

Department of the Army
Pamphlet 690-46

Civilian Personnel

Mentoring for Civilian Members of the Force

Headquarters
Department of the Army
Washington, DC
31 July 1995

UNCLASSIFIED

SUMMARY of CHANGE

DA PAM 690-46

Mentoring for Civilian Members of the Force

This new Army pamphlet--

- o Provides the background of mentoring for the Army civilians (chap 1).
- o Discusses the roles and characteristics of mentors, associates, commanders, and others involved in a mentoring relationship (chap 2).
- o Discusses the various relationships in mentoring (chaps 1 and 3).
- o Discusses the pitfalls to be avoided by those involved in mentoring (chap 4).
- o Discusses career goals and development of associates (chap 7).
- o Provides a list of references relevant to mentoring (app A).
- o Provides information to facilitate mentoring (app B through F, and H).
- o Provides information on orientation of mentors and associates entering a mentoring relationship (app G).
- o Defines terms used within mentoring (Glossary).

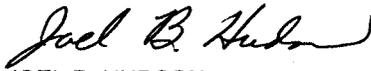
Civilian Personnel

Mentoring for Civilian Members of the Force

By Order of the Secretary of the Army:

DENNIS J. REIMER
General, United States Army
Chief of Staff

Official:



JOEL B. HUDSON
Acting Administrative Assistant to the
Secretary of the Army

History. This printing publishes a new pamphlet on mentoring of civilian members of the Army. This publication has been reorganized to make it compatible with the

Army electronic publishing database. No content has been changed.

Summary. This Pamphlet provides information and guidance on mentoring in the Department of the Army. It includes suggestions for establishing mentoring at the formal and informal levels.

Applicability. This pamphlet applies to the Active Army, the Army National Guard, and the U.S. Army Reserve, as well as appropriated and nonappropriated fund civilian employees.

Proponent and exception authority. The proponent of this pamphlet is the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs). The proponent has the authority to approve exceptions to this pamphlet that are consistent with controlling law and regulation. Proponents may delegate this approval authority, in writing, to a division chief under their supervision within

the proponent agency who holds the grade of colonel or the civilian equivalent.

Interim changes. Interim changes to this pamphlet are not official unless they are authenticated by the Administrative Assistant to the Secretary of the Army. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested Improvements. Users are invited to send comments or suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs), Civilian Personnel Management Directorate, 200 Stovall Street, Alexandria, VA 22332-0310.

Distribution. Distribution of this publication is made in accordance with the requirements on DA form 12-09-E, block number 5445, intended for command levels C, D and E for Active Army, the Army National Guard, and the U.S. Army Reserve.

Contents (Listed by paragraph and page number)

Chapter 1

General, page 1

Purpose • 1-1, page 1

References • 1-2, page 1

Explanation of abbreviations and terms • 1-3, page 1

Concept • 1-4, page 1

Background of mentoring • 1-5, page 1

Advantages of mentoring • 1-6, page 1

Chapter 2

Roles and Characteristics of the Participants, page 2

The mentor • 2-1, page 2

Associate • 2-2, page 3

Commander • 2-3, page 3

Program sponsor • 2-4, page 3

Immediate supervisor • 2-5, page 3

Chapter 3

Relationship of Mentors and Associates, page 3

Establishing the relationship • 3-1, page 3

Evaluation of success • 3-2, page 3

Contacts • 3-3, page 4

Mentoring relationship phases • 3-4, page 4

Chapter 4

Potential Pitfalls of Mentoring Relationships, page 4

Potential pitfalls • 4-1, page 4

Typical situations and resolutions • 4-2, page 4

Chapter 5

Career Goals and Development of Associates, page 5

Developmental planning • 5-1, page 5

Development of long-term and short-term plans • 5-2, page 5

Appendixes

A. References, page 6

B. Information for Recording Mentor Interest, page 6

C. Information for Associate Progress Review, page 6

D. Information for Registering Interest in Mentoring, page 6

E. Information for Associate Career Goals and Developmental Plan, page 7

F. Information for Associate Acceptance, page 7

G. Orientation Information for Mentors and Associates, page 7

H. Information for Exit Interviews, page 8

Glossary

Index

RESERVED

Chapter 1 General

1-1. Purpose

This pamphlet is intended to provide information to commanders and managers desiring to implement mentoring as well as to provide information to those individuals involved in mentoring relationships.

1-2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this pamphlet are explained in the glossary.

1-4. Concept

a. As an employer committed to equality of opportunity for all employees, Department of the Army (DA) is also committed to ensuring that all employees who have the ability, aptitude, and desire to advance are not inhibited from success because of artificial barriers which preclude advancement. Of equal importance, the Army recognizes that employees are valuable human resources. The Army is committed to ensuring that those with the ability and interest in advancing to leadership levels are not frustrated by a lack of practical knowledge of how the formal structured career system, or the more informal practices, operate to provide the continuing influx of new managers and executives that a dynamic organization requires.

b. The relation to leadership programs: Mentoring is not a substitute for civilian leadership programs, such as the Army Management Staff College (AMSC), Personnel Management for Executives (PME), Organizational Leadership for Executives (OLE), Leadership Education and Development (LEAD), or other civilian leader development initiatives. Mentoring is fully compatible with the Army Civilian Training, Education and Development System (ACTEDS) and the Army's Civilian Career Management Program. The mentor can enhance the opportunity for associates to participate in a variety of training or developmental experiences by providing guidance on how to access such programs.

c. The relation to Equal Employment Opportunity (EEO) and Affirmative Action Program (AAP): The intent of mentoring is to enhance opportunities for employees with the requisite interests and potential to become part of the Army leadership structure. Sharing in the knowledge and experience acquired by a mentor over many years supplements the skills, knowledge and abilities already possessed by associates. The outcome will be that good employees become more competitive for advancement. Successful mentoring improves equality of access for Army employees and is fully supportive of the goals and objectives of the EEO and AAP.

d. The relation to the Army Civilian Education and Training System (ACTEDS): ACTEDS Plans, prepared for most career programs and some career fields, normally include mentoring as one means of obtaining required skills, knowledge, and abilities.

e. The objectives of mentoring civilians are to prepare them to be the managers and executives required to meet future needs, to provide opportunities for employees to advance their own careers, and to help meet affirmative action plans and ensure equality of opportunity for every employee.

f. This pamphlet provides background information, guidance and suggestions to support any level of mentoring: informal, semiformal, or formal in nature. Mentoring takes place across the spectrum from very informal and unstructured to highly structured and formal. Each method has its advantages and disadvantages. The commander or manager establishing or encouraging mentoring selects the method which best meets command or organizational needs.

g. Commanders and managers are encouraged to select from this pamphlet to provide information for those engaged in mentoring. The information found in the text is of a general nature and should prove useful to all. The information found in the appendixes is more

structured and will be more valuable to those interested in establishing formal mentoring programs. It is all designed to be modified to fit local circumstances. Commanders, managers, mentors, and associates are encouraged to use the material contained in this pamphlet along with the information in references listed in appendixes and other available materials.

1-5. Background of mentoring

a. Traditional mentoring in the corporate world has been used by management for many years to enhance the potential of subordinates. A senior employee developed an interest in the career of a junior or less experienced associate based on potential for higher level management or executive positions. There may have been no prescribed form and the mentoring may have not been formally structured. Such programs are based in part on the concept that inexperienced managers more quickly acquire skills and knowledge that enhance their effectiveness and usefulness if they learn from an experienced, senior member of the organization. By learning from the senior manager or executive, the associate more quickly masters the formal and informal structures of the organization, learns the practical uses of authority, and acquires skills that improve their own prospects for success.

b. Mentoring in DA is based on the premise that many employees who have the basic abilities and skills to advance to leadership positions within the Army are unaware of opportunities, or need specific collateral skills, knowledge or abilities which would help them advance. For example, they may not have clarified their own goals and ambitions, or they may be insufficiently aware of how the formal career systems and informal networks within the Government operate. For their most effective job performance, they may require enhanced skills or abilities, such as in written or oral communication.

c. Although formal classroom training is the main forum for teaching new supervisors and managers the skills and knowledge they need to effectively direct the work of others, some of the managerial skills are acquired through interaction with other managers and executives. Leadership is less science than art and as an art can best be learned by studying the artists—the successful managers and executives.

d. There are few tasks more important to an organization than preparing for the future. It is evident that one of the most important tasks for a manager or executive is to help prepare subordinates to assume managerial and executive level responsibilities in the future. Some of the ways for managers and executives to carry out this task are as follows:

- (1) Effective performance management.
- (2) Use of the individual development plan.
- (3) Formal counseling sessions with subordinates.
- (4) Mentoring.

e. Mentoring is a broad effort that looks to both the career goals of the employee and the future needs of the organization.

1-6. Advantages of mentoring

a. Studies suggest that mentoring has a positive effect on associates. Associates rated themselves as having more influence, power and access to important individuals than employees without mentors. They also report having more influence within the organization regardless of their gender, race, age or organizational position. Mentors can assist the associate in mastering additional skills, knowledge or abilities in specific areas which enhance their prospects for success.

b. Although the primary intent of mentoring is to benefit the associate, there are substantial benefits which accrue to the mentor as well. Among these are the following:

- (1) Developing greater insights into the associate's line of work and organization.
- (2) Using the associate as a sounding board for ideas.
- (3) Obtaining feedback on cross-generational, cross gender, and cross-functional issues.
- (4) Growth in counseling and guidance skills,

(5) General sense of satisfaction which comes from helping another person to grow and develop.

c. It is also important to note that mentoring is not only an aid to career advancement and promotion, but is also an excellent mechanism for helping an associate to develop other skills, knowledge, and abilities to enhance performance in their current position.

d. Effective mentoring can provide the opportunity for experienced managers and executives to pass on their practical expertise and professional knowledge to employees who are committed to advancement and success.

e. Mentoring provides an effective means of assisting employees to achieve career goals, and of meeting future needs of the organization.

f. As we fully implement the Total Army Culture (TAC) concept, previous distinctions between military and civilian leadership are lessening. Mentoring relationships may encompass a variety of situations such as civilians mentoring other civilians; military mentoring civilians; and civilians mentoring military. Though each of these situations may involve differing styles of management, perspectives, and experiences, both military and civilian members can become better managers or executives by sharing their insights and differences, and each can acquire better insight into the perspectives of the other.

Chapter 2 Roles and Characteristics of the Participants

2-1. The mentor

Appendix B provides information for prospective mentors to register their interest in mentoring.

a. Role of the mentor.

(1) The mentor serves as an objective confidant and advisor with whom the associate may discuss work-related and other concerns related to career development and planning. The role of a mentor in a formal program is usually transitional; that is, the successful mentor works with an associate to a point at which he or she no longer needs direct mentor support and guidance. A mentor is usually at least two grade levels above that of the associate to assure an adequate experience and maturity level. In some circumstances, it may not be possible to meet the recommended two-grade level suggestion. In such cases, other factors such as relative degree of experience may weigh heavily in selecting an appropriate mentor. While it is desirable that mentors be managers or executives, senior specialists with appropriate backgrounds may serve as mentors.

(2) It is important to understand that a mentor is not a "molder of clay;" he or she does not attempt to create a clone of themselves, but rather to serve as a role model and source of inspiration, information and experience from which the associate can select qualities most likely to help him or her achieve success. Neither is the associate an employee of the mentor. Mentors exercise caution when suggesting developmental tasks to ensure that the employee's immediate supervisor has been consulted and that any projects likely to require time away from the job have the approval and support of the supervisor. Ideally, the mentor provides guidance, support, and encouragement, and the associate responds positively by learning and applying new skills and knowledge in ways that optimize success within the organization.

(3) The mentor is one who has achieved professional success, acquired self confidence, experienced professional satisfaction, and wishes to share his or her experiences with a junior or less experienced employee. An effective mentor is supportive and helpful to the associate without taking over the associate's career. This important function should only be undertaken with a thorough understanding of the roles of a mentor.

(4) To maintain an effective mentor-associate relationship, the optimum ratio of mentors to associates is one to one. Although a

higher ratio may sometimes be necessary, the ratio should be kept as low as possible.

b. Characteristics of a mentor. An effective mentor possesses certain characteristics. Although not all prospective mentors will possess every characteristic listed, nor possess them to the same degree, these are highly desirable traits for all mentors.

(1) Global vision. The effective mentor has a view of the organizational broad goals and objectives that transcend day-to-day routine operations. He or she looks beyond the imperatives of the moment to consider where the organization as a whole is now, where it is headed and more importantly, where it should be going. An ideal mentor understands that all Army programs are means to an end, not merely processes to be followed, and that frequently there is a requirement for vision that transcends a demanding involvement with the task at hand. A person with this kind of vision looks ahead to the needs of the Department of the Army and their own organization over the next ten years, and considers those needs when setting professional and organizational goals.

(2) External awareness. A good mentor is aware of the world outside his or her own environment. As good scientists are aware of developments outside their own particular specialty which may impact in their field of inquiry, a good mentor maintains an awareness of developments in other career programs or career fields, of long-term occupational need projections, of technological advances, and of the Army and organizational plans which may impact on the career of an associate.

(3) Experience in networking. Networking entails the ability to make, maintain, and benefit from wide contacts with the Army, DOD, and other executives and managers, both military and civilian, in a variety of career areas, organizations, and levels of management, over an extended period of time. Networks can help provide informational, insightful, problem-solving, and career-enhancing contacts. An effective mentor not only participates in networking, but understands how networking can benefit the associate. A mentor ensures that the associate learns the importance of such networks, so that he or she can begin to establish his or her own networks.

(4) Positive and enthusiastic attitude. A successful manager may not always be a successful mentor. The mentor is competent and effective, and possesses a positive attitude about the goals and objectives of mentoring. He or she believes that the associate can substantially benefit from participation, and enthusiastically shares these beliefs with the associate.

(5) Standing in the functional community. Mentors are recognized within their own function and career areas as competent, resourceful, perceptive, and dedicated. Mentors without the qualifications and qualities that such recognition validates risk failing to accomplish their intent. They may actually hinder the career of an associate in making recommendations or taking action on their behalf.

(6) Professional characteristics. Such characteristics as integrity, compassion, courage, competence, commitment and candor are of heightened importance to a mentor. The mentor, in addition to applying these qualities on the job, guides associates by setting a positive example, through encouragement and through open communication.

(7) General characteristics. The discussion may have seemed to suggest that only a very few managers have the qualifications to be an effective mentor. Far from it, senior specialists, supervisors, managers, and executives have already demonstrated by their success that they possess many, if not all, of those qualities and characteristics that ensure an effective mentoring relationship with an associate.

c. Mentoring process.

(1) The mentor-

(a) Serves as a confidant, counselor, guide and advisor to an associate.

(b) Shares an understanding of the organization, its mission, and the formal and informal operating processes.

(c) Shares experiences which contributed to his or her own success and sets an example for the associate to follow.

(d) Serves as a "sounding board" for career development ideas or for pursuing career opportunities.

(e) Encourages associates to become more efficient and productive in their career field through self-development and other activities.

(f) Suggests appropriate training and developmental opportunities to further the progress of the associate toward leadership positions.

(g) Helps the associate to set clear career goals and periodically reviews progress, making constructive suggestions on career development. Information for reviewing associate progress can be found at appendix C.

(2) The mentor does not-

(a) Do the work for associates or make decisions for them.

(b) Represent the associate at job interviews.

(c) Set career goals for the associate.

(d) Be overly accessible to the associate for minor problems or questions.

(e) Be a "free ride" to the top. Success which is only a result of the mentor's efforts on behalf of the associate is self-defeating in terms of the associate's career.

(f) Attempt to soften an important, but critical observation about the associate simply to spare feelings.

2-2. Associate

a. Appendix D provides information for registering interest in becoming an associate.

b. As a partner in a mentor-associate relationship, the associate's role is primarily to learn from the experiences and professional attributes of the mentor. However, the associate's role is not a passive one; the associate has a responsibility to actively pursue self-development, be willing to seek out and accept broader responsibilities and, when necessary, to be mobile: functionally, organizationally, or geographically. The associate is not a "sponge" whose main task is to soak up the wisdom of the mentor, but rather one who has set professional goals and seeks the guidance of one more experienced in achieving these goals. Specifically, the associate:

(1) Objectively evaluates his or her own motivation and sets realistic professional goals.

(2) Seeks out compatible mentors (It may be that as the associate advances to different levels and assumes higher level duties within a career program or field, he or she will have a series of mentors).

(3) Makes a firm commitment to benefit from the relationship with the mentor.

(4) Considers carefully the advice and guidance from the mentor, and takes action for self-improvement.

(5) Accepts assignments requiring functional, organizational, or geographic mobility as appropriate to acquire the needed depth and breadth of experience.

(6) In formal programs, works with the mentor and supervisor to prepare a developmental plan. Information for formal plans can be found at appendix E.

2-3. Commander

Command support is important to successful mentoring, and commanders ensure that mentors and associates participate willingly. If a more formal program is to be established, the commander may-

a. Announce the program.

b. Notify selected mentors and associates. Information for use in notifying associates of their acceptance can be found at Appendix F.

c. Meet periodically with the mentors and associates.

d. Be available for interviews (for example, the activity or installation newspaper) to discuss mentoring.

2-4. Program sponsor

A program sponsor is appointed for formal mentoring programs. Program sponsors can also be appointed for semi-formal programs or even informal mentoring to ensure proper support to the participants.

a. Characteristics. The program sponsor may be a senior manager

or executive, normally in a position reporting directly to the commander or deputy commander. Although any manager may be asked to assume the role, the program sponsor should be selected based on the mentor characteristics and qualifications described above, as well as willingness to assume the task.

b. Role. The role of the sponsor is critical to the success of a formal mentor program. A sponsor ensures consistency and continuity in the mentoring program. He or she enthusiastically "sells" the program, monitors its implementation, and evaluates its success. The sponsor can consider the following factors to ensure a viable, successful program:

(1) Identify and obtain commitments from mentors.

(2) Ensure mentors are willing to serve, are enthusiastic about their obligations, and believe in the mentoring program.

(3) Act as a "clearing house" for information useful to the program and its participants.

(4) Contribute to the program by obtaining and distributing literature, providing an objective evaluator of proposals, and sharing personal experiences.

(5) Arrange for an orientation for both new mentors and associates. Orientation information can be found at appendix G.

(6) Conduct an exit interview with associates leaving a formal mentoring program prior to completion, when appropriate. Suggested exit interview questions can be found at appendix H.

2-5. Immediate supervisor

The supervisor creates and maintains a positive environment for associates during their mentoring experience. In formal programs, the comments and recommendations of the supervisor are important to the program sponsor and the commander in assessing an applicant's commitment and potential for success in mentoring and to ensure that any suggestions, recommendations, or developmental plans for the associate are according to supervisory plans and organizational needs. Even in informal mentoring, the supervisor is a good source of additional ideas and advice for the associate. In addition, newly assigned employees should be advised by the supervisor of any existing mentoring efforts to include application processes, if applicable.

Chapter 3 Relationship of Mentors and Associates

3-1. Establishing the relationship

Regardless of the circumstances of meeting, mentors and associates must establish their own professional relationship. The formal mentoring relationship involves a complex set of circumstances: two individuals, each with their own personalities, agendas, priorities, and preoccupations, who are expected to interact successfully to accomplish the shared purpose of furthering the career potential of one.

3-2. Evaluation of success

Whether a mentor and associate relationship is successful may depend on the criteria being measured. For example, on a personal level the personalities of the mentor and associate may be compatible, but the associate may gain little that is useful to the organization or the associate's career goals. Or, at the opposite extreme, the mentor may have excellent ideas for the associate's development, but personality problems may interfere with their ability to work as a team. The relationship between mentor and associate must be reviewed at several levels to determine whether the match is successful. Some questions which should be asked at each phase of the program are—

a. Are the goals and objectives of the associate being met?

b. Is the associate acquiring new skills and knowledge useful to his or her career and to the organization?

c. Are both professionally satisfied with progress? That is, does the mentor feel that the associate is gaining from mentoring and that the time of the mentor is therefore being well spent? Does the

associate feel that he or she is getting the kind of advice, guidance, and support that will improve career potential?

d. Are both satisfied with the relationship?

3-3. Contacts

Contacts, which may include telephone contacts, between mentor and associates should occur not less than quarterly. More frequent contacts are encouraged. The purpose of these contacts is to assess associate progress, to provide the associate an opportunity to obtain mentor feedback, and to consider other career matters. Information on recording results of the assessment of progress is contained in Appendix C.

3-4. Mentoring relationship phases

There are several phases to a mentor-associate relationship. Being aware that these exist may help to ward off potential problems of each phase and to enhance the positive.

a. The introductory phase.

(1) In the initial stage of the mentor/associate relationship, they become acquainted, share information concerning their backgrounds, professional qualifications, and experiences. The mentor must gain an understanding of the associate's career goals and potential. The associate should be receptive to the direction and guidance of the mentor. The associate must be willing to discuss his or her professional goals, strengths, and weaknesses so they can design an effective program.

(2) As in any new relationship, mentors and associates both initially wish to please each other. Associates may accept uncritically much of what the mentor says, and mentors may shy away from being critical when the associate does not meet the mentor's expectations. However, this is an important beginning to the relationship.

(3) Both must establish their professional acceptability to each other during this time. The associate must convince the mentor that he or she is right for the mentoring relationship, and must persuade the mentor that time devoted to the associate is being well-spent.

b. The developmental phase. During this phase, both mentor and associate are busy establishing the following ground rules for the professional relationship:

(1) How they will relate to each other.

(2) When and under what circumstances they will meet,

(3) How their relationship in other places (social or professional) will function.

(4) How advice will be given, and how acted upon.

c. The implementation phase. It is during this period that the associate systematically acquires the skills, knowledge, and abilities which are the focus of the mentoring experience. During this phase, the associate may participate in a variety of experiences including "shadowing" of the mentor throughout a day or longer period, seminars, training and developmental assignments, discussions with the mentor, or other experiences which contribute to professional development.

d. The post-developmental phase. At some point, the mentor and associate will begin to realize that there is little left for the mentor to share with the associate at this stage of the associate's career, and the process of ending the relationship will begin. This has been called by some the "disillusionment" phase when the associate begins to question the mentor's continued usefulness in providing guidance. The associate begins to show more independence from the mentor and may begin to question the mentor directly concerning advice or guidance. This is a healthy sign because it means that the associate is, much like a student to a teacher, beginning to assert an independence from the mentor.

e. Termination phase. The final phase in the mentor-associate relationship is ending it. This can result in complete separation, as when the associate moves on to another organization and location and severs any contacts, or in some form of continued contacts. It is not unusual that after the professional mentor-associate relationship ends, the two individuals will remain in contact as friends or close acquaintances. The important thing is that the professional mentoring relationship be clearly terminated so that the associate may

continue his or her professional career independently, to seek other mentors, and perhaps to begin mentoring others. This may be one of the more important of the role model examples that the mentor will give the associate.

Chapter 4 Potential Pitfalls of Mentoring Relationships

4-1. Potential pitfalls

As with any relationship, there are potential pitfalls in mentoring. Most are organizational or administrative and can be resolved through the application of accepted management practices and ordinary problem-solving techniques. Some arise substantially out of the relationship of mentor to associate.

4-2. Typical situations and resolutions

Some typical situations and suggested methods of resolution are described as follows:

a. Resentment or jealousy. Resentment or jealousy by other employees not selected for mentoring or those who chose not to participate. Although difficult to resolve, the key to such problems is in stressing the professional nature of the mentoring relationship with colleagues, supervisors and managers. Mentors and associates alike must be very careful not to allow their relationship to show or appear to be showing favoritism. For example, training or developmental opportunities must continue to be offered to employees based on normal considerations such as mission and organizational requirements and individual development plans.

b. Nonprofessional appearance. Mentoring may create the appearance of other than a professional relationship. The relationship between mentor and associate is a professional one. Maintaining this professional relationship visibly and consistently can reduce, if not eliminate, perceptions that the relationships have any other purpose. This is particularly important when the relationship is cross-gender. Mentors and associates must ensure that their meetings are for clear purposes related to mentoring, that there is visible progress by the associate toward legitimate mentoring goals, and that office relationships between the mentor and associate remain professional.

c. Supervisory and mentor/associate conflicts. The supervisor of the associate may resent the influence of the mentor, may not wish to approve necessary time away from the job to accomplish mentoring goals, or may have priorities which conflict with goals for the associate. Mentoring efforts that will impact in the workplace environment must always be developed in cooperation with the associate's immediate supervisor so that there is no conflict with the supervisor's work plans for the associate. The mentor must be careful to communicate regularly with the supervisor and be especially cautious when suggesting tasks that require time away from the associate's worksite. The mentor should seek advice and guidance from the supervisor to demonstrate his or her concern that development of the associate be a joint effort.

d. Selecting mentors. It is important to select an associate and mentor who can be expected to remain in their current positions for a sufficient amount of time for substantive mentoring to take place. Although benefits can accrue from even relatively short associations, short periods of time are less likely to be useful to an associate's development. This may also cause instability by involving the associate in a series of short term mentoring relationships. Mentors and associates should plan for mentoring tasks that can be completed in a timeframe which is reasonable given a known or anticipated departure date of the mentor or associate.

e. Terminating the relationship. The associate will, at some point, have benefitted from a particular mentoring relationship to the extent possible at a given stage of career development. When this occurs, mentors must be able to gracefully remove themselves from the relationship. The associate may initiate the termination of the relationship. Ideally the mentor should have been alert to the progress of the associate, and should suggest that the associate seek another mentor for a continuing stage of development. Associates

should understand that the contact with the mentor and with those other managers and executives met through the mentor are an important part of the networking essential in any career. They should also make the effort to retain the mentor as a trusted colleague.

Chapter 5

Career Goals and Development of Associates

5-1. Developmental planning

To ensure that the planning for associate development is appropriate, consideration of career needs in light of the associate's professional goals is important. When a formal mentoring program has been established, the mentor and associate may wish to prepare formal developmental plans. The purpose of the associate's developmental plan is to describe the developmental assignment suggestions, self-development activities, and other experiences that the mentor believes will assist the associate in advancing within the organization. For the greatest effectiveness, both short- and long-range goals should be considered. The mentor and associate must be careful to coordinate closely with the associate's immediate supervisor on any developmental suggestions or formal training recommendations to ensure that these are in accordance with supervisory plans for the associate.

5-2. Development of long-term and short-term plans

a. Long-term plans (one year or more).

(1) Long-term plans are concerned with skills, personal characteristics, and behaviors that improve the associate's broad prospects for advancement. These may include social skills, written and verbal communication abilities, effective inter-office relations with subordinates and superiors, knowledge of organizational goals and objectives, and knowledge of decision-making processes within the organization.

(2) Long-term plans should also include recommendations on acquisition of professional skills to prepare the associate for higher level supervisory, managerial, or executive level responsibilities. Such plans may focus on the basic management functions of planning, programming, budgeting, directing, controlling and evaluating an organization's mission and functions, but should be developed at an appropriate level for the associate's current level of experience. This may involve some combination of counseling, training, developmental assignments (e.g., cross-function or staff experience), conferences with the mentor, recommended correspondence courses, or other experiences which should result in acquisition of skills or a desirable change of behavior.

b. Short-term plans (less than one year).

(1) Short-term plans should focus on specific actions such as completion of a particular training course, seeking out and accepting tasks or projects not usually part of the job, participation in management in specific ways such as researching topics for the mentor to assist the associate in understanding a management problem or function, attending conferences, or completing suggested correspondence courses.

(2) To obtain the maximum benefit from mentoring, associates must apply themselves to appropriate self-developmental activities such as:

(a) Attending college courses in the evening programs at a local college or university.

(b) Completing appropriate correspondence training.

(c) Reading relevant publications on management and supervision (books, magazine and newspaper articles, professional journals, etc.).

(d) Becoming involved in local civic activities to improve interpersonal skills,

(e) And seeking greater responsibilities in their jobs.

Appendix A References

Section I Required Publications

This section contains no entries.

Section II Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this publication.

AR 600-3

The Army Personnel Proponent System.

AR 600-100

Army Leadership.

AR 690-300

Chapter 335 Promotion and Internal Placement.

AR 690-400

Chapter 410 Employee Performance and Utilization, Employee Development

AR 690-400

Chapter 413 Employee Performance and Utilization, Management Development

AR 690-950

Career Management.

DA Pamphlet 600-32

Leader Development for the Total Army—the Enduring Legacy.

DA Pamphlet 600-80

Executive Leadership.

DA Pamphlet 690-43

A Supervisor's Guide to Career Development and Counseling for Career Program Employees.

DOD Directive 1400.24

Civilian Mobility Program, 20 October 1989.

FM 22-101

Leadership Counseling.

ACTEDS Plans

Appropriate Career Program Series

Section III Prescribed Forms

This section contains no entries.

Section IV Referenced Forms

This section contains no entries.

Appendix B Information for Recording Mentor Interest

B-1. Documentation

Prospective mentors can document their interest in mentoring by providing, at a minimum, the following information:

- a. Name.
- b. Number of years employed with the Department of the Army.
- c. Organization.
- d. Work telephone number.

- e. Current pay plan, series, grade, and job title.
- f. Previous series and job titles or areas in which he or she would be willing to serve as mentor.
- g. Special knowledge, skills, and experience willing to share as mentor.
- h. Personal characteristics or qualities bringing to the mentor relationship.
- i. Identification (Coy name and organization) of particular Army civilian, if any, for whom he or she wishes to serve as mentor, if applicable.

B-2. Statement

The mentor should be asked to sign a statement agreeing to established terms. For example, such a statement might include that the mentor—

- a. Agrees to serve as mentor.
- b. Understands that one or more associates will be assigned.
- c. Expects to share experiences and advice.
- d. Provides guidance.
- e. Understands that a reasonable amount of duty and some non-duty time also may be required.
- f. Agrees to serve in the mentor capacity for at least one year unless changing circumstances create undue hardship, or until the associate withdraws or is otherwise terminated from the program.

Appendix C Information for Associate Progress Review

C-1. Associate Progress Review Coverage

Periodic reviews may be used in connection with semi-formal or formal programs. The intent of the review is to assist in developing, implementing, and evaluating a developmental plan for the associate.

C-2. Associate Progress Review Record

A written record may be kept documenting the results of such progress reviews. The record may—

- a. Identify the associate, mentor, and period covered.
- b. Indicate purpose for meeting.
- c. Note actions completed (e.g., completed mentor plan, discussed training proposed or completed).
- d. Cite proposed training, self-development, or other actions, with timeframe for completion.
- e. Give evaluation of associate's progress.
- f. Address problems encountered by associate and resolution.
- g. Present associate's assessment of the mentoring relationship to date.
- h. Make other comments.
- i. Show date prepared. (If one is prepared, the record is maintained by the associate and it is not to be used outside the scope of the mentor relationship.)

Appendix D Information for Registering Interest in Mentoring

D-1. General

The minimum recommended registration information for semi-formal and formal mentoring programs is given below. The information may also be used for informal mentoring relationships, if desired. Associate registration material consists of an application for entry into the program and an agreement to abide by program guidelines. Additional data on the applicant, for example, a self assessment, can also be useful.

D-2. Formal mentoring programs

In formal mentoring programs, interested individuals submit applications through the immediate supervisor to the Program Sponsor.

a. The immediate supervisor reviews the application and makes a recommendation before forwarding it to the Program Sponsor. Recommendations against participation or for postponement of participation in the program should be fully explained. For employees in an established career program, the application is coordinated by the Program Sponsor with the Activity Career Program Manager (ACPM).

b. Selection and notification process for associates may be determined by the Program Sponsor or by the commander.

c. If the applicant does not meet minimum qualifications established for acceptance for semi-formal or formal programs, he or she should be given guidance on meeting minimum qualifications. Unsuccessful applicants may reapply for the program following attainment of minimum qualifications.

D-3. Agreement

Use of a signed agreement is strongly recommended for those applying to the program. The text of the agreement may address the participant's understanding and agreement that:

a. Participation in a mentoring experience is voluntary and he or she may withdraw from it at any time chosen by submitting a written statement to that effect.

b. Participation is not a guarantee of training, assignments, or promotion; any recommended formal training is subject to applicable regulations and availability of funds.

c. He or she will set realistic and firm goals with the guidance of the mentor, making a firm commitment to consider carefully and to observe the guidance, to include recommended self-development suggestions.

d. It may become necessary for him or her to complete self-development activities on own time and expense in order to accomplish some goals or objectives.

e. The length of his or her commitment to mentoring is initially one year, but it may be extended by mutual agreement between the mentor and associate.

f. He or she will meet periodically with assigned mentor and may be afforded reasonable duty time for this purpose with the concurrence of his or her supervisor.

D-4. Associate registration of interest

The associate should submit the following data:

a. Name; career program, if applicable; pay plan, series, grade, job title; organization; and telephone number.

b. Education (highest grade completed, major areas of study) and employment history (last three years), to include job title and description of duties.

c. Explanation why he or she is a good candidate for mentoring.

d. If desired, identification, by name and organization of the specific manager or executive he or she requests as mentor.

D-5. Self-Assessment

A self-assessment by the associate is recommended. It will have no bearing on selection for the mentoring program. Rather, it will help the mentor decide how to best provide assistance during the mentoring experience. Sample self-assessment questions may include the following:

a. What are your own career goals for the next three years? You may want to consider job, education, promotions, locations, or any other goals related to your career.

b. How do you plan to achieve these goals?

c. What do you feel are avenues to your achieving your goals (e.g., additional education, training or developmental assignments)?

d. How do you think a mentor could help you achieve your career goals?

e. What do you consider your work-related strengths?

f. What work-related points do you think are most in need of strengthening?

g. What do you most like about your present job?

h. What do you least like about your present job?

i. What experience, training, or education do you have that is not being used in your present job?

j. In the past three years, what have you done on your own time to better qualify yourself? (For example, taken a college course, helped in a community activity that gave you some useful experience, or self-study through correspondence.)

k. Imagine that you are another person meeting yourself for the first time. After talking with you for an hour, how do you think the other person would describe you?

l. Add anything you wish to your self-assessment.

Appendix E Information for Associate Career Goals and Developmental Plan

E-1. A written plan may be prepared for semi-formal or formal programs when the mentor or associate feels that a plan would be of benefit.

E-2. An associate developmental plan, at a minimum, includes the following:

a. Associate's and mentor's names and date of preparation of the plan.

b. Associate's statement of goals. These may be stated as an intermediate or final target grade, position, career program entry, or other appropriate goals.

c. Specific training, developmental assignments, and self-development activities suggested to accomplish goals. Give specific objectives (to take a specific training course; to ask supervisor for added work tasks to broaden experience, or to attend college at night); planned actions (Submit training request through supervisor; discuss added responsibilities on job; or enroll in college course.); timeframe for completion (month/year) (The timeframe is one which the mentor and associate have mutually agreed is reasonable.)

d. Other planned activities such as independent study assignments related to goals.

Appendix F Information for Associate Acceptance

F-1. The associate is notified of acceptance into the mentoring program, typically by memorandum from the commander.

F-2. The text of such a memorandum may include the following:

a. Congratulatory statement about having been selected as a participant in mentoring for civilian members of the force.

b. Statement that selectees are motivated and valued employees who seek opportunities to become part of the Army leadership team.

c. Identification of assigned mentor and approximate timeframe when the mentor will contact him or her for their first meeting. The associate, rather than the mentor, can be asked to make the initial contact.

d. Stated purpose of the first informal meeting, e.g., to become acquainted.

e. Basic information about the mentor, such as his or her name, organization, telephone number, and brief resume. This information could be provided in a letter from the mentor to the associate, which may be attached.

f. Closing statement anticipating that the associate will find the

mentoring helpful in the pursuit of career goals and offering additional assistance, as needed.

Appendix G Orientation Information for Mentors and Associates

G-1. When a formal mentoring program is established, an orientation is given as soon as practical after mentors and associates have been identified. However, an orientation may also be conducted for prospective mentors and associates. This may assist those expressing interest in deciding whether to participate. Mentors may be present at associate orientations to meet prospective or participating associates.

G-2. Possible orientation topics, appropriate for mentors and associates and useful as a guide in informal mentoring relationships, are—

- a.* Purposes of mentoring.
- b.* Role of the mentor (e.g., sharing experiences and organizational knowledge; reviewing associate progress; listening effectively; and counseling).
- c.* Knowledge and skills needed by mentors (e.g., knowledge of relevant organization, structure, mission, and functions; basic knowledge of relevant civilian and military personnel systems; and basic knowledge of counseling techniques).
- d.* Role of the supervisor.
- e.* Role of the associate (e.g., expectations of management; clarifying career goals; goal-setting; evaluating own abilities, interests, and experiences objectively; making a commitment; importance of self-development; relation to mentor; and acting on advice and guidance from mentor).
- f.* Requirements (e.g., eligibility, mentor/associate contacts, and reviewing progress).
- g.* Phases of the mentor-associate relationship, to include entering and terminating mentor relationships.

Appendix H Information for Exit Interviews

H-1. When appropriate, an associate exiting a mentoring relationship prior to attaining initial goals, can provide information useful in evaluating the mentoring experience. The following is a sampling of pertinent questions. Other questions may be formulated to meet command evaluation needs or interests.

H-2. The responses obtained may be provided to the Program Sponsor, if one has been appointed.

- a.* Name and organization may be optional.
- b.* Please explain why you decided to withdraw from your mentoring relationship or program.
- c.* If the program did not meet your expectations, please explain briefly.
- d.* If the mentor selected for you or which you selected did not meet your expectations, please explain.
- e.* If changes in your work situation or personal goals are the cause of your withdrawing from mentoring, please explain.
- f.* How could your mentoring experience have been improved?
- g.* Are there other comments that you may wish to make?

Glossary

Section I Abbreviations

AAP
Affirmative Action Plan

ACTEDS
Army Civilian Training, Education and Development System

EEO
Equal Employment Opportunity

TDY
Temporary duty

Section II Terms

Army Civilian Training, Education and Development System (ACTEDS)
The DA-wide training and career management system that develops technical, professional, and leadership knowledge, skills and abilities (KSA) in individuals as they progress from entry level to supervisory, managerial and/or executive positions.

Affirmative Action Plan
A program developed by the Army and other agencies to help individuals with handicaps, and those who are members of protected groups based on race, sex, national origin, or ethnic group, obtain and retain employment that fully utilizes their skills and abilities.

Artificial barriers
Any factors not based on ability, education, training or experience, which limit an employee's ability to achieve career goals.

Associate
An employee at any grade level in any occupational series who participates, with a more senior or more experienced mentor, in a mentoring relationship which is intended to enhance the less-experienced employee's ability to attain career goals.

Developmental assignments
A formal learning experience designed to develop a knowledge base for future application. Developmental assignments may be long or short term, TDY or PCS, across career program paths, in different organizations, or at different levels of command at different installations or activities.

Equal Employment Opportunity
A program designed to implement Federal law and the regulations of the Equal Employment Opportunity Commission that prohibit discrimination based on race, color, religion, sex, national origin, age, physical or mental handicaps, and/or reprisal.

Executive
A senior employee, usually at the GS-13 or above, who directs the work of a complex

organization or program, often through subordinate managers, or who has responsibility for broad programs affecting large organizational elements.

Formal mentoring program
A program in which a mentor and an associate establish clear career goals, develop a specific written plan for achieving these goals, evaluate progress, and establish a time-frame for completion. A formal mentoring program may include such other elements as appointment of a Program Sponsor, formal command announcements, establishment of entry criteria for associates and mentors, completion of reports of progress or evaluations, and setting of long-range individual and organizational goals.

Individual Development Plan
A training and developmental plan established for a single employee. The IDP includes training objectives, formal and informal training to be completed, usually establishes a time-frame for completion, and relates to career goals of the individual employee.

Informal mentoring
Mentoring in which the mentor and associate develop an unstructured, or very loosely defined mentoring relationship. No formal mentoring plan is developed, results are not usually evaluated, and only very general objectives or goals are established. Although the participants recognize the mentoring relationship, the mentoring usually occurs in a very casual manner initially. Meetings may take place in either a social setting or within the office and may or may not be planned.

Manager
A manager normally carries out tasks through subordinate supervisors. The manager ordinarily has responsibilities for budget, programming, and manpower which the first-line supervisor does not, and establishes long-range organizational goals and objectives.

Mentor
A more experienced or senior employee who accepts responsibility for assisting an associate by guiding the associate's career, advising on career opportunities, and evaluating the associate's progress towards goals and objectives. Mentors may participate in formal, semi-formal or informal mentoring relationships with associates.

Program sponsor
A program sponsor is normally a senior manager, appointed by the commander, to identify and obtain commitments from mentors, and performs other tasks required to establish, publicize, and coordinate a mentoring program.

Semi-formal mentoring program
A mentoring program which, while incorporating some structure such as registering participants, providing information and

publicity, does not have required procedures, specified forms or formats, required acceptance or evaluation procedures.

Temporary duty
Duty performed while in a nonpermanent status at a location other than the employee's permanent station.

Total Army Culture
Total Army Culture is a program which identifies civilians as an integral part of America's Army. Total Army Culture initiatives communicate shared values, ethics and responsibility for readiness between soldier and civilian across the operational continuum.

Section III Special Abbreviations and Terms

This section contains no entries.

Index

This index is organized alphabetically by topic and subtopic within a topic. Topics and subtopics are identified by a paragraph number.

Affirmative Action

- Plans, para 1-4e
- Program, para 1-4c

Equal Employment Opportunity, para 1-4c

Mentoring

- advantages, para 1-6
- background, para 1-5
- career goals, chapter 5
- civilian and military, para 1-6f
- formal programs, paras 5-1 and 5-2
- objectives, para 1-4
- phases, para 3-4
- pitfalls in, paras 4-1 and 4-2
- principles, para 1-4a
- references, appendix A
- relationships
 - AAP and EEO, para 1-4c
 - ACTEDS, para 1-4d
 - civilian leadership programs, para 1-4b
 - mentor and associate, para 3-4

Mentor

- characteristics of, para 2-1b
- orientation of, appendix G
- relationship with associates, paras 3-1 thru 3-4
- process, para 2-1c

Role of

- associate, para 2-2a
- commander, para 2-3
- mentor, para 2-1a
- program sponsor, para 2-4b
- supervisor, para 2-5

Total Army Culture, para 1-6f

UNCLASSIFIED

PIN 073597-000