



AFMC MENTOR HANDBOOK

Information for Mentors

Information in this document is from OSD Mentoring Resource Portal, AFMAN 36-2643, *Air Force Mentoring Program* 2018

HOW TO BE A GREAT MENTOR

Purpose:

To provide Mentors with characteristics, behaviors and values that help develop and maintain successful mentoring relationships. Positive mentoring relationships can aid in improving Mentee morale and retention in the Air Force. A focus on our Air Force Core Values – Integrity First, Service Before Self, and Excellence In All We Do, should be emphasized and highlighted to Mentees on a regular basis.

Audience: AFMC Mentors Context:

After matching selected Mentors to Mentees, HR (or the Mentoring Program Coordinator) should provide general guidelines to the mentors on how to have a successful mentoring relationship. Mentors and mentees should also refer to AFMAN 36-2643, Air Force Mentoring Program: Copy and paste the URL into your internet browser: http://static.e-publishing.af.mil/production/1/af_a1/publication/afman36-2643/afman36-2643.pdf Mentoring also promotes a climate of inclusion that can help foster and develop the diverse strengths, perspectives, and capabilities of all Airmen - reference Air Force Policy Directive (AFPD) 36-70, *Diversity*: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.652.3550&rep=rep1&type=pdf>. Mentors should encourage Mentees to utilize the Air Force mentoring tool.

MyVector, when formally selecting a mentor, however, Mentors should also indicate that MyVector is only one way to find a Mentor and different methods can be used.

How to Use:

- Step 1:** Customize the proposed Mentoring Agreement Sample (the last page of this handbook) and make any adjustments to fit specific AFMC needs and ask them to sign.
- Step 2:** Share the mentoring agreement with Mentees and ask them to sign.
- Step 3:** Keep a copy for the Mentor and Mentee records.

Common Terms

The following are common terms associated with the DOD Mentoring Resource Portal:

Mentor, also known as Advisor, is a trusted counselor or guide who is involved in the development and support of one who is less experienced.

Mentee, also known as Learner, is the less experienced person being mentored.

1.1 CHARACTERISTICS OF AN IDEAL MENTOR A Mentor:

Mentors may serve as coaches if they possess the desired technical competence because coaching is task oriented.

Coaches a Mentee on enhancing their personal and professional attributes, skills, and Air Force institutional competencies.

Passes, as permitted, along organizational information (structure, politics, personalities, traditions, and culture). Provides candid feedback to the Mentee about perceived strengths and weaknesses/developmental needs.

Points out opportunities for the Mentee to develop and demonstrate capabilities.

Advises the Mentee on how to deal with real or perceived road blocks.

Serves as a sounding board.

Encourages and motivates the Mentee.

Builds the Mentee's sense of self-awareness, self-confidence, and adaptability.

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

Highlight Mentoring benefits shown in AFMAN 36-2643, *Air Force Mentoring Program*, include: morale, mastery of competencies, core values and retention

2.1 WHAT DOES A MENTOR DO?

A Mentor is an experienced person who oversees and assists the personal, professional, and career development of another less experienced person. Mentors help mentees understand the value of continuous self-development to them personally and to the Air Force. In addition, a Mentor helps a Mentee clarify personal, professional, and career goals; develop actions to improve attributes, skills, and competencies; and design and execute an Individual Development Plan (IDP). The literature on mentoring varies as to the number and titles of roles a Mentor plays, but these generally fall into the following categories: Coach, Teacher, Motivator, Counselor, Guide, Advisor, and Role Model.

The following behavior-related characteristics typify ideal Mentors:

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

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

Respected - has earned the respect of people within the 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 Mentee to do better/stretch potential, through encouraging feedback and challenging work assignments.

Respectful of Others - shows regard for the well-being of others; accepts the Mentee’s minor flaws, just as the Mentee must accept minor flaws of the Mentor.

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

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

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

3.1 WHAT ARE MENTEES LOOKING FOR IN A MENTOR

When Mentees are asked what they want or expect from a Mentor, typical responses include:

Encouragement

Support

Honesty

Candid information and advice

“Big picture” view

Guidance

Suggestions

Honest appraisal of capabilities

Help with “vision”

Assistance in making “good” choices

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

Benefit of Mentor’s experiences: what did and did not work

An effort to really understand the Mentee’s abilities and concerns

Providing advice on requesting future assignments

Availability, without interruptions

Non-attribution, honest discussions about tough issues

Assistance in formulating a cohesive plan

Idea stimulation, insight to career

How Does a Mentor Know What a Mentee’s Needs Are?

In addition to talking with the Mentee about what he or she perceives to be his or her strengths, weaknesses, and developmental needs, there are a number of different leadership assessment/self-awareness instruments that can be used

to discover the Mentee's needs. Assessments provide feedback to the Mentee on what other people perceive to be his or her strengths, weaknesses, and developmental needs. The feedback comes from the Mentee's supervisor, peers, and subordinates. This type of information provides a useful "baseline data" to know where to focus developmental activities.

4.1 WHAT ARE SOME SIGNS OF A SUCCESSFUL MENTORING RELATIONSHIP?

Some signs that a mentoring relationship is successful are:

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

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

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

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

The Mentee is comfortable going to the Mentor when counsel and support is desired.

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

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

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

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

TIPS FOR AN EFFECTIVE MENTORING RELATIONSHIP

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

1. Respect - established when a Mentee recognizes attributes, skills, and competencies in the Mentor that he or she would like to possess; and when the Mentor appreciates the success of the Mentee to date and the Mentee's desire to develop his or her attributes, skills, institutional competencies, capabilities, experiences, and value to the organization.
2. Trust - is a two-way street. Mentors and Mentees should work together to build trust, through communicating, and by being available, predictable, and loyal.
3. Partnership Building - The Mentor and Mentee are professional partners. Natural barriers that all partnerships face may include miscommunication or an uncertainty of each other's expectations. Activities that can help you overcome these barriers include:
 - Maintaining communication
 - Fixing "obvious" problems
 - Forecasting how decisions could affect goals
 - Frequent discussion of progress
 - Monitoring changesSuccessful partnerships develop through:
 - The expression of enthusiasm each has for their relationship.
 - Activities of idea exploration and successful problem solving which create an atmosphere of emotional acceptance of each other.

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

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

Their own capabilities

Opportunities in terms of present and potential positions

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

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

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

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

TYPES OF MENTORING

Mentors and Mentees can utilize multiple approaches in a single mentoring relationship. Mentoring relationships work best when participants are flexible. Use whichever approach is most convenient while supporting the goals of the participants. At the start of a relationship, discuss your desired approaches and agree on your modes of interaction. The below highlights some of the most common types of mentoring.

INFORMAL MENTORING

Informal mentoring, also referred to as traditional mentoring, focuses primarily on the Mentee and her/his goals (both personal and career). This type of mentoring is not an employee/supervisor relation or an appraisal system, but promotes the examination of the Mentee's career path through goal setting. The Mentor and Mentee work together to devise an action plan that sets career goals that will lead the Mentee on the appropriate career path. Informal mentoring not only encourages the Mentee to establish career goals but also advocates setting personal goals. The overall development of the individual is the focus of informal mentoring.

Informal mentoring is a natural process; that is, the Mentor and Mentee 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. If no prospective Mentor comes to mind, a Mentee should have access to a Web-based tool or system to view a comprehensive list of Mentors and their respective professional experiences to choose a potential informal Mentor. Mentoring Program Coordinators normally develop and manage this capability.

Informal mentoring can last for years – although friendships that are formed through this type of mentoring can last a lifetime. Another characteristic of informal mentoring is that it can involve interaction between the Mentor and Mentee away from the workplace. This type of mentoring relationship may result in the Mentor

and Mentee spending time together outside of 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.

FORMAL MENTORING

Formal mentoring, also known as planned/structured mentoring, primarily focuses on organizational goals and how the Mentee's goals fit into the organization. Organizational goals increase productivity, eliminate turnover and reduce absenteeism. This type of mentoring usually has a defined timeframe and is tied to a developmental program and concentrates heavily on the needs of the organization, yet benefits both the organization and the Mentee. This type of mentoring promotes a "formal business" approach to the relationship, therefore, there is little or no social interaction. The Mentor and Mentee rarely see each other outside the office.

The Mentees may be offered an electronically generated list of potential "suitable" Mentors. These matches are based on similar attitudes, work assignments, characteristics, and specific self-selected criteria. The Mentor and Mentee develop a formal mentoring agreement plan that outlines expectations and obligations. Both participants sign the agreement to formalize and clarify the relationship from its inception. The Mentor and Mentee work together to devise an action plan that sets career goals that lead the mentee on the appropriate career path and monitors the mentoring relationship against the program to ensure compliance with the formal partnership plan. The program is evaluated to determine the results, such as advantages, cost effectiveness, and difficulties.

Note: Some mentoring relationships develop into a combination of both informal and formal - mentoring relationships are not mutually exclusive.

SITUATIONAL MENTORING

Situational mentoring is usually short-lived and happens for a specific purpose such as preparing for a board or a new assignment.

SUPERVISORY MENTORING

Per the Office of Personnel Management (OPM), Supervisory Mentoring is an inherent responsibility of leadership. The Individual Development Plan usually outlines expectations for supervisory coaching and feedback. Most frequently, this mentoring is informal and related to day-to-day guidance about the current job. As leaders, supervisors should also encourage outside mentoring partnerships, informal and formal, and allow their employees the time to work on them.

All good supervisors Mentor their subordinates to a degree, but there can be some drawbacks to this arrangement. The supervisor may not be a "subject matter expert" in the subordinate's desired career path. While supervisors can guide subordinates in their present positions, they may not be able to help them with future goals. Today's supervisors are often heavily tasked, and there is the possibility that they may not be able to devote equal time to each subordinate, which could create feelings of exclusion and favoritism. Another consideration is that many Mentees are uncomfortable being mentored by the person who rates their performance. The Mentee may not wish to discuss such things as areas of weakness and plans to leave the organization or changes to career paths.

ONLINE MENTORING (ALSO KNOWN AS E-MENTORING OR VIRTUAL MENTORING)

Online mentoring affords an opportunity to establish and engage in a mentoring relationship that does not depend on the individuals to meet in person. This type of mentoring uses videoconferencing, the Internet, and e-mail to Mentor individuals. This is beneficial for those who are unable to leave their workplace and for those who live in rural or remote communities. Online mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for Mentors. Even with virtual mentoring, it is recommended the Mentor and Mentee meet face-to-face at least once.

This mentoring approach is usually a relationship with an individual within the same grade, organization, and/or job series. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. Peer mentoring is not hierarchical, prescriptive, judgmental or evaluative.

AFMAN 36-2643, *Air Force Mentoring Program*, also highlights the Air Force virtual Force Development Center, (vFDC), which is located on the AF Portal site and provides a clearinghouse of leadership development resources. The vFDC features learning programs based on the AF institutional competencies and may be recommended by mentors as a development opportunity for mentees. Resources available through the center are free, flexible, and available on-demand. In addition, the center features a learning program created to assist new or experienced mentors who may want to refresh their competencies.

STAGES OF MENTORING

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

Prescriptive Persuasive Collaborative Confirmative

In order to determine at which stage to begin the relationship, the Mentor and the Mentee must consider: What are the Mentee's attributes, skills, and competencies?

What is the Mentee's level of experience?

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

PRESCRIPTIVE STAGE

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

Coach Motivator Teacher

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

The Mentor thinks of the Mentee as a "sponge" soaking up every new piece of information provided. The Mentor shares many of his or her own experiences, "trials" and "anecdotes" during this stage, giving examples of how he or she or others handled similar tasks or situations and with what consequences.

PERSUASIVE STAGE

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

Counselor Guide

COLLABORATIVE STAGE

In this stage, the Mentee has enough experience and ability to work together with the Mentor to jointly solve problems and participate in "more equal" communication. In this stage, the Mentee actively cooperates with the Mentor in his/her professional development plans. The Mentor lets the Mentee to take control and work independently. For instance, the Mentor gives him/her a piece of an important project to do independently, with little or no guidance. In this stage, the Mentor is likely to pick up the following roles:

Career Advisor Role Model

CONFIRMATIVE STAGE

This is the stage in which the Mentee has a lot of experience and has mastered the job requirements, but requires the Mentor's wisdom and professional insight into policies and people. In this stage, the Mentor may perform many of the previously practiced roles. Most importantly the Mentor is a sounding board and

empathetic listener. The Mentor gives advice and encouragement in a non-judgmental manner about career and personal decisions. Questions can be answered through discussions with the Mentee, by observing the individual or by consulting with others who know the Mentee such as his or her supervisor.

Mentoring relationships may follow all four stages or only a few of these stages. In fact, there is such a fine line between each stage that frequently it is difficult to tell when one stage ends and another begins. The Mentor needs to continually evaluate the mentoring relationship as it evolves, and determine when it is time to alter the mentoring roles. The Mentor

must keep in mind that the relationship will stagnate if the mentoring style remains in a stage that the Mentee has outgrown.

5.1 TIPS FOR AN EFFECTIVE MENTOR Roles and Responsibilities

Development of Mentees depends on exploring career aspirations, strengths and weaknesses. Collaborating on means to “get there,” implementing strategies, and evaluating along the way. The Mentor provides the “light” for the Mentee to follow. Sharing your wisdom and past experiences is what the Mentee looks for from you. Ideally, your mentoring activities will need to include 1-4 hours a month, to include face-to-face meetings every 1-2 months, and periods of reflection.

Here are a few roles and responsibilities to help you in the process:

- Support the Mentee’s development of professional and interpersonal competencies through strategic questioning, goal setting, and planning
 - Create a supportive and trusting environment
 - Ensure the Mentee coordinates activities and learning plans with his/her supervisor
 - Agree to, and schedule uninterrupted time with the Mentee
 - Stay accessible, committed, and engaged during the length of the program
 - Actively listen and question
 - Give feedback to the Mentee on his/her goals, situations, plans and ideas
 - Encourage Mentee by giving them genuine positive reinforcement
 - Serve as a positive role model
 - Provide frank (and kind) corrective feedback if necessary
 - Openly and honestly share “lessons learned” from your own experience
 - Keep discussions on track
 - Respect Mentee’s time and resources
- Participate in the Scheduled Activities and Events.
- Take online courses related to mentoring.

6.1 IDEAS TO ASSIST THE MENTEE

Shadowing Events: Include them in any when possible such as presentations, off-site events, training, speaking events, luncheons, etc. Look for opportunities to include the Mentee in what you do. The Mentee will be able to observe you and how you demonstrate your strong competencies.

Hands-On Training: Find opportunities to share specific knowledge and introduce the Mentee to new work within the organization.

Introducing: Look for opportunities to introduce the Mentee to key players or to others to broaden their prospective on the Organization.

Listen more than talk: The most common problem in communication is not listening! Focus on active listening by following these rules:

- The Four Rules of Active Listening
 - Seek to understand before you seek to be understood.
 - Be nonjudgmental
 - Give your undivided attention to the speaker
 - Use silence effectively

7.1 EFFECTIVE QUESTIONING TIPS FOR MENTORS

As a Mentor, it can be very easy to want to just jump in and solve the Mentee’s problems for him/her. However, your role is to help the Mentee think for him/herself, and to do so, this involves you asking thought-provoking

questions. Help your partner self-discover. Questions should usually be open ended questions: Questions that can't be answered with a one word answer. We want you to be a Questioning Coach. Using questions to help the Mentee reflect on their experiences and learn from yours. Being a Questioning Coach gives you, the Mentor, an opportunity to:

- Uncover additional facts and information about the Mentee
- Confirm Mentee's goals, aspirations, and needs
- Explore strong feelings about situations
- Define problems and possible solutions
- Discover Mentee's commitment to their growth

Exploratory questions – to assess the real issues and gain greater understanding:

- What are the most interesting aspects of your job?
- Why did you pick this to concentrate on?
- What do you want to gain?
- What do you want to be known for?
- What do you understand the issue to be?
- What tells you that your assessment is correct? What are other people's perceptions of this issue?
- What assumptions are you making here?
- What other ideas do you have?
- How long has this been as issue?
- What did you learn from past experiences that you didn't expect to learn?
- What are the reasons behind an issue?
- Have you tried to resolve this issue before? Why or why not? If yes, what was the result?

- What choices do you have?
- What progress have you made?
- What other ideas do you have?
- How are you using the things/ideas we've spoken about?
- What results are you looking for?

Empowering questions – to assist the Mentee to think for him/herself:

- What are the skills you want to develop?
- What strategies come to mind when looking at a situation?
- What do you see as possible solutions here?
- What outcomes are you after here? Are these outcomes reasonable given the circumstances?
- What resources are available to help you move forward?
- What key players do you need help from?
- What forces may help and/or hinder you?
- What other information do you need to arrive at a solution?
- What are the pros and cons of each solution?
- What is the first step you need to take to achieve your preferred outcome?
- What alternative strategies should you develop?
- How will you know you have mastered or successfully enhanced a competency?
- How will you apply your new skill?
- Encourage the Mentee to refer to AFMAN 36-2643, *Air Force Mentoring Program*, to review the Continuum of Learning, Air Force Doctrine, Core Values, and Diversity and Institutional Competencies.

Ask more questions to really understand the responses you've been given. Rephrase the answer to ensure you have heard the reply correctly. Most importantly—Ask more questions & give fewer answers. Remember, he who speaks the most,

learns the most.

8.1 GIVING FEEDBACK – CHECKLIST FOR MENTORS

Think of feedback as a teaching/counseling opportunity. Exhibit positive or neutral body language.

Do use:

- Good Eye contact – no scary stares
- Interested/neutral facial expression
- Nodding of head to show understanding or agreement
- Calm tone of voice
- Even voice volume
- Sitting slightly forward
- Relaxed arm & hand placement
- Use “I” statements. Give examples from your experience
- Ensure feedback is specific.

- Give the other person an opportunity to ask questions or share their viewpoint.
- Listen – carefully not only to the words but to the feelings and body language of the speaker.

Do Not use:

- Reduced eye contact, scowling, or narrowing of eyes
- Tense or aggressive posture
- Rocking, pen bouncing, hand wringing, or your specific version of nervousness/defensiveness
- Hands on hips or tightly clenched
- Arms tightly crossed across chest
- A blank expression
- Don’t say, “but” or “however”.
- Avoid statements that describe someone instead of their actions
- Don’t become defensive. Don’t interrupt when the other person is responding.

Allow time and privacy for feedback- avoid/minimize distractions, set aside an uninterrupted time for your feedback session.

Help the Mentee plan for next steps. Ask questions such as:

- What is a step you can do to reach your desired outcome?
- What are some ways you can think of to resolve this challenge?
- What resources are available to you?
- What can I do to help you?

Tips for Being a Good Listener

Be an “active” listener. That means doing the following:

- Give the employee your undivided attention.
- Stay off your phone, off your computer, and avoid disruptions.
- Hear the person out. Avoid interrupting.
- Be aware of your non-verbal cues such as nodding, smiling, and maintaining eye contact. To ensure that you

heard the person correctly

- Paraphrase
 - “As I understand . . .”

- “So, you’re saying that . . .”
- “Let me see if I got that . . .”
- Summarize
 - “So, your three concerns are . . .”
 - “There seem to be a few issues . . .”
 - “So, our main goals this time are . . .”

9.1 MENTORING ACTION PLAN

As part of your mentoring relationship, you will want to set specific goals for performance improvement, achievement, and/or learning. You should use the mentee’s Individual Development Plan (IDP) to determine and document their goals. This section describes the process for developing and setting goals.

DEVELOPING GOALS

There are many ways to determine in what the mentee should be mentored.

- Clarify what he or she does or does not know.
- Assess any development gaps.

Here’s a checklist used to evaluate the quality of a person’s individual development plan. Use to evaluate or to coach the mentee.

Robustness

- Has the IDP been generated/updated within the last 12 months?
- Is the IDP complete?
- Are the development actions substantial?
- To what extent is there connectivity between the career path, leadership assessment, development needs and planned development actions?
- Are assessment results linked with the IDP when applicable?

Variety

- Are multiple types of formal and informal learning approaches integrated into the planned activities?
- To what extent do the planned actions reflect a bias for experiences rather than coursework?
- How much creativity is reflected in the planned actions?
- Does the plan offer an opportunity to enhance strengths, as well as address deficiencies?
- Have “significant other people”, coaches and/or Mentors, been identified?
- Are challenging assignments and projects represented?
- Are there opportunities for development across organizational boundaries?

Accelerated Development

- How quickly will the planned actions prepare someone for his/her potential next position?
- Have aggressive timeframes for accomplishing development actions been established?

Clarity

- Does the plan include specific development needs? (i.e., leadership, communications, financial or planning skills are very broad.) The development opportunities should identify the specific skills, knowledge and/or behaviors that are to be acquired or enhanced.
- Has a specific timeframe within which the development will be initiated and/or completed been identified?
- Are there concrete planned actions directly aligned to each identified development need?

Consistent with business needs and succession plans

- Is the individual's career plan consistent with succession plans?
- Do development needs and planned actions support current and future business objectives?
- Will planned actions prepare the individual for the future (succession) vs. too much focus on current role?

Information Source Disclaimer

Information in this mentoring resource was obtained from various Air Force sources to include: AFMAN 36-2643, *Air Force Mentoring Program*; Air Force Policy Directive (AFPD) 36-70, *Diversity*; and the Air Force mentoring tool, MyVector. In addition, information was obtained and adapted from WHS Director of Administration and Management Enterprise Mentoring, Tools for Learners. All content is provided for informational purposes only.

SAMPLE MENTORING AGREEMENT (BETWEEN MENTOR AND MENTEE) SAMPLE MENTORSHIP AGREEMENT

(Mentor): (Mentee): Date:

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

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

Frequency of contact:

Preferred method(s) of communication:

Mentoring objectives/goals:

Mentor's expectations of the Mentee: Mentee's expectations of the Mentor: Concerns:

Other:

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

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

Mentor Signature Date Mentee Signature Date