suspended: Plan an overall deadline for goals to be accomplished with interim deadlines to ensure the mentee is moving toward these goals.

Results-oriented. Mentees should initially concentrate on the results of their efforts, not so much on the activities that are required to accomplish them. Sub-tasks and activities are determined after the goals are set.

Relevant. The goals should be appropriate and in tune with those of the Army, while moving the mentee closer to the type and level of work that he/she finds challenging and enjoyable. In determining interests and abilities to prepare for goal development, you may have discussed some social and personal interests with applicability to career planning. If the mentee develops personal or social goals, in addition to career goals, the mentor can try to relate them to career goals. For example, a social desire to "interact with many people" may be turned into a career-related goal to achieve an elected position in a professional society.

Realistic: Goals should be within the mentee's reach. They need to feel challenged, but not incapable of reaching the goals. Consider the individual's special talents and weigh these talents with the requirements of the position for which the person strives.

Limited in number: You may want to create several career goals to eliminate the possibility of the mentee feeling "trapped," but avoid setting too many goals at once. Concentrate first on setting goals that will help the person accomplish what needs to be done.

Flexible: Goals shouldn't be so rigid that adjustments can't be made. Sometimes changes in the mentee's interests, the Army's missions, or the individual's workplace, will require altering the mentee's goals.

4. TARGET THE AREAS THAT REQUIRE DEVELOPMENT

To target developmental areas, the mentee needs to know the requirements of future positions. If you've never held the desired positions, talk to people who have, or ask your Branch, Career Field, MOS, Career Program Manager at Human Resource Command (HRC), CPOC, etc. for information about the position(s). If the individual is not a novice, let them do this research! Identify the critical attributes, skills, and competencies needed for effective future performance. Weigh these against the attributes, skills, and competencies the mentee already possesses.

5. CREATE A WRITTEN INDIVIDUAL DEVELOPMENT ACTION PLAN (IDAP) [Enclosure 1]

The best way to assure that goals are reached is to outline specific actions needed to achieve them. You can suggest several career building activities and alternatives such as:

Enrichment - enhance skills and responsibilities by seeking/accepting new tasks and assignments while remaining on the current job.

Reassignment - move to another position with different duties.

Job Rotation or Details - temporary/time-limited assignments in a variety of functions or related sub-specialties provide breadth and perspective, and usually end by returning to the primary/original position.

Education or training - take skill enrichment courses, enroll in academic programs, or self-study activities.

Professional organization membership - participate in meetings, hold office, attend seminars/workshops/conferences, read relevant periodicals.

When academic training is appropriate, get the mentee to consider several alternatives. Some courses have quotas. Timing is often critical. Encourage the mentee to accept personal responsibility for expenses or off-duty time commitment to achieve some goals.

6. DETERMINE SUCCESS INDICATORS

The mentee needs to have a clear vision of what the desired results of the developmental activity or task are. They should be able to answer the question "How will I know I've succeeded?" It's not important what indicators you use, except that these indicators must be measurable and meaningful to the

individual. Once you have an action plan in place, it will be an “enabler” to move the mentee toward the career goals that you help set in your role as an advisor.

7. EVALUATE PROGRESS

Periodic meetings to evaluate progress toward the goals is the final step. This will provide the opportunity to reflect on what has been learned, and to make adjustments as necessary. Marking/celebrating progress as interim goals are achieved can also be a motivational factor.

ROLE MODELING

As a role model, you are a living example of the values, ethics, ethos, and professional practices of the Army. Most mentees, in time, imitate their mentors. As the proverb says, “Imitation is the sincerest form of flattery.” Setting the example may be your most effective teaching tool. The person will learn a lot about you while observing how you handle situations or interact with others. For this reason, you need to be careful of how you come across to the mentee. You must strive for high standards of professionalism and exhibit a solid work ethic and a positive attitude. Give the individual an opportunity to see and learn the positive qualities of an experienced professional. Stop and think about what your own position, branch, career field, MOS, career program require in terms of self-development. Show the mentee what you have done and/or are doing to fulfill those requirements. Even if you are in a different position than the one to which the mentee aspires, your personal example is important.

In teaching the individual how to think, learn, and develop professionally, “attitude” and “style” are often the subtle subjects you will be developing in the mentee. You may want to assure that the mentee observes you demonstrating flexibility and variety in approaches to tasks or situations, so they can see different ways of getting things done. When possible, take them to various meetings or workgroups to observe you in different settings or situations, and discuss why you did certain things. This is sometimes referred to as “shadowing” or “left seat ride.” Remember that the mentee doesn’t have to be just like you. You don’t have to be the only role model that the mentee imitates. Recommend several other role models for the individual to observe. Then help the mentee create his or her own unique professional identity.

MOTIVATING

Most mentees are highly motivated individuals with a thirst for success. You usually perform the motivator role only when the mentee has a very difficult assignment and is afraid of failing. Through encouragement and support, you can motivate the individual to succeed.

ENCOURAGEMENT: One of the most effective ways to encourage the mentee is to frequently provide positive feedback during an assignment or while the

mentee strives toward a goal. Positive feedback is a great “morale booster” that removes doubt, builds self-esteem and gives the individual a sense of accomplishment. Concentrate on what they are doing well and relate these successes to the mentee.

SUPPORT: You can also motivate the mentee by showing your support. Do this by making yourself available, especially during stressful periods. The mentee who knows you are always available will not be intimidated away from asking questions and seeking guidance. Helping the mentee to see an overwhelming task as manageable smaller tasks may be all the support needed.

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ENCLOSURE 1

INDIVIDUAL DEVELOPMENT ACTION PLAN (IDAP)

Mentee's Name _____ Performance Period ____ to ____
Supervisor's Name _____ Date and Initials _____ (optional)
Mentor's Name _____ Date and Initials _____

MENTEE'S BACKGROUND INFORMATION

(to be completed/updated by the mentee before each mentorship meeting)

1) Individual Mission Statement:

2) Short Term (1-6 months)

a) Goals (personal/professional):

b) Steps to Complete Goals:

3) Near Term (6-24 months)

a) Goals (personal/professional):

b) Steps to Complete Goals:

4) Long Term (24+ months)

a) Goals (personal/professional):

b) Steps to Complete Goals:

MENTEE'S ATTRIBUTES, SKILLS, COMPETENCIES

(to be completed/updated by the mentee before each mentorship meeting)

Personal Attributes, Values, and Warrior Ethos	Strengths & Weaknesses	Developmental Activities	Target Date for Completion	Actual Completion Date	Supervisor's Initials (optional)	Mentor's Initials	Mentee's Initials
Attributes...							
Loyalty							
Duty							
Respect							
Selfless Service							
Honor							
Integrity							
Personal Courage							
Mission First							
Never Accept Defeat							
Never Quit							
Never Leave a Fallen Comrade							
Technical/ Professional Skills & Capabilities	Strengths & Weaknesses	Developmental Activities	Target Date for Completion	Actual Completion Date	Supervisor's Initials (optional)	Mentor's Initials	Mentee's Initials
Leader Competencies	Strengths & Weaknesses	Developmental Activities	Target Date for Completion	Actual Completion Date	Supervisor's Initials (optional)	Mentor's Initials	Mentee's Initials
Guiding Successful Operations							
Preparing Self							
Ensuring Common Understanding							
Modeling Sound Values and Behaviors							
Leading Others to Success							
Fostering Growth in Others							
Extending Influence							
Shaping Climate							

ENCLOSURE 2

**SAMPLE
MENTORSHIP AGREEMENT
(Between Mentee and Mentor)**

Date

Mentee: _____

Mentor: _____

We (mentor and mentee) agree to enter into a mentorship relationship for a period of one year. By entering into this agreement, the mentor recognizes his/her role as a professional role model and expects to share advice, experience, and guidance consistent with the Army values and the Warrior Ethos. The mentee understands that the relationship is designed to meet his/her needs, but that primary responsibility for career planning and personal development remains the responsibility of the mentee.

In order to facilitate cooperation and avoid potential obstacles to this relationship, we (the above-named mentor and mentee) agree to the following terms:

Frequency of mentor-mentee contact:

Preferred method(s) of communication:

Mentoring objectives/goals:

Mentor expectations of the mentee:

Mentee expectations of the mentor:

Concerns:

Other: _____

We acknowledge that we have discussed this relationship and understand it to be an important developmental opportunity for both participants. We agree to respect the other's personal requests and to maintain confidentiality before, during, and after the mentoring period.

We recognize that our participation in this career and professional development program is voluntary and may require non-duty time. We further understand that either participant may end the relationship without question at any time during the agreement period.

Mentor Signature Date

Mentee Signature Date