COMNAVRESFOR INSTRUCTION 12410.6

From: Commander, Navy Reserve Force

Subj: COMMAND FEDERAL CIVILIAN EMPLOYEE MENTORSHIP PROGRAM

Ref: (a) Chief of Naval Operations Guidance 2003
     (b) Office of Personnel Management Guidance, Mentoring in Government

Encl: (1) Civilian Employee Mentoring Program Handbook
      (2) Mentoring Partnership Plan
      (3) Department of the Navy Individual Development Plan

1. Purpose. To establish and implement policy, guidance, and assign responsibilities for Commander, Navy Reserve Force (COMNAVRESFOR) Civilian Federal Employee Mentorship Program.

2. Collective Bargaining Agreements. Provisions of an existing Collective Bargaining Agreement, Memorandum of Understanding, and/or Memorandum of Agreement applicable to bargaining unit employees supersede the policies and procedures outlined herein unless to do so would violate any applicable government-wide law, rules or regulations.

3. Coverage. This instruction applies to all COMNAVRESFOR civilian Federal employees. Civilian employees and military members can serve as mentors.

4. Background

   a. Mentoring, like coaching is a helping activity, which enables individuals to achieve their full potential. Mentoring is a guidance relationship between two people, where a trusted person (mentor) helps another person (protégé/mentee) learn something the latter would otherwise have learned less proficiently, more slowly, or not at all. COMNAVRESFOR is dedicated to ensuring that mentoring opportunities are available to its workforce. This instruction and enclosures outline general guidance for the COMNAVRESFOR Civilian Employee Mentoring Program.

   b. The goal of the program is to provide guidance for all Federal civilian employees in the effort to institute a formal approach to develop future leaders, retain talents, support the Navy's diversity initiatives, and enhance career development. Recognizing the value of mentoring at all levels, the COMNAVRESFOR Mentorship Program is designed to help those who desire mentoring (protégé/mentee) and those who want to mentor, to establish mentoring relationships, both formal and informal. The mentoring relationship is a reciprocal, learning relationship between individuals who work collaboratively towards a mutually defined goal of developing the
protégé’s skills, abilities, knowledge/thinking, to help attain established professional or personal goals. The program is designed to augment and set in place a mechanism where workforce members at all levels may seek mentors and professional expertise. COMNAVRESFOR will accomplish this by encouraging the participation of both mentors and protégés across the command and by ensuring that mentorship tools are available to facilitate connection between mentors and protégés. Mentorship tools are discussed in enclosure (1).

5. Definitions. The following are common terms associated with the COMNAVRESFOR Mentoring Program.

   a. Coaching. Coaching is helping another person to improve awareness, to set and achieve goals in order to improve a particular behavioral performance. While mentoring and coaching use similar skills and approaches, coaching may be short term task-based where the coach facilitates problem solving by the other person. Mentoring is a longer term relationship where the mentor focuses more on developing the protégé’s skills.

   b. Confidentiality. The information discussed between the mentor and the protégé should be treated in a non-attribution environment and remain confidential. This confidentiality does not, however, rise to the level of legal privilege and can be disclosed if command interests warrant release, including but not limited to administrative investigations.

   c. Formal Mentoring. Formal mentoring is usually tied to a developmental program, i.e. the COMNAVRESFOR Leadership Program, Civilian Development Programs, etc., has a defined timeframe, and focuses both on the goals of the organization and the protégé.

   d. Informal Mentoring. Informal mentoring primarily focuses on the protégé and their goals (both personal and career). The mentor and protégé work together to devise an action plan that sets career goals and leads the protégé on an appropriate career path. Protégés can view experiences to choose a mentor on their own. A partnership plan does not need to be completed with the informal mentoring, although developing goals and a plan to meet the goals is highly encouraged.

   e. Job Shadowing. Shadowing enables employees to observe a more experienced member of staff and the content of their working day, skills, and methods of decision making leadership. Shadowing is designed to share best practice, see new things or observe a new way of doing things.

   f. Mentor. A mentor is a trusted counselor or guide who is involved in the development and support of one who is less experienced. The mentor/protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization.

   g. Participation. Participation in the COMNAVRESFOR Mentoring Program is highly encouraged, but voluntary, for civil service employees.
Active participation in the mentoring program, whether formal or informal, fosters a command and workplace environment conducive to the growth and development of the COMNAVRESFOR workforce. Enclosure (1) provides guidance and recommendations for utilizing the mentoring toolkit as a way to initiate the mentoring process.

h. **Partnership Plan.** The partnership plan is a written agreement entered into between a mentor and a protégé. This agreement clearly states the goals of the relationship in order to monitor progress. The agreement will be in effect at the mutual consent of both parties. Either the mentor or the protégé may unilaterally end the agreement at any time.

i. **Protégé.** A protégé, or mentee, as it has been commonly preferred, is the more junior person being mentored.

j. **Workforce Member.** A workforce member referred to COMNAVRESFOR civilian employees.

6. **Responsibilities**

a. **Commanding Officer/Officer-in-Charge.** Commanding officers/officers-in-charge (CO)/(OIC) are responsible for ensuring civil service employees are provided opportunities to participate as mentors or protégés.

b. **Mentorship Program Director.** The mentorship program director is responsible for the overall management of the program to ensure that it is effectively meeting program objectives.

c. **Mentorship Program Coordinator.** The mentorship program coordinator encourages participation in the program by both mentors and protégés by publicizing program information and providing advice and information to program participants, and will also ensure that mentorship tools are available to facilitate matching mentors and protégés.

d. **Supervisors.** First level supervisors are the key elements in promoting a dynamic mentoring program and mentoring culture. Supervisors provide the environment for all personnel under their command/supervision to feel motivated to seek additional sources of professional expertise and are critical to Navy readiness. CO, OIC, deputy, chief of staff (DCOS), and assistant deputy chief of staff (ADCOS) are primarily responsible for the development of their subordinates, and should be the first to explain and promote the benefits of mentoring to potential mentors. Additionally, supervisors should:

   (1) Advocate the mission and goals of the organization.

   (2) Give direction and credibility to the mentoring program.
3. Support the protégé in their personal and professional efforts towards goal setting and self-improvement.

4. Assume fundamental leadership responsibility to mentor their workforce members. However, this does not mandate that supervisors be the formal mentor for their subordinate(s).

5. Support and encourage each workforce member’s effort to find a mentor outside of their direct chain of command.

e. Mentors. Mentors have certain responsibilities to ensure their mentoring partnerships are successful. Mentors will:

   1) Promote and maintain the professional nature of the partnership. Fraternization is against command policy and will not be tolerated.

   2) Maintain the confidentiality of mentor-protégé communications, except as mission requirements or other superseding command interests’ demand.

   3) Ensure that mentoring relationship is voluntary in both perception and reality and that advice and guidance from the mentor are understood to be suggestions, not orders. No level of coercion will be tolerated. If at all possible, it is recommended that a mentor and protégé not work in the same supervisory chain of command.

   4) Refer potential mentors to a protégé, if unable to take on an additional protégé.

f. Protégé/Mentee. Protégés also have a role to ensure the mentoring partnership is a success. Protégé will:

   1) Seek out and initiate communication with potential mentors.

   2) Ensure execution of a particular plan.

   3) Show willingness to assume responsibility for growth and development.

   4) Be receptive to feedback and coaching.

7. Records Management. Records created as a result of this instruction, regardless of media and format, must be managed per Secretary of the Navy Manual 5210.1 of January 2012.

8. Review and Effective Date. Per OPNAVINST 5215.17A, COMNAVRESFOR will review this instruction annually on the anniversary of its effective date to ensure applicability, currency, and consistency with Federal, DoD, SECNAV, and Navy policy and statutory authority using OPNAV 5215/40 Review of Instruction. This instruction will automatically expire 5 years after
effective date unless reissued or canceled prior to the 5-year anniversary date or an extension has been granted.

9. **Forms**

   a. OPNAV 5300/7, Mentoring Partnership Plan, Enclosure (2).

   b. Department of the Navy Individual Development Plan Template, Enclosure (3).

   R. K. HUDGENS
   By direction

Releasability and Distribution:
This instruction is cleared for public release and is available electronically only via COMNAVRESFOR Web site, http://www.navyreserve.navy.mil
NAVY RESERVE FORCE

CIVILIAN EMPLOYEE MENTORING PROGRAM HANDBOOK

Enclosure (1)
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1. PURPOSE. This handbook provides a “map” for the road to successful mentoring. It provides guidance through the mentoring process – what it means to be a mentor/protégé, stages and types of mentoring, roles and responsibilities during the tutelage, and the different styles necessary to have a successful mentoring relationship. The mentor-protégé’s relationship is depicted from beginning to end and outlines how to identify a mentor, establish and cultivate the relationship, and avoid “obstacles” that can detour the relationship. Finally, this handbook outlines the positive effects that are shared by the mentor, the protégé, and the organization.

2. HANDBOOK USE. It is recommended that all aspects of the handbook are read at least once by all potential mentors and protégés. Whether one is new to mentoring or an experienced mentor, there is information to be learned. Upon review of the material, refer to the handbook whenever necessary. One may find that some sections will need to be reference more than others. Remember, this handbook is the “map” to the road to successful mentoring. Decide how to best use it as a tool.

3. INTRODUCTION
   
   a. Mentoring improves the overall mission capability and readiness of the command by facilitating the learning process, thereby increasing the readiness of our total force, both military and civilian employees. This is done by creating and sustaining a mentoring culture within Commander, Navy Reserve Force (COMNAVRESFOR). At the heart of this culture is a network of leaders who, through the sharing of individual experiences and skills, will guide and advise the protégé on personal and professional development. Both the mentor and protégé will benefit and grow through this experience, and each should view this as an outstanding opportunity to work towards achieving their full potential. While emphasis here is placed on this network of coaches and personnel as mentors, it is important to note that this program is not intended to replace the chain of command.

   b. Commanding officers (CO), officers-in-charge (OIC), deputies, chiefs of staff (DCOS), special assistants (SA), and supervisors are the first line of promoting a dynamic mentoring program. Providing an open forum for the entire workforce under their guidance to seek additional sources of professional expertise is critical for the well-being of our Navy.

   c. Participation in the program does not guarantee promotions, awards or bonuses. All equal opportunity rules and guidelines will be followed to ensure fair and equitable treatment of participants. Partnerships are formed by mutual agreement between the mentor and the protégé.

   d. In all cases, focus is on efforts to improve each workforce member’s state of progress along a particular career path. This applies to both the mentor and the protégé.
4. WHAT IS MENTORING

a. Mentoring is an open view of new experiences and possibilities. A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want to share these “life experiences” is characteristic of a successful mentor. A successful mentor is also characterized as:

(1) Supportive. A mentor is one who supports the needs and aspirations of a protégé. This supportive attitude is critical to encourage development of the protégé. A mentor must encourage the protégé to accept challenges and overcome difficulties.

(2) Patient. A mentor is patient and willing to spend time with the protégé. Both the mentor and protégé define time requirements.

(3) Respected. A mentor is someone who has earned the respect of peers, the Navy, and/or community. It is important that this person be a positive role model.

b. A protégé, as a bright and motivated individual, is the future of an organization; the insurance that a well-trained, high-quality workforce will be ready to meet long-term organizational needs. Protégés represent a wide range of individuals in terms of age and work experience.

5. THE PROGRAM

a. The COMNAVRESFOR Mentoring Program is a structured, semi-formal approach to develop future leaders, retain talent, support the Navy’s diversity initiatives, and enhance career development for all civil service employees. Participation in the program is highly encouraged, but voluntary, for civil service employees. Recognizing the value of mentoring at all levels, this program is designed to help those who desire mentoring and those who want to establish mentoring relationships. Its unique blend of facilitated matching, formal training, and program events allow participants to get the most from a mentoring relationship.

b. The mentoring relationship is a reciprocal, learning relationship between individuals who work collaboratively toward a mutually defined goal of developing the protégé’s skills, abilities, knowledge and/or thinking, which help attain career goals. The program is designed to augment and set in place a mechanism where workforce members at all levels may seek mentors outside of their chain of command and professional expertise.

6. MENTORING AS A PROCESS

a. The COMNAVRESFOR Mentoring Program considers mentoring a process that provides the workforce with the opportunity for personal growth, professional development, and the
transfer of knowledge and expertise through mentoring relationships. The mentoring process links a senior person (mentor) with a junior person (protégé) to help foster the career development and professional growth of the protégé. The mentoring process requires that the mentor and protégé work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached.

b. The Mentoring program process has a number of critical steps.

   (1) A need for mentoring must be identified and can occur in many ways. For example, a supervisor may recommend that a subordinate seek additional guidance on performing a task; a workforce member may be a part of a developmental program where mentoring is a program requirement; a potential protégé may determine that they would like assistance in developing a new skill or ability. Regardless of how the mentoring need is identified, the road to a productive mentoring relationship is paved and should immediately be grounded by reviewing this handbook and training material, as well as exploring computer-based training available on the My Navy Portal web site, https://www.my.navy.mil, Total Workforce Management System (TWMS), https://twms.navy.mil/my.policy, or any other workshop/classroom courses offered online and/or by COMNAVRESFOR.

   (2) Mentors and protégés may connect with each other on their own initiative, or they may use a mentoring tool such as the TWMS Mentor Module, available on the TWMS Self-Service page. Use of the TWMS Mentor Module requires completion of Mentor Module training, also available on the TWMS Self-Service page. The prospective participant or mentor completes an online mentor or protégé TWMS mentoring registration. Registration will generate a notification to the registrant’s supervisor for concurrence and awareness. Once a protégé has identified a mentor, the mentor’s name may be entered on the DoN Individual Development Plan (IDP) template.

   (3) It is highly recommended that protégés select prospective mentors no more than two pay grades above themselves. This two pay grade recommendation is primarily for the benefit of the protégé. Finding a suitable mentor may require a significant amount of personal initiative and a unique professional connection between the parties. Openness between the mentor and the protégé is essential, and the protégé may find more comfort with a mentor who has more recently experienced similar professional challenges.

c. It is incumbent upon the protégé to contact as many prospective mentors as they deem appropriate while determining an acceptable match for a mentoring relationship. Finding a suitable match may be difficult and, as a result, requires a thorough evaluation of the mentor’s characteristics. A protégé should look for the following characteristics in a mentor:

   (1) People oriented.

   (2) Good motivator.
(3) Effective teacher.

(4) Composed and confident.

(5) An achiever.

(6) Values the Navy and work.

(7) Respects others.

d. Remember that these characteristics are found in successful mentors, but they are not all required. If a prospective mentor does not possess a majority of these characteristics, perhaps they are not ready to be a mentor right now and should spend some time cultivating or improving in these areas. It is usually recommended that the mentor and protégé not be in the same supervisory chain of command. In practice, however, informal mentoring relationship often results from supervisor-subordinate relationships. In this situation, keep the mentoring relationship separate from the supervisor-subordinate relationship. To build a trusted relationship, the two parties must be able to talk freely to each other. If the mentor is the protégé’s supervisor, they need to avoid passing judgment and remember to separate the roles of supervisor and mentor. When identifying a mentor, the mentor and the protégé do not need to be exactly alike. Successful mentoring relationships often occur between people of different genders, ethnic backgrounds, and physical capabilities. Section XV and XVI offer helpful questions for potential mentors and protégés to ask one another to help ensure a good fit for the mentoring relationship.

e. Once a match occurs, the two parties should develop mentoring guidelines and formalize the partnership with a Mentor-Protégé Agreement (Section XVIII). The mentor and protégé should discuss expectations that help build the foundation of the mentoring experience. Each party should be able to clearly articulate their own expectations, find out what is to be learned and how the relationship should develop. During this step of the mentoring process, the parties should develop a schedule to ensure time will be devoted to the mentoring relationship.

f. Next, the parties should kick-off their mutually beneficial mentoring relationship and perform the appropriate roles.

g. Throughout the normal course of the mentoring relationship, the mentor and protégé should meet from time to time to informally evaluate the relationship, find out if expectations are being met, and if both parties are satisfied.

h. When the mentoring relationship is evaluated, issues or obstacles may arise that need to be discussed. The mentor, as the senior and more experienced partner, should take the initiative for monitoring the “health” of the mentoring relationship. The protégé is responsible for acknowledging and discussing problems as they arise.
i. Both mentors and protégés should participate in periodic assessment and surveys on the COMNAVRESFOR Mentoring Program. These assessment and feedbacks are used to continuous process improvement.

j. Finally, the mentoring process involves knowing when to transition, or even end, the mentoring relationship. Good mentoring relationships may transition when the protégé outgrows the need for the mentor’s guidance and direction. At this point, the relationships generally evolve into a strong friendship, in which two see each other as peers. Other mentoring relationships end because they fail to become productive and comfortable. The mentor and protégé never establish rapport, or commit adequate time of effort arising from a failure to communicate goals, needs intentions, or expectations. Both the mentor and the protégé are free to end the relationship if it is not meeting expectations. In most cases, if one party feels it is not working, the other feels the same. The following are three common reasons why mentoring relationship end:

   (1) Protégé “grows” beyond the boundaries of the relationship. When a protégé begins to gain more confidence and starts to perform more independently, the mentoring relationship becomes exploitative and needs to be terminated. Reflection and analysis need to be employed to determine why a mentoring relationship ended. This is acceptable. A mentor wants the protégé to achieve independence and begin to make decisions on their own. Of course, the mentor and protégé can still remain on good terms and continue professional contact.

   (2) Mentor and protégé have a “falling out.” The mentoring relationship may no longer be beneficial to the mentor or protégé. Sometimes the mentoring relationship becomes exploitative and needs to be terminated. Reflection and analysis need to be employed to determine why a mentoring relationship ended. Both the mentor and the protégé should think carefully about whether their expectations were realistic and if their behaviors were appropriate. This reflection is beneficial if the mentor or protégé begins a new mentoring relationship with another individual.

   (3) Mentor or Protégé leaves position of the Navy.

7. MENTORING BENEFITS

   a. Adopting a mentoring philosophy, or culture, results in numerous benefits for the mentor, the protégé, and the organization. Specifically, mentoring supports and aligns with the goals of developing workforce members to better serve the COMNAVRESFOR mission.

   b. As a mentor, specific benefits from mentoring include:

      (1) Enhanced self-esteem and status in the organization, refined leadership and interpersonal skills, increased influence on the mission and direction of the organization, and the personal satisfaction of watching the protégé grow and succeed.
(2) A chance to cultivate management, leadership, and interpersonal skills. A mentor sharpens these skills by delegating challenging work to a protégé and by giving constructive feedback.

(3) A source of peer recognition. Others will respect the role of a mentor in imparting the values of the Navy to a protégé.

(4) The potential for developing or enhancing professional network by interacting with other mentors, as well as with contacts made through a protégé.

(5) Learning from the protégé — mentors and protégés can learn from each other.

c. As a protégé, specific benefits from the mentoring include:

(1) Self-confidence which will lead to an increased likelihood of job satisfaction, higher productivity, and career success. It also reduces the time needed for development of skills, increases awareness of the organization and the individual’s importance to the organization’s mission accomplishment.

(2) By using the mentor as a role model, the protégé can learn from example. In addition, the protégé can use the mentor as a sounding board to express new ideas or to vent frustrations.

(3) For the novice protégé, mentoring helps the protégé feel more comfortable with the environment and COMNAVRESFOR culture while expanding their knowledge and political ability. The protégé will have an opportunity to work on challenging and interesting projects. A less experienced protégé, under a mentor’s guidance, can be given opportunities to try different and more advanced tasks.

d. The organization also realizes specific benefits from mentoring:

(1) Mentoring improves the quality of work life and morale for workforce members, and encourages teaming and networking within sites and competencies, as well as across sites and competencies. Mentoring also increases organizational knowledge, communications and understanding of our mission, vision and goals, and accelerates change throughout the organization.

(2) Mentoring supports combat readiness by helping the organization with recruitment, creating an environment that embraces a culture of development and knowledge sharing, identifying areas and people for succession planning, and increasing professional and personal development for participants.
(3) Mentoring aids in the transformation of products and resources into future capabilities by improving the quality of products and services, increasing motivations and productivity, reducing learning curves, and improving retention.

8. ROLES AND RESPONSIBILITIES

a. Successful mentoring assumes an active, collaborative effort between mentoring participants, their department director or first-line supervisors. Additionally, there are a number of functions responsible for the program success from an implementation, oversight, maintenance, and sustainment perspective. Each has a specific role to play.

(1) Mentor

(a) A mentor is a trusted counselor or a guide who is involved in the development and support of one who is less experienced. The mentor:

1. Fulfills training requirements to best prepare them to be a suitable and effective mentor.

2. Serves as a role model and teacher to assist with the development of the protégé.

3. Advises on career planning and coaches activities that will add to experience and skill development.

4. Assists in career path planning and reinforces the integrity of the relationship between the protégé and chain of command.

5. Instructs in social, technical, and management skills, effective behavior, and how to function in the organization.

6. Counsels on work related and personal issues.

7. Encourages less experienced workforce members to seek new challenges.

8. Transmits value systems.

9. Shares relevant experience.

10. Provides constructive feedback on observed performance.

11. Assists a protégé in establishing, maintaining and broadening networking relationships.
(b) Although a mentor's responsibilities are tailored to meet the needs of a specific protégé, some of the more common responsibilities are to educate them on retention, promotion boards, professional courses and career paths. A mentor clearly cannot guarantee promotions. Likewise, when providing assistance for developmental activities, a mentor must be careful not to give any unfair advantage to the protégé. Mentors must always adhere to merit principles. The mentor-protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization.

(2) Protégé

(a) A protégé, or mentee, as it has commonly been referred, is the more junior person being mentored. No other meanings found in the various definitions of this word are applicable. The protégé:

1. Seeks out and initiates communications with supervisor and mentor.
2. Ensures execution of a partnership plan.
3. Shows willingness to assume responsibility for growth and development.
4. Works to succeed at one or more levels above the present position in the organization.
5. Stays receptive to feedback and coaching.
7. Raises issues of concern regarding career development.

(3) COs/OICs/DCOS/ADCOS/Supervisors

(a) COs/OICs/DCOS/ADCOS and First-level supervisors are the key elements in promoting a dynamic mentoring program and mentoring culture. They provide the environment for all personnel under their command to feel motivated to seek additional sources of professional expertise and are critical to the readiness of the Navy.

1. Act as a source of information on mission and goals of the organization.
2. Give direction and credibility to the mentoring program.
3. Support the protégé in their personal and professional efforts towards self-improvement and goal setting.
4. Have a fundamental leadership responsibility to mentor their workforce members. This does not, however, mean that they need to be the formal mentor for their subordinates.

5. Support and encourage each workforce member’s efforts to find a mentor outside of their direct chain of command.

(4) **Program Director**

(a) Director, Human Resources Office (N00CP) for Civilian Personnel will serve as the program director for the COMNAVRESFOR Mentoring Program. The program director is responsible for the overall management of the program. Additionally, the program director will:

1. Monitor the program to ensure compliance with program objectives.

2. Provide guidance and make final decisions concerning program policies and execution.

3. Provide oversight to the program to ensure effectiveness and long-term viability of the program.

4. Ensure periodic evaluations of the program are performed to assess the need for change or program improvement.

(5) **Program Coordinator (as assigned by the Program Director)**

(a) The program coordinator will serve as the process owner for the COMNAVRESFOR Mentoring Program. Duties include the responsibility for all program aspects and working with competency coordinators to ensure successful program implementation and sustainment throughout the command. Specifically, the program coordinator will:

1. Establish, lead, and train a team of competency coordinators to support the program.

2. Provide oversight of the program to ensure effectiveness and assist competency coordinators as required.

3. Monitor the program and competency coordinators activities to ensure compliance with program objectives.

4. Maintain the feedback mechanism specifically designed to respond to questions about the program.
5. Obtain feedback from competency coordinators and provide feedback to senior management on program effectiveness.

6. Recognize outstanding service or contributions to the mentoring program and provide such information to the program directors.

(b) Training and education are an integral component of the success of the command. The mentoring program is a critical building block in the training and professional development of our workforce members. A successful mentoring program required close coordination between the COMNAVRESFOR training department and the program coordinator.

1. Ensure connectivity and awareness with all newly assigned workforce members as part of the check-in process.

2. Ensure program materials are distributed in welcome aboard packages to explain the purpose, objectives, and benefits of the program.

3. Assist prospective mentors and protégés in gaining information about the program, and communicating with competency workforce recruiting mentors and protégés.

4. Orient and coordinate newly assigned mentors regarding program objectives and essentials.

5. Conduct appropriate competency marketing, informational briefings, kick-off sessions, and other events as needed to generate interest and sustain program.

6. Conduct periodic evaluations of the program as directed by the program director.

7. Distribute and collect program information assessment and other program evaluation materials and requests for program participation.

8. Ensure connectivity with the check-out process.

9. Provide necessary assistance and ensure program training is scheduled and conducted as needed.

9. MENTORING TYPES

a. Informal Mentoring.

(1) Informal mentoring, also referred to as traditional mentoring, focuses primarily on the protégé and their goals (both personal and career). This type of mentoring promotes the
examination of the protégé’s career path through goal setting. The mentor and protégé work together to devise an action plan that sets career goals that will lead the protégé on the appropriate career path. Informal mentoring not only encourages the protégé to establish career goals but also advocates setting personal goals. The overall development of the individual is the focus of informal mentoring.

(2) Informal mentoring is a natural process, the mentor and protégé often pair together by their own internal forces. Internal forces, such as mutual respect, shared experiences, and common interests are the ingredients that create the relationship.

(3) A partnership plan is not required, although developing goals and a plan to meet the goals is highly encouraged.

(4) Informal mentoring can last for years – although friendships that formed through this type of mentoring can last a lifetime.

(5) Another characteristic of informal mentoring is that it can involve interaction between the mentor and protégé away from the workforce. This type of mentoring relationship may result in the mentor and protégé spending time together outside the office. Informal mentoring is usually successful because the two parties have a genuine concern for each other’s well-being. Friendship, rather than job requirements, keeps the two parties together.

b. Formal Mentoring.

(1) Formal mentoring, also known as planned/structured mentoring, primarily focuses on organizational goals and how the protégé’s goals fit into the organization. Organizational goals increase productivity, eliminate turnover and reduce absenteeism.

(2) Formal mentoring usually has a defined timeframes and is tied to a developmental program (i.e. Development Program, Pathway Program, etc.) and concentrates heavily on the needs of the organization, yet benefits both the organization and the protégé. This type of mentoring promotes a “formal business” approach to the relationship; therefore, there is little or no social interaction. The mentor and protégé rarely see each other outside the office.

(3) Formal mentoring is usually tied to a command developmental program and has a defined timeframe. The relationship transitions or ends when the organizational goals are reached.

(4) Match participants. The protégé is offered an electronic generated list of potential “suitable” mentors. These matches are based on similar situated information provided in TWMS not limited to work assignments, areas of interest and identified strengths.
(5) Complete a Mentor-Protégé Agreement which highlights primary goals, responsibilities, term of the relationship, restrictions, and other requirements.

(6) Train participants. The participants actively seek and obtain training to understand their roles as mentor and protégé.

(7) Monitor the relationship. The mentor and protégé monitors the mentoring relationship against the program to ensure compliance with the formal partnership plan.

(8) Evaluate the program. The program is evaluated to determine the results, such as advantages, cost effectiveness, and difficulties.

10. STAGES OF MENTORING

a. Mentoring as a dynamic and ever-changing process consists of different stages that provide a protégé with the opportunity to learn and grow. A mentor needs to be aware that each stage requires that different roles be assumed. The following are the four stages of mentoring:

(1) The Prescriptive Stage. The protégé usually has little or no experience with the Navy or in the workforce. This stage is most comfortable for the novice protégé, who depends heavily on a mentor for support and direction. This is where the mentor is prescribing, ordering, and advising a protégé. A lot of praise and attention is required to build the protégé’s self-confidence. The mentor will devote more time to the protégé in this stage than in any of the other stages. The mentor will provide detailed guidance and advice on the protégé on many, if not all, workplace issues and procedures. In this stage, think of the protégé as a “sponge” – soaking up every new piece of information provided. The mentor will share any of their life experiences, “trials,” and “anecdotes” during this stage, and give examples of how they or others handled similar situations and what consequences results.

(2) The Persuasive Stage. This stage requires the mentor to take a strong approach with the protégé. In this stage, mentors actively approach with the protégé. Mentors actively persuade protégés to find answers and seek challenges. The protégé usually has some experience, but needs firm direction to be successful. During this stage, a protégé may need to be prodded into taking risks, thus, the mentor should suggest new strategies, coach, question, and push the protégé into discoveries.

(3) The Collaborative Stage. The protégé has enough experience and ability that they can work together with the mentor to jointly solve problems and participate in “more equal” communication. In this stage, the protégé actively cooperates with the mentor in their professional development.
(4) The Confirmative Stage. This stage is suitable for a protégé with a lot of experience, who has mastered the job requirements, but requires a mentor’s insight into navy policies and people. In this stage, the mentor acts more as a sounding board or empathetic listener.

b. While everyone can benefit from a mentor at any point in their career, the ultimate goal of the mentoring stages is to produce a well-rounded, competent employee who outgrows the guidance of a mentor. The relationship should evolve to the point where the protégé is self-motivated, confident, and polished. Ideally, a mentor wants the protégé to move on to become a mentor to another colleague embodying the idea of “Find a Mentor, Be a Mentor.”

c. Each mentoring stage is characterized by the degree of dependence the protégé has on the mentor. The degree of protégé dependency is greatest at the Prescriptive Stage, with dependency decreasing with each subsequent stage. This means that a protégé who is successfully capable of working independently, most of the time, would be comfortable in the Confirmative Stage.

d. Job Shadowing allows employees a unique opportunity to observe a position or job area to gain perspective and a better understanding of the organization as a whole. It is important to note that all mentoring request must be incorporated into the participant’s IDP for consistency and supervisor approval.

11. GUIDANCE FOR MENTORS

a. A mentor is a “trusted counselor or guide.” Mentoring, therefore, is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. To be an effective mentor:

(1) Ask questions to help your protégés think through complicated projects or situations instead of just telling them what to do.

(2) Share your own experiences and lessons learned to help your protégés in similar situations.

(3) Work alongside your protégés, when possible, to teach them new skills or help them get work done on time.

(4) Let your protégés know when there are ways they can improve the quality of their work or improve the way they interact with others.

(5) Talk to your protégés career interests and what they will need to do to reach their goals.

(6) When possible, introduce them to persons who can mentor in the future.
b. Mentors are expected to be responsible to protégés, not for them. A mentor should not feel as though they are responsible for either the protégé’s behavior or success. This is because the mentor does not have sufficient control or authority over the protégé to warrant that level of responsibility. A mentor is, however, responsible to the protégé for doing what the mentor says they will do and giving the best advice and counsel they can.

12. GUIDANCE FOR PROTEGES

a. The philosophy of COMNAVRESFOR leadership is that everyone remains on life’s road to self-improvement and self-fulfillment until the end of their days. No one is too experienced to be a protégé. And, regardless of the stages of one’s career, one will continue to have goals and need help adapting to constant changes. A mentor can help do that.

b. A good mentoring relationship gives information and passes along the knowledge to go out and create a better opportunity for one’s self. Mentoring is grounded in the principle that if an individual does not care enough to enrich oneself through education, knowledge, and experience, they probably are not going to get very far. There must be an obvious commitment to self-improvement on the part of the protégé. As a willing and eager learner, the primary person to benefit from putting forth the effort required to find a mentor is the protégé.

13. ELEMENTS OF A SUCCESSFUL MENTORING RELATIONSHIP

a. There are several elements of the mentoring relationship that lead to success. These essential elements are as follows:

(1) **Respect.** Respect is established when the protégé recognizes knowledge, skills, and abilities in the mentor that they would like to possess. The protégé then attempts to acquire these much-admired characteristics. Respect usually increases in time.

(2) **Trust.** Trust is a two-way street – both mentors and protégés need to work together to build trust. The following are four factors to building trust:

   a. **Communication.** A mentor needs to talk and actively listen to the protégé. It is important to value the protégé’s opinion and let the protégé know that they are being taken seriously. A protégé can help build trust in the relationship by honestly relaying their goals and concerns and by listening to the mentor’s opinions.

   b. **Availability.** A mentor should be willing to meet with their protégé when required or requested by the protégé. Remember the “open door” policy; that is, the door should be kept open as often as possible. At the same time, it is critically important that the protégé respect the mentor’s time.
(c) **Predictability.** A protégé needs their mentor to be dependable and reliable. Mentors should make a point to give consistent feedback, direction, and advice, and be able to predict the needs of the protégé. Conversely, the protégé needs to be consistent in their action and behavior. Although a protégé will grow and change during the mentoring relationship, drastic changes in behavior or attitude could signal a problem. Look for these indicators of potential trouble in a mentoring relationship:

1. Frequent changes in direction.
2. Frequent arguments.
3. Frustration at lack of progress/floundering.
4. Excessive questioning of each decision or action.

(d) **Loyalty.** A mentor should avoid compromising the relationship by discussing a protégé's problems or concerns with others. In addition, mentors need to instruct protégés to keep information discussed private as well. Mentors and protégés need to avoid criticizing or complaining about organizational leadership or policies. Disloyalty to the organization may cause confusion on the part of the protégé and unproductively degrade the mentoring relationship into complaint or grievance airing.

(3) **Partnership Building**

(a) When entering a mentoring relationship, the mentor and protégé become professional partners. There are natural barriers that all partnerships face. Natural barriers may include miscommunications or an uncertainty of each other's expectations. An excellent tool available to reduce and/or eliminate potential barriers is the OPNAV 5300/7, Mentoring Partnership Plan. The partnership plan is an agreement entered into between a mentor and protégé which clearly states the goals of the relationship in order to monitor progress. The agreement serves as the foundation defining each participant's expectation and is a valuable part of building the partnership. **Note:** The mentor and protégé should keep a copy of this plan. In addition, provide a copy to the COMNAVRESFOR Mentoring Program Coordinator.

(b) Additionally, five improvement activities can help overcome any barriers that may arise during the mentoring relationship:

1. Maintain communication.
2. Fix "obvious" problems.
3. Forecast how decisions could affect goals.
4. Discuss progress.

5. Monitor changes.

(c) Use the following activities to help build a successful partnership:

1. Show enthusiasm. The mentor should create a positive atmosphere by showing enthusiasm and excitement for the protégé’s efforts.

2. Create an atmosphere for emotional acceptance. Since a person can resist being changed, transformation is a campaign for the heart as well as the mind. A mentor should help the protégé feel accepted as they experience professional growth.

3. Approach change slowly. The mentor should also listen to the protégé and be responsive to their concerns. When drastic changes occur, a person needs time to accept and experiment with these changes.

(d) Partnership-building activities are not only useful when building a mentoring partnership, but also are helpful to the protégé when interacting with others.

(4) Self Esteem

(a) The fourth essential to a successful mentoring relationship is to build a protégé’s self-esteem. All people have the desire to believe that they are worthwhile and valuable. To help build a protégé’s self-esteem, encourage them to have realistic expectations of themselves, the mentoring relationship, and the position.

(b) Dissatisfaction can result if the protégé expects too much of themselves, the mentoring relationship, or the position. Discuss and document realistic expectations together.

(c) Encourage the protégé to have a realistic self-perception. Help define the protégé’s self-perception by identifying their social traits, intellectual capacity, beliefs, talents and roles.

(d) Always provide honest feedback. Protégés deserve the truth, and honest feedback helps a protégé keep a realistic self-perception. Encourage the protégé to change a poor self-perception. Changing a poor self-perception requires a good deal of commitment from the protégé. There are two reasons for a poor self-perception:

1. The protégé “can’t” be the person they would like to be.

2. The protégé “won’t” be the person they would like to be.
(e) A protégé "can't" change when they do not have the skills or abilities to change. A mentor can help the protégé change this self-perception by helping them develop the knowledge, skills and abilities to become the person they want to be.

(f) Often, a protégé with poor self-perception claims they "won't" be the person they would like to be because they are not willing to do what is required. The mentor needs to instill in the protégé that a poor self-perception can be changed if they are willing to make the effort.

(5) Time. During the mentoring relationship, make time to interact. Specifically, set aside time for the mentoring relationship. Set meeting times and do not change these times unless absolutely necessary. Meet periodically, at mutually convenient time and at times when there will be no interruptions. In addition to making time available, realize that protégés require adequate time to grow professionally.

14. MENTORING OBSTACLES

a. During the course of a mentoring relationship, a mentor and protégé may experience "roadblocks." Roadblocks are obstacles that could hinder a developing relationship. There are obstacles unique to a mentor and obstacles that only the protégé may encounter.

b. The obstacles that could confront a mentor are:

(1) Mismatched mentoring Styles. A mentoring style that does not meet the protégé's needs. What happens when:

(a) A highly organized mentor has a protégé with a relaxed work style?

(b) A creative protégé has a mentor who practices the "old school" of thoughts?

(c) An assertive mentor has a protégé with a reserve personality?

c. Of course, anyone can guess what would happen – frustration! A mentor's style of mentoring may not always match the protégé's needs. A mentoring style has a lot to do with who the participants are and how they work. A detail-oriented person probably tends to give extensive directions or outlines each step of an assignment. Someone who tends to see the "big picture" will probably be more inclined to give open, perhaps even vague, directions to the protégé. Of course, noting these differences does not make one style better than the other. However, differences in styles between mentors and protégés can create obstacles. Both participants need to understand each other's styles. Be flexible, but remember that disorganization and sloppiness warrant improvement rather than acceptance.

d. Frustration may also occur when a mentor does not adapt their styles to meet the developing needs of the protégé. As the relationship evolves, the protégé's confidence grows as
skills develop and successes are relished. A mentor must adjust mentoring techniques to keep in sync with a protégé’s evolution. In time, detailed directions or certain problem-solving strategies may be considered stifling by a developing protégé. Consider giving less and accepting more from a protégé. Once the protégé has been evaluated and the amount of required guidance discovered, determine what style is appropriate.

(1) Insufficient time. Some mentors cannot seem to devote enough time to their protégé. Other scheduling commitments may inhibit spending time with a protégé. If a mentor start to sacrifice time with a protégé because of other commitments, the protégé may lose faith and the mentoring relationship will suffer. Another obstacle involving time occurs when a mentor expects too much progress from the protégé, in an unrealistic amount of time. A mentor needs to give their protégé time to grow professionally and to make mistakes along the way. A mentor should try not to be impatient with the protégé and expect too much too soon.

(2) A protégé’s supervisor feeling excluded. Unless the mentor is the protégé’s supervisor, the protégé’s supervisor may feel excluded from the mentoring relationship. It is imperative that neither the mentor nor the mentoring relationship undermine the authority of the protégé’s supervisor.

(3) A protégé’s hidden agenda. A hidden agenda is a hidden motive for forming the relationship. For instance, some protégé’s seek out high-level, respected mentors with the misguided intent of only furthering their own career, thus overlooking the other significant benefits of mentoring. Hidden agendas are harmful to the mentoring relationship because the relationship is built on deceit. If a mentor thinks that a protégé has a “hidden agenda,” they may want to discuss the issue tactfully (never directly accuse the protégé). Question the protégé, but do not push the issue.

(4) An inappropriate attitude on the part of the protégé. Some protégé’s expected too much from their mentors, demanding more time and attention than they actually need. Others may expect to control their mentors. A mentor should be firm with the protégé about commitments and responsibilities.

(5) Cultural differences. In terms of social etiquette, a mentor should be supportive of their protégé and sensitive to cultural differences. For example, in some cultures, there is a preference towards modesty, reserve, and control. Where, as with another culture, directness or emotional intense, dynamic, and demonstrative behavior is considered appropriate.

The mentor is not the only one in the partnership that may have to confront an obstacle. Obstacles may arise for the protégé too. A protégé may confront obstacles, such as:

(a) Peer jealousy. One problem for a protégé is the jealousy of peers who do not have a mentor. When others see a protégé getting key assignments and advancing rapidly, professional jealousy can occur. By showing the protégé how to act as the advisor, they can gain leadership experience and perhaps diffuse some of the jealousy. If this does not work, a mentor
should advise the protégé to look at this as another opportunity for learning and to use their interpersonal skills to deal with the situation.

(b) Being accused of “holding on to the coat tails of another.” Another obstacle that a protégé may encounter is the attitude of others who believe that they were able to be a protégé by practicing the “holding on to the coat tail of another” theory. This theory suggests that the protégé is not earning respect and advancing by their own merit, but through their association with the mentor. The mentor needs to allow the protégé’s capabilities to show themselves. A protégé should be encouraged not to add “fuel to the fire” by divulging information about the mentoring relationship.

(c) One party overstepping professional boundaries. Both the mentor and the protégé may face the possibility of one party overstepping the professional boundaries of the relationship. Such a transgression is inappropriate and destructive to the professional boundaries of the relationship. This crossing the line occurs when one party wants the relationship to become more “personal.” This type of obstacle sometimes occurs in cross-gender mentoring relationships. The fact that the mentoring involves a close and confidential relationship between an experienced and less experienced employee could result in this obstacle. This obstacle should not deter the formation of a cross-gender mentoring relationship. It only means that mentoring partners should be sensitive to the perceptions of each other.

(d) The mentor falling from favor. Another obstacle a protégé might face is a mentor falling from favor and others looking with disapproval at the mentor. This is an obstacle that calls for careful reflection when professional needs and opportunities have to be balanced against personal loyalty and integrity. If possible, the protégé should discuss the “issue of contention” with the mentor. Once a mentor and protégé evaluate the relationship, they may find that the relationship cannot be salvaged. Only after all other efforts to remedy the problem have been exhausted should they consider ending the relationship for adverse reasons.

e. These are just a few of the obstacles mentors and protégé may encounter during a mentoring relationship, but with time and effort, these obstacles are possible to overcome.

f. Paragraph 19 and 20 is a list of web sites and publications that contain information on successful mentoring, mentoring training and other helpful guidance.

15. HELPFUL QUESTIONS FOR A MENTOR

POSSIBLE INTERVIEW QUESTIONS TO ASK THE PROTÉGÉ:

a. What previous experience, if any, have you had with mentoring?

b. Do you have a current resume and IDP?
c. What are your long-range goals and objectives? Why?

d. What are your short-range goals and objectives? Why?

e. How do you plan to achieve your career goals?

f. What are the most important rewards you expect in your career?

g. What do you think are your strengths, weaknesses, and interests?

h. How do you think a coworker who knows you well would describe you?

i. What motivates you to put forth your greatest effort?

j. How do you determine or evaluate success?

k. What two or three accomplishments have given you the most satisfaction?

l. In what kind of work environments are you most comfortable?

m. How do you think you work under pressure?

n. How would you describe you ideal job?

o. What two or three things would be most important to you in your job?

p. What do you know about COMNAVRESFOR?

q. Do you know and understand your organization's structure?

r. What are your day-to-day job responsibilities?

s. What training you believe you need to keep up your skills or acquire new ones?

16. **HELPFUL QUESTIONS FOR A PROTÉGÉ**

**POSSIBLE INTERVIEW QUESTIONS TO ASK POTENTIAL MENTOR:**

a. What experience, if any, have you had with mentoring?

b. In your experience as a mentor, what did and did not work?

c. What are your expectations?
d. How do you spend your time outside work?

e. What do you like most about your job?

f. If you could change anything about your job, what would you change?

g. What skills do you use most in your job?

h. Did you or do you still have mentors or role models?

i. What was the most valuable lesson that a mentor or supervisor taught you?

j. Ask your mentor what they think you should ask them. This may begin a very interesting discussion of a topic you would never have expected.

Preparation

a. How did you prepare for this occupation? What do you recommend for a person entering this occupation?

b. What education/degrees/training/licenses are required?

c. What are the best places to go for additional education or training for a position like yours?

d. If you could start all over again in launching your career, what steps would you take?

e. What courses do you recommend should be taken for this occupation?

Advancement/Promotion

a. How did you get your current position? If I want a job like yours, what would I need to do?

b. What did you do that helped you be successful? What would you recommend that I do?

c. What do you know that would have been useful to know before you attained your current position?

d. What course(s) would you recommend I take? What course(s) did you take that proved especially helpful? What would you do differently?
e. What are the trends and developments in the field that you see affecting careers in the future?

17. ITEMS TO SHARE WITH YOUR MENTOR

The following is a list of things that you might want to share with your mentor.

a. Most current resume and IDP.

b. Why you signed up for a mentor and what you hope to get out of being involved.

c. Any extracurricular activities, jobs, or hobbies you have.

d. What classes, if any, you are currently taking.

e. Your career aspirations.

f. How you became interested in your current field.

18. DESIGNATION LETTER

From: Commander, Navy Reserve Force

To: Name, Rate/Grade/Position

Subj: DESIGNATION AS MENTORSHIP PROGRAM COORDINATOR

Ref: (a) COMNAVRESFORINST 12530.1

1. Per reference (a), you are designated as Mentorship Program manager for Commander, Navy Reserve Force (COMNAVRESFOR). You will familiarize yourself with policies and procedures of reference (a) and other applicable directives in the performance of your duties.

2. In your capacity as Mentorship Program Manager for COMNAVRESFOR, you will report directly to the Program Director. You will be responsible for the management of the program within your competency to carry out your responsibilities per reference (a).

3. Upon designation, provide your work email, address and telephone number to the immediate Program Director.

Program Director
19. **MENTORING WEB SITES**

Mentoring in Government  
https://www.opm.gov/wiki/training/mentoring-and-coaching.ashx

Flash Mentoring  
http://www.flashmentoring.com/

The Mentoring Group  
http://mentoringgroup.com/

National Mentoring Partnership  
http://www.mentoring.org/

20. **READING LIST**


Challenging Coaching is a provocative book which encourages coaches to move beyond the limitations of traditional coaching.

The Five Minute Coach: Coaching Others to High Performance in As Little As Five Minutes, Lynne Cooper and Mariette Castellino, 2012.

The Five-Minute Coach offers a simple, step by step guide to how to coach quickly and effortlessly and get better results at work. Designed for leaders, managers and supervisors, in any setting, this approach to coaching has been developed by the authors and used in organizations across the board large and small, private and public, with adults and teens, and across a variety of voluntary and community groups. Professional coaches have also adopted this system in their work.


The book covers: Setting goals and measuring progress, understanding and resolving problems and conflict, increasing confidence and enhancing performance, interacting and working more effectively with others, using different styles etc.


The Mentor’s Guide explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end.

The path to success is rarely easy or direct, and good mentors are hard to find. In Getting There, thirty leaders in diverse fields share their secrets to navigating the rocky road to the top. In an honest, direct, and engaging way, these role models describe the obstacles they faced, the setbacks they endured, and the vital lessons they learned.

The Mentor Leaders: Secrets of Building People and Teams that Win Consistently, Tony Dungy, 2011.

"Your only job is to help your players be better." That single idea had a huge impact on Tony Dungy when he heard it from one of his earliest mentors, and it led him to develop the successful leadership style so admired by players and coaches throughout the NFL.
MENTORING PARTNERSHIP PLAN

**YEAR OF PARTNERSHIP:**

<table>
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<th>Mentor</th>
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We, the undersigned, agree to and understand the following:

We have formed a committed partnership for the purpose of mentoring. In this partnership, we have **discussed** our objectives and decided to meet a minimum of ____ times per ____.

We both understand that the minimum suggested meeting frequency is two to three hours per month.

We have reviewed and understand the essentials of the program outlined.

As the protege, I realize that I am in charge of my own career, and I will not hold my mentor responsible for the consequences of my choices.

As the mentor, I am willing to provide information, guidance and recommendations as outlined below. The protege should not feel coerced by my position or title, and is entitled to choose other options.

We voluntarily enter into this partnership and understand that we are responsible for the outcome of this partnership. We agree to abide by the following ground rules:

1. Our partnership is voluntary.
2. To respect each other's perspectives and opinions.
3. To promptly reschedule any missed meetings.
4. To meet at least two to three hours per month.
5. To be open and honest with each other, and maintain confidentiality.
6. To give the partnership a chance to develop.
7. To accept criticism constructively.
8. To strive toward agreed upon goals.
9. That, after careful consideration, we can initiate a "no-fault" termination of this mentoring partnership.

This is a partnership for as long as both parties agree to work together. Either party may end the working relationship when the goals are met or obstacles arise. At the end of the mentoring relationship, all paperwork and documentation generated will be returned to the protege for the purposes of confidentiality.

We may have to alter this plan as needed, adding or deleting topics as appropriate. We agree to maintain confidentiality as necessary to cultivate the partnership. We have also determined to strive towards certain goals for the year.

Enclosure (2)

OPNAV 5300/7 (Jan 2009)


## OBJECTIVES FOR THE YEAR

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Protégé Signature: 

DATE: 

Mentor Signature: 

DATE: 

The mentor and protégé should keep a copy of this plan. Also, please provide a copy to the Mentoring Program Manager.
DEPARTMENT OF NAVY
INDIVIDUAL DEVELOPMENTAL PLAN

The Individual Development Plan (IDP) serves as a career development tool to document identified competency gaps and serve as a roadmap to accomplish career goals.

SECTION I (Employee Section)

1. Name (Last, First, Middle Initial):
2. Current Position Title:
3. Organization:
4. Pay Schedule/Grade/Step or Career Group/Pay Band:
5. Annual □ Midterm □
6. Developmental Period: From: To:
7. Mentor's Name/Title/Phone Number: (optional)
8. Fiscal Year: (Funding year)
9. Date:
10. □ Supervisor □ New Supervisor □ N/A
11. No further development desired or Check here in the box □
12. a. Career goal: (short term 1 to 3 years)
   b. Career goal: (long-term 3 years or more)
14. Supervisor Notes/Comments (attached additional pages if needed):

SECTION II (Supervisor Section)

15. Employee's Signature Date
16. Supervisor's Signature Date
17. □ Supervisor's Copy □ Employee's Copy □ Training Office Copy □ Mentor's Copy

Enclosure (3)
**SECTION IV (Employee Section)**

**Developmental Need:** 1= Professional 2= Personal 3= Leadership/Management/Supervision 4= Certifications and Qualifications 5= Performance/Development Activities

<table>
<thead>
<tr>
<th>18. Developmental Objectives: (State the objective(s) to be achieved by linking it to the developmental activity or activities in as specific terms as possible. What competencies need to be obtained immediately to improve job performance?)</th>
<th>19. Developmental Activities: (Developmental activities I will pursue. This may include On-the-job Training, Rotational Assignments, Developmental Projects, Self-Study Programs, Formal Training Programs, Correspondence Courses, Academic Degree Program)</th>
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