



DEPARTMENT OF THE NAVY
PERSONNEL SUPPORT ACTIVITY WEST
937 NORTH HARBOR DRIVE
SAN DIEGO, CALIFORNIA 92132-0076

IN REPLY REFER TO:

PERSUPPACTWESTINST 1040.2
N01R

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PERSUPPACTWEST INSTRUCTION 1040.2

Subj: MENTORING PROGRAM

Encl: (1) Mentoring Handbook

1. Purpose. To provide an opportunity for experienced personnel to assist in the professional development of junior personnel. This Mentoring Program affords Sailors at all levels an opportunity to grow, keep informed, and build teamwork. Enclosure (1) is the Mentoring Handbook to be used in this program. Other references on mentoring may also be used to assist Mentors and their Protégés.

2. Background. Mentoring Programs are invaluable tools, designed to improve leadership and technical skills through the sharing of ideas, knowledge, and experience. The relationship between Mentors and Protégés has proven to be personally and professionally rewarding for both members.

3. Policy. PSA West's mentoring Program was established to ensure that:

a. All junior enlisted and mid-career officers are assigned a Mentor. Target paygrades are:

Enlisted	Officers
E-1 to E-6	O-1 to O-3

b. All personnel are responsible for being familiar with the contents and requirements of this instruction.

4. Responsibilities

a. Executive Officer. Responsible for the overall coordination of the Mentoring Program. Responsibilities include:

(1) Encourage a positive command climate where mentoring is fully supported by the chain of command.

(2) Assign in writing a Mentoring Program Manager (MPM), E-7 or above at PSA West HQ.

(3) Arrange for Mentors to all Officer Personnel.

b. Department Heads and Detachment Officers in Charge. Responsible for encouraging a positive climate where mentoring is fully supported. Responsibilities include:

(1) Ensure personnel in targeted paygrades are assigned a Mentor.

(2) Assign MPM for Detachments. This should be a Chief Petty Officer if available.

(3) Conduct progress reviews with assigned Mentors on a quarterly basis.

(4) When required, provide assistance to the MPM in matching and selecting Mentors and Protégés.

c. Command Master Chief. Responsible for overall review coordination and review of the Enlisted Mentoring Program in the PSA West Network.

(1) Annually review this instruction for proposed revisions and improvements.

(2) Receive periodic reports and updates from assisted MPM's to review current status.

(3) Advise the Executive Officer on all issues associated with the Mentoring Program.

d. Detachment Mentor Program Manager. Responsible for coordination of the Detachment Mentoring Program for enlisted personnel. Responsibilities include:

(1) Conduct one-day mentoring training classes as required for members.

(2) Ensure enlisted personnel E-1 to E-6 have an assigned Mentor.

(3) Work with the PSA West Mentoring Program Manager to improve mentoring processes.

(4) Inform the OIC/DH of program discrepancies, terminations, or changes in Mentoring contracts and relationships.

d. Mentoring Program Manager (MPM). Assigned by Executive Officer to work closely with Command Master Chief to manage the PSA West Mentoring Program. Responsibilities include:

(1) Ensure each PSD establishes and maintains a database of all enlisted members with their assigned Mentors.

(2) Notify the Command Master Chief of any discrepancies noted in the Mentoring Program.

(3) Conduct random semi-annual progress interviews with protégés to evaluate the chain of command and assigned Mentor's support to the Sailor.

(4) Report monthly to the Command Master Chief to discuss current status and issues associated with the Mentoring Program.

e. Division Officers, Leading Chief Petty Officers, and Leading Petty Officers. Responsible for assisting newly assigned Sailors in obtaining a Mentor (mutual consent of both parties). Responsibilities include:

(1) Monitor the program to ensure Mentors and Protégés are actively participating.

(2) Ensure Mentors receive proper training.

(3) Provide newly assigned Sailors a Military Career Development Plan (MCDP).

(4) Provide and discuss program progress updates to Department Heads and the MPM.

(5) Ensure the MCDP for each member is reviewed and updated at mid term counseling sessions.

f. MENTOR. Responsible for overseeing the professional development of assigned Protégés. Responsibilities include:

(1) Assist protégés with clarifying career goals, then developing and executing an MCDP.

(2) Perform interviews with PROTÉGÉS to review progress and establish goals bimonthly.

(3) Report changes or terminations of mentoring relationship to the MPM.

(4) Assist Protégé in developing their mentoring contract.

g. PROTÉGÉS. Protégés will actively participate in a mentoring relationship that is mutually agreed upon and well defined. Responsibilities include:

(1) Prepare a mentoring contract that details the frequency of meetings, responsibilities, professional development projects, readings, training, classes, and etc. Protégés may choose their own Mentors.

(2) Notify Mentors of any difficulties encountered and assess and provide constructive information on command support.

(3) Provide current MCDP to supervisors during mid term counseling.

5. General.

a. Mentoring is intended to be a positive experience for Mentors and Protégés alike. It will be carried out in conjunction with good leadership practices, Mentoring should produce positive results.

b. The Mentoring Program shall not be used as a method to obscure or undermine existing authority or policy within the chain of command.

c. Mentoring relationships between Mentors and Protégés will maintain confidentiality, be mutually respectful, and always be professional.


CAROLINE B. KONCZEWSKI

MENTORING HANDBOOK

(Originally authored by the US Coast Guard adapted to VAQ 130
and now to PSA West)

**"Sailors
Helping
Sailors
Succeed"**

**DEVELOPING FUTURE
LEADERS**

TABLE OF CONTENTS

Mentoring Introduction	2
Mentoring Process	3
Cultivating Mentoring Relationships	3
For the Mentors	4
Career Advancement for the Mentors	4
Personal Satisfaction	4
Management/Leadership/Interpersonal Skills	5
Source of Recognition	5
For the Command	5
Increased Commitment to the Command/Mission	5
Improved Performance	5
Improved Flow of Organizational Information	5
Leadership Development	5
Long-term Leadership Succession	5
For the Protégé	6
Personal Growth	6
Role Model	6
Increased Commitment	6
Mentoring Questions and Answers	6
Mentors Screening Questionnaire	17
Protégé Screening Questionnaire	18
Preamble to Mentoring Contract	19
Mentoring Contract	20

MENTORING

Mentoring is a powerful form of human development. It is not a new concept, and it has always been a part of professional development. You may recognize it under aliases such as "Sea Daddy" or "Big Brother/Sister", etc. Regardless of the name, it has been an effective vehicle for developing talented technicians, leaders, and managers.

Mentoring offers an opportunity for Sailors to expand their leadership, interpersonal, and technical skills. The process can be simple and natural or it can be very sophisticated.

This handbook provides information on the Mentoring process to potential Mentors and Protégés. It describes their roles and responsibilities so both will know what is expected in a Mentor/Protégé relationship.

Note to Protégés: You are responsible for your career development. A Mentor will provide you valuable advice and help you to reflect on and learn from their experiences, but it is up to you to take initiative, demonstrate your capabilities, and seize opportunities.

Note to Mentors: Relax. Depending on your approach to it, Mentoring may be a very easy, rewarding, and natural process, or a very sophisticated one. In fact, you've probably been Mentoring Sailors for years (whether or not you called yourself a "Mentors"). Do not hesitate to start off easy and natural! The following material is not intended to complicate your view of the Mentoring role, but rather clarify. It increases your understanding, effectiveness and enjoyment of the role.

NOTE: The words Sailor, service member, individual, and Protégé are interchangeable and have the same meaning throughout this handbook.

Mentoring Process. The four steps to an effective Mentoring process are:

a. Evaluate Status and Identify Needs. Mentors start by conducting a thorough interview with protégés. Identify perceived strengths, weaknesses, future plans, and short and long-range goals, etc. This information will assist both Mentors and protégés in determining developmental needs.

Establish Roles, Guidelines and a Program. Work together to develop a concise list detailing final goals that are mutually agreed upon (short and long range goals), realistic, and challenging. This information will assist in developing the MCDP.

c. Periodically Evaluate, Revise, Update and Rebuild. The amount of time a Mentors and Protégé choose to invest in the relationship will vary and is based on the needs, expectations, and desires of both parties. The greatest commitment of time is generally in the beginning, when the focus is on getting to know each other and creating the initial MCDP.

d. Terminating the Mentors/Protégé Relationships. Good Mentoring relationships may end when the Protégé has outgrown the need for the Mentor's guidance and direction. Other Mentoring relationships end because they fail to become productive or the parties are uncomfortable. Mentors and protégés are free to end Mentoring relationships that are not meeting expectations.

Cultivating Mentoring Relationships. The five essential elements of a successful Mentoring relationship are:

a. Mutual Respect. When a Protégé recognizes the knowledge, skills, and abilities of the Mentors that he or she would like to possess and the Mentor appreciates the success of the Protégé and their desire to develop knowledge, capabilities and value to the organization.

b. Trust. Mentors and Protégés work together to build trust through communication and availability.

c. Partnership Building. Mentors and Protégés are professional partners. Natural barriers that all partnerships face may include miscommunication or an uncertainty of each other's expectations. Suggestions for overcoming those barriers include:

- Maintaining communication
- Fixing "obvious" problems
- Forecasting how decisions could affect goals
- Frequent discussion of progress
- Monitoring changes

Successful partnerships develop through:

- Expressions of enthusiasm.
- Idea exploration and successful problem solving.
- Developing strategies and tactics of change, which move slowly enough to be monitored and adjusted.

d. Realistic Expectations and Self-Perceptions. Mentors will encourage Protégés to have realistic expectations of their capabilities.

- Opportunities in terms of present and potential positions
- The energies and actions the Mentors will commit to Mentoring
- What the Protégé must demonstrate to earn the Mentor's support of his or her career development

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

e. Time. Set aside specific times to meet and do not change these times unless absolutely necessary. Meet periodically at mutually convenient times when interruptions can be minimized. Frequently check-in with each other via informal phone calls, e-mail, etc. (It is a good idea to schedule even informal activities to assure regular contact.)

For the Mentors:

Career Advancement for the Mentors

Becoming identified as a "star-maker" attracts individuals who are highly qualified and have high potential to the Mentor's division/organization. Teaching others to follow in your footsteps can be very rewarding both personally and professionally.

Personal Satisfaction

Mentors feel a sense of pride in watching their protégé develop and a sense of contribution to their organization. It is an opportunity to pass on your legacy and knowledge to the next generation of Sailors.

Management/Leadership/Interpersonal Skills

Mentors sharpen their own skills as they challenge and coach the Sailors they Mentor. In fact, Mentoring is an important management competency in the naval leadership continuum.

Source of Recognition

Mentors are well respected at all levels of the organization.

For the Command:

Increased Commitment to the Command/Mission

Mentoring increases service members' understanding and acceptance of command goals and values helping Sailors feel like they are an integral part of the organization. They feel "cared for" by the command.

Improved Performance

Both Mentors and the Protégés they Mentor have an opportunity to expand their technical, interpersonal and leadership skills through the Mentoring process. More specifically, Mentoring helps Sailors identify and prepare for leadership roles which best fit their needs and interests, but also contributes to the needs of the Navy. Mentoring is functionally efficient because instead of floundering on their own, Protégés are assisted by their Mentors in developing direct career paths.

Improved Flow of Organizational Information

Mentoring encourages the sharing of organizational information within the chain of command. Mentoring Sailors supports the goals of the chain of command making the best of the Sailors assigned.

Leadership Development

Mentoring increases leadership within the command. It generally produces Sailors who are comfortable with the responsibilities of leadership positions, and who are able to motivate people and effectively utilize resources. It helps give our Sailors a chance to shine and succeed.

Long-term Leadership Succession

Mentoring facilitates the smooth transfer of organizational culture, values, and other key components to the next generation of leadership.

For the Protégé:

Personal Growth

Mentoring helps build confidence and encourages the individual to grow both personally and professionally.

Role Model

The Protégé is provided a role model and an individual that they can feel comfortable taking questions and concerns to in a neutral environment. Someone who can be trusted to provide the correct guidance.

Increased Commitment

Mentored Sailors will have a better understanding of the Navy and the command and what is needed to succeed. They will feel they are part of the organization, and therefore will contribute more to the organization.

MENTORING QUESTIONS AND ANSWERS

Q1: Why should I get involved in mentoring?

A1: Most people think of mentoring as a benefit to the Sailor being mentored, but there are also many benefits to the Mentors and the Navy.

Q2: What Does a Mentor Do?

A2: A Mentor is a person who assists with the career and development of another, usually a junior Sailor. Most simply stated, a Mentor helps the Protégé clarify career goals through the development and execution of a Military Career Development Plan. Also, the Mentor must set a positive example for his or her Protégé to follow.

First and foremost, Mentor and Protégé matches must be accommodating. It would be great if all matches were natural, but frequently, matches must be "arranged" to ensure the best results. Before any commitments are made, individuals should meet with potential Mentors - that is, sit down with them and discuss career aspirations, what each person expects from the mentoring relationship, and learn more about each other as individuals.

Q3: How does someone find/get a Mentor?

A3: Your Leading Petty Officer and Leading Chief Petty Officer will assist you in contacting an appropriate Mentor. The mentoring program manger maintains a complete list of available Mentors. Lastly, the command Master Chief is always available to provide assistance and guidance as needed.

Q4: Who should be a Mentor?

A4: Someone other than the individual's first or second level supervisor; and

- In a grade level above the individual; and
- Must be an exemplary Sailor, someone who clearly is a "role model."

The Sailor already has access to his or her first and second level supervisors and is encouraged to discuss career goals and developmental needs with them on a regular basis. Also, there may be, at times, reluctance on the part of the Sailor to discuss some work-related problems or career aspirations in a candid manner with the immediate chain of command. Such a relationship could also create perceptions of favoritism, which should always be avoided. Because of this, the Sailor should be assigned someone else to serve as a Mentor.

A Mentor who is very senior to the Sailor may be too far removed and unable to provide some kinds of very practical guidance on how the Sailor can get to the next step. Also, while many people would like to select senior leaders as Mentors, there usually just aren't enough to go around.

The Mentor should be someone within two-three paygrades of the Protégé, open and honest, motivated, squared away, and someone who genuinely cares about helping shipmates.

Q5: What is the time commitment?

A5: The amount of times a Mentor and Protégé choose to invest in the relationship varies greatly based on the needs, expectations, and desires of both parties.

The greatest commitment of time is generally in the beginning, when the focus is on getting to know each other and create the initial MCDP. As the relationship evolves, the time spent together will naturally evolve based on the particular relationship.

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

A6: In looking for a Mentor, consider work and communication styles that are right for you. Know what you want from the relationship based on your current situation, and think about the skills/competencies you'd like to develop and your career goals. Have realistic expectations. Some important things to consider:

- What are your career goals and needs?
- Does the Mentor have knowledge and experience in related areas, or better, in many areas?

- Is the Mentor proficient and professional at what he/she does?
- Is the Mentor a positive role model?
- How does the organization judge the Mentor? Is he or she well respected?
- Is the Mentor supportive and respectful of others?
- Does the Mentor value the Navy, enjoy the challenges and understand the vision, mission and values of the organization?
- Will the Mentor be available for uninterrupted, quality meetings?
- Will you feel comfortable talking with the Mentor honestly?
- Do you trust him or her?
- Will the Mentor take a genuine interest in your development?
- Is he or she enthusiastic about mentoring?
- Will the Mentor give you honest feedback about yourself and your developmental needs?
- Can the Mentor help you find opportunities to gain visibility/demonstrate your capabilities?
- Will the Mentor give you candid information about the organization and be willing to share knowledge, experience, and insights?
- Is the Mentor a good teacher/coach/motivator?
- What do others say about the Mentor?
- What are the Mentor's expectations?

Q7: Can a Mentor be from another command?

A7: This is certainly possible, but should be given careful thought. A drawback is that an outside Mentor may not have much knowledge of the internal operations, issues, and priorities of the Sailor's command or know many key people in the organization. This could limit the Mentor's ability to help the member identify developmental and career opportunities within the organization.

Q8: Is there a limit on how many Protégés a person can Mentor?

A8: No. Each Mentor should decide what is most suitable for him or her based on individual preferences and time constraints.

Mentors should not hesitate to refer Sailors elsewhere, when they feel they have reached their personal limits.

Q9: Can a person have more than one Mentor?

A9: Especially in today's environment the more viewpoints, information, and perspectives a person taps into, the better. Developing relationships so you can turn to many different, respected individuals for advice is very wise.

Q10: What do Sailors say they most want/expect from a Mentor?

A10: When asked what is wanted or expected from a Mentor, typical responses include:

- Encouragement
- Support
- Honesty/consistency
- Candid information & advice
- "Big Picture" view
- Guidance
- Suggestions
- Honest appraisal of capabilities
- Help with "vision"
- Assistance in making "good" choices
- Information on opportunities available/possible help in defining and reaching goals
- Benefit of Mentor's experiences: what did and did not work?
- An effort to really understand service member's abilities and concerns
- Availability, without interruptions
- Non-attritional, honest discussions about tough issues
- Assistance in formulating a cohesive career plan
- Idea stimulation, insight to career paths

Q11: What are some characteristics of a good Mentor?

A11: The following behavior-related characteristics typify ideal Mentor:

Supportive: Supports the needs and aspirations of the Protégé; encourages the Protégé to accept challenges and overcome difficulties.

Patient: Willing to provide adequate time to interact with the Protégé.

Respect: Has earned the admiration of people within the organization; others look to the Mentor as a positive role model.

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

A Good Motivator: Inspires the Protégé to do better and realize or achieve their full potential through recommending challenging work assignments and providing positive feedback.

Respectful of Others: Shows regard for the well being of others; accepts the Protégé's minor flaws, just as the Protégé must accept minor flaws of the Mentor.

An Effective Teacher: Helps to manage and guide the Protégé's learning process. This means actively trying to recognize and use teaching/learning opportunities (the opposite of a "sink or swim" approach).

Self-confident: Appreciates a Protégé's developing strengths and abilities, without viewing them as a threat. Enjoys being a part of his or her growth and success.

An Achiever: Sets lofty career goals, continually evaluates and strives to reach them, takes on more responsibility than is required, volunteers for more activities and climbs the "career ladder" at a quick pace. Inspires the Protégé he or she Mentor with the same drive for achievement.

Values DON: Takes pride in the Navy, relishes the everyday challenges that typically arise, understands the mission, vision, and values of the Navy. Supports Department initiatives and can interpret these for the Protégé.

Q12: What should Prospective Mentors look for in a Protégé?

A12: Making a Mentor/Protégé connection is not just about a service member interviewing and selecting a Mentor! Both must consider they're own and the other person's interests and expectations. Before agreeing to Mentor a particular Sailor, the prospective Mentor may look for the following:

- Positive attitude
- Competence, credibility
- Ambition
- Desire to learn
- Commitment to the organization
- Initiative
- Desire to do better
- Desire and ability to accept more senior-level responsibilities
- Loyalty
- Similar perceptions of work and the organization
- Ability to establish networks
- Ability to work as a team player
- Candid information and feedback
- Respect confidentiality

Q13: What are the responsibilities of the Sailor being mentored?

A13: The Sailor must be an active participant in the relationship (after all, it's his or her career). In particular, he or she must:

Prepare: Do appropriate "homework" for meetings with the Mentor.

Develop: Work to improve skills, competencies, knowledge, and ability.

Be Flexible: Listen to the Mentor and consider new options, which may be proposed.

Take Initiative: Do your homework; find a possible solution, then take it to the Mentor for advice when needed. Begin with the end in mind: Don't get lost in the process. If it is not clear, ask the Mentor how the process leads to the goal.

Q14: How does a Mentor know the developmental needs of a Protégé?

A14: The Mentor should start by sitting down with the Protégé and doing a thorough interview. The Mentor should find out the Protégé's perceived strengths and weaknesses, hobbies, future plans, etc. This information is essential in assisting the Protégé with determining developmental needs. The Mentor needs

to find out the Protégé's current short and long range goals. Working together, develop a concise list detailing the final goals mutually agreed upon (one for short range, one for long range). These lists should be realistic yet challenging for the Protégé. As the Mentor and Protégé sit down for future meetings, it will become clear what the Protégé's true developmental needs are. All this information will assist in developing a MCDP.

Q15: What types of training methods can a Mentor suggest besides formal classroom training?

A15: Formal training is just one small part of career development. When thinking about appropriate developmental activities, be creative!

Some things to consider:

- Reading books and articles, journals, Government/DOD/DON news publications, etc.
- Trying new projects/special assignments
- Covering for shipmates who are on TAD or leave
- Temporary details (rotational assignments) to other positions
- Giving presentations
- Assuming lead-person responsibilities
- Joining or chairing workgroups
- Involvement in collateral duties/task forces
- Change efforts
- Professional society participation
- Activity presentations/special events
- Authoring professional publications
- Teaching subject matter courses
- Observation experience (then practicing desired skills)
- Informational interviews
- Completion of Navy Correspondence Courses
- Community service

Q16: Who should be responsible for scheduling meetings/interactions?

A16: In a good mentoring relationship, both parties contact each other regularly.

Q17: What are the boundaries around the types of advice a Mentor can give?

A17: Again, Mentor should follow regular standards for appropriateness. While personal rapport and candid feedback are both characteristics of good mentoring relationships, advice should be career related. Mentor should take care to always respect the chain of command and private lives of those they Mentor, particularly when it comes to giving advice. The Mentor/Protégé relationship must always be professional.

Q18: What are some signs of a successful mentoring relationship?

A18: Signs that a mentoring relationship is successful are:

- The Protégé is open to change and transition, to exploring possibilities, helping and learning from others. Both parties are inspired by the relationship and gain a great deal of satisfaction from it.
- There is a commitment to understanding and growing and to confronting and working toward solutions to problems that may arise.
- The Sailor feels a bond or connection with the Mentor, experiencing the relationship as one of value in which mutual interest, respect and straightforward communication are constants.
- The Protégé is comfortable going to the Mentor when counsel and support are desired, and taking responsibility for meeting his/her own needs in the relationship.
- The Mentor shows the Protégé new aspects of his or her potential, helping them learn about themselves.
- The Mentor has established a comfortable environment for learning and discussion, and enjoys watching the Protégé grow.
- When it becomes time to separate, the relationship is on equal footing and the Protégé regards the Mentor as a friend or peer

he or she can seek for advice in the future. Because of the relationship, the Protégé has increased self-knowledge, self-acceptance and self-confidence.

Q19: What is a Mentor not able to do?

A19: A Mentor should never be used to bypass normal and appropriate procedures or chain of command, or to exert pressure or influence on an individual (the Sailor's supervisor) who is the appropriate decision authority. For example, if a supervisor denies a particular request for training or an assignment, there should not be a request or expectation for the Mentor to intervene. In such a case, the service member, should discuss the matter with his or her supervisor, perhaps offering alternatives that would meet both the individual's and the organization's needs.

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 their Protégé. As always, Mentors must keep in mind not only the procedures but also the spirit of our Navy core values.

Q20: What is the Chain of Command's role?

A20: Supervisors have a very important and challenging role. Similar to Mentors, they provide advice, feedback, and support. They should work closely with their Sailor in putting together an MCDP and identifying and supporting specific developmental skills and competencies.

The supervisor should provide the Sailor with candid feedback about what he or she observes as their strengths and developmental needs helping the member reflect upon and learn from on-the-job experiences.

Unlike Mentors, supervisors are faced with the immediate need of "getting the job done", when Sailors are participating in developmental activities, adhering to the resource constraints of their unit, and ensuring equitable access to developmental opportunities for all. While a supervisor may very much want to support developmental activities and is expected to do so, the supervisor must balance this with other considerations. The supervisor/chain of command has the authority to approve

participation in developmental activities, or deny participation due to workload, budgetary, or other appropriate considerations. It is very important for a Sailor and his or her supervisor to discuss each other's expectations.

Q21: Should a Protégé's Mentor and supervisor talk?

A21: It is a good idea for the Mentor and supervisor to communicate with each other. This can facilitate the identification of appropriate developmental activities and prevent problems associated with differing needs, perspectives and priorities.

Q22: Why are career development needs reviewed at the same time as mid-term counseling?

A22: As you review your performance and discuss your objectives for the upcoming year, it is an appropriate and natural time to identify your developmental needs and activities for the upcoming year.

Q23: When does a mentoring relationship end?

A23: Good mentoring relationships may end when the Protégé has outgrown the need for the Mentor's guidance and direction. At this point, the relationship generally evolves into a strong mutual respect for each other.

Other mentoring relationships end because they fail to become productive. The Mentor and Protégé may never establish rapport or one or both parties may not commit adequate time or effort. There may be a failure to communicate goals, needs, intentions or expectations. The likelihood of this happening is greatest when Protégés and Mentor are improperly matched by a third party or agree to the relationship without much consideration and discussion about needs and expectations. The relationship may also end if either the Mentor or Protégé relocates to another area or leaves the organization. While it is not necessary for the relationship to end in these instances, it sometimes becomes difficult to communicate regularly or for the Mentor to give knowledgeable advice about organizational issues.

Both Mentor and Protégés should feel free to end mentoring relationships, which are not meeting expectations. In most cases, if one party feels it is not working the other feels the same.

At this point, the service member should be encouraged to find a new Mentor immediately to prevent losing his/her momentum.

Q24: How do individuals get trained to be Mentor/Protégés?

A24: Service members should talk with the Mentoring Program Manager. MPM can provide you with specific information about communication skills, command training programs, and resources available.

The goal of mentoring is to help shipmates make the best use of their time and energy. A welcome "helping hand" is seldom turned away. The high demand we place on our Sailors today often increases the "I'm in this alone" feeling which, if not tended too, may result in the Sailor quitting. Mentoring is not designed to replace leadership, just compliment it. If properly executed, this program can be a natural path to bringing Sailors on board and up-to-speed.

MENTORS SCREENING QUESTIONNAIRE

PERSONAL DATA:

Last Name: _____ First Name: _____ MI: _____

Rate: _____ Dept/Div: _____ WC: _____

Phone: _____ Length of
Service: _____ PRD: _____

Education: _____ Age: _____ Sex: _____

Marital
Status: _____

INTERVIEW QUESTIONS:

1. Have you attended Mentor training? If yes, what date did you attend?
2. Have you read and understand the Mentoring Program requirement set forth in PSAWESTINST 1040.2?
3. What are your short-term goals?
4. What are your long-term goals?
5. What are your hobbies and interest?
6. Why should you be qualified as a Mentor?
7. What do you hope to contribute to the program?
8. What do you perceive as your responsibility as a Mentor?

PROTEGE SCREENING QUESTIONNAIRE

PERSONAL DATA:

Last Name: _____ First Name: _____ MI: _____

Rate: _____ Dept/Div: _____ WC: _____

Phone: _____ Length of Service: _____ PRD: _____

Education: _____ Age: _____ Sex: _____

Marital Status: _____

INTERVIEW QUESTIONS:

1. What are your short-term goals?
2. What are you long-term goals?
3. What are your hobbies and interest?
4. What do you hope to learn from the Mentorship Program?
5. What do you perceive are the responsibilities of Mentor and protégé?
6. List the things you would like a Mentor to help you with.

PREAMBLE TO MENTORING CONTRACT

- * This program is designed to provide Sailors with guidance provided by highly motivated and accomplished shipmates (Mentor).
- * The protégé was screened to identify basic needs and areas needing assistance. This program is an opportunity to learn and succeed.
- * The Mentor was chosen because they have been successful in their Naval Service. They were screened as the most compatible leadership figure for the protégé and will serve as a role model for them to follow. They will exercise sound leadership and guidance by assisting the protégé in setting and attaining goals for successful Naval Service.
- * The formal portion of the program will last for an assigned period based upon the progress of the protégé. If at any time during this process the Mentor or the protégé feel they have reached an impasse either professionally or personally, they need to bring it to the attention of the Mentoring Program Manager for immediate resolution.
- * A program guide is provided to the Mentor to set forth the minimum requirements on topics of discussion and the establishment of baseline goals for the protégé. Discuss these topics as they relate to the Mentor' experience and how they relate to the situations that the protégé faces on a daily basis. Record the accomplishment of the goals and take notes using the program guide as a record. This is not a rigid program and this guide only represents the minimum requirements. The formal meetings are also only the minimum requirement, more frequent contact may be made.
- * The Mentor and protégé will meet every two weeks the first month to discuss the effectiveness of the program and to review the contents of the program guide. This guide will provide a measure of success or failure.
- * Notify the Program Supervisor before signing this contract of any commitments that would prevent participation in the program for periods exceeding 15 days (i.e. leave or TAD).

