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# **Human Resources Officer Mentoring Program Guidebook**

**Researched and Compiled by the  
HR Recruiting Board of Directors**

**July 2013**

<b>REPORT DOCUMENTATION PAGE</b>			<i>Form Approved</i> <i>OMB No. 0704-0188</i>	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. <b>PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.</b>				
<b>1. REPORT DATE (07-2013)</b>		<b>2. REPORT TYPE</b> Guidebook		<b>3. DATES COVERED (From - To)</b> Jul 2012 - Jul 2013
<b>4. TITLE AND SUBTITLE</b>  Human Resources Officer Mentoring Program Guidebook July 2013			<b>5a. CONTRACT NUMBER</b>	
			<b>5b. GRANT NUMBER</b>	
			<b>5c. PROGRAM ELEMENT NUMBER</b>	
<b>6. AUTHOR(S)</b> CDR Jeri O'Neill, LCDR Chris Muller, LCDR Angela Cox, LT Matt Sanchez, LTJG Jennifer Tanforan, CDR Sabrina Bobkowski, LCDR Cheryll Hawthorne, and LCDR Roger Phelps			<b>5d. PROJECT NUMBER</b>	
			<b>5e. TASK NUMBER</b>	
			<b>5f. WORK UNIT NUMBER</b>	
<b>7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)</b>  Recruiting Board of Directors Working Group			<b>8. PERFORMING ORGANIZATION REPORT</b>	
<b>9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)</b> HR Executive Board			<b>10. SPONSOR/MONITOR'S ACRONYM(S)</b>	
			<b>11. SPONSOR/MONITOR'S NUMBER(S)</b>	
<b>12. DISTRIBUTION / AVAILABILITY STATEMENT</b>  Approved for public release; distribution unlimited				
<b>13. SUPPLEMENTARY NOTES</b>				
<b>14. ABSTRACT</b> The intent of the guidebook is to delineate the structure of the HR Mentoring Program and provide HR officers with a common understanding of mentoring roles and responsibilities, via a quick reference manual. This Guidebook outlines tools and resources about which the HR professional must be knowledgeable to ensure effective mentor and protégé relationships of benefit to both individual careers and the Navy as a whole.				
<b>15. SUBJECT TERMS</b>				
<b>16. SECURITY CLASSIFICATION OF:</b> Unclassified			<b>17. LIMITATION OF ABSTRACT</b>  UL	<b>18. NUMBER OF PAGES</b>  15
<b>a. REPORT</b>	<b>b. ABSTRACT</b>	<b>c. THIS PAGE</b>		
				<b>19b. TELEPHONE NUMBER (include area code)</b> 318-746-9657

**U.S. Navy Human Resources Officer  
Mentoring Program Guidebook – July 2013**

**PREFACE**

The HR Mentoring Guidebook delineates the structure of the HR Community’s Mentoring Program. The information contained in this guidebook is based on research, policy, interviews, and surveys, culminating in best business practices.

The *Navy Leader Development Strategy* (May 2013) states,

*“The cornerstone for Navy leader development is a comprehensive, career-long Navy Leader Development Continuum that integrates four core elements – experience, education, training, and personal development – through leader development outcomes to produce fully prepared leaders. A continuous assessment process will ensure that Navy leader development remains current and relevant.”*

and

*“Personal development focuses attention on individual strengths and weaknesses, enables personal evaluation, furthers reflection on Navy and personal values, and contributes to lifelong learning, diversity of thought, and moral growth. Personal development also includes performance evaluation, coaching, counseling, and mentoring.”*

The HR Community recognizes that our greatest resource is our team of HR professionals making a difference every day throughout the Fleet. It is the Community’s mission to **“Deliver HR expertise to define, recruit, develop, assign, and retain a highly skilled workforce for the Navy.”** Mentoring plays a substantial role in retaining the expertise resident in our community, developing our future leaders and perpetuating the community’s success. Mentoring is widely recognized as a beneficial career development tool that not only affects individual career health and longevity, but also positively impacts mission accomplishment.

While there is no one distinct path that will singlehandedly ensure future success, a broad foundation composed of a diverse skill set, professional education, and mission-related training enables you to make the best of each mentoring opportunity.

This guidebook provides tools for the mentor as well as the protégé. It is not all-encompassing, but provides tools to shape a strong mentor-protégé relationship. Use this guide as a valuable resource to assist in making the most of mentoring opportunities and experiences available throughout your career.

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## 1. Overview of the Human Resources Mentoring Program

This mentoring guide delineates the Human Resources (HR) Community Mentoring Program. This program aligns with applicable instructions and is designed to recognize our officers' diverse talents and capitalize on those talents in ways that advance individuals toward their professional goals and objectives. Ideally, this is accomplished while creating an inclusive environment, enhancing mission accomplishment, and furthering the HR Community towards fulfillment of its mission.

## 2. Purpose of the HR Mentoring Program

The primary purpose of the HR Mentoring Program is to establish a culture of mentoring throughout the HR Community, which is to have active and accessible mentoring, individual development, and knowledge transference become accepted and expected in the HR Community. In line with the CNO's *Navy Leadership Development Strategy*, or NLDS, the HR community expects all HR officers to be engaged in mentoring opportunities, facilitating officer development, and HR professionalism so the HR community can meet the demands of the 21<sup>st</sup> century Navy. The community helps officers be the best leaders and HR professionals that they can be.

The goals of the HR Mentoring Program are two-fold:

- First, to help protégés:
  - Improve individual motivation, performance, and innovation.
  - Take charge of their careers.
  - Grow personally and professionally by taking advantage of resident corporate knowledge.
  - Increase visibility and gain exposure to organizational values, relationships, and business.
  - Equip themselves with information and knowledge as they become mentors.
  - Know the benefits and basic tenets of a mentor program.
  - Gain a well-rounded understanding of the true focus and purpose of the HR Community.
  - Grow in the foundations of military leadership as professional Navy Officers, including Navy Core Values.
  
- Second, to help mentors:
  - Understand the needs of the protégé and the community better.
  - Gain a fresh perspective on their work and the value of helping others.
  - Share their knowledge and expertise with others through mentoring partnerships; to be a mentor and grow a mentor.
  - Develop potential resources for assistance on projects.
  - Offer or research training plans/programs that will benefit the protégé.

### 3. Structure of the HR Mentoring Program

Many talented people come through the Navy’s doors every day as active or reserve Sailors, civilian employees, and contractors. We have a very capable Navy HR Force and seek to provide opportunity for each individual's personal and professional success – this is facilitated by high quality mentoring. Frequently Asked Questions (<https://wwwa.nko.navy.mil> Leadership > Naval Leadership > Leadership FAQs > “FAQ’s and Answers on Mentoring”), and the Mentoring Relationship Chart below provide a general overview of the roles, responsibilities, benefits, and challenges that may occur in a mentor-protégé relationship.

#### Mentoring Relationships Chart

Participants	Roles	Responsibilities	Major Benefits	Difficulties
<b>Mentor</b>	<ul style="list-style-type: none"> <li>- Trusted counselor</li> <li>- Coach</li> <li>- Technical advisor</li> <li>- Role model</li> <li>- Sponsor</li> </ul>	<ul style="list-style-type: none"> <li>- Create and further trust and respect</li> <li>- Maintain confidentiality</li> <li>- Support supervision</li> <li>- Share knowledge &amp; experience</li> <li>- Be available</li> <li>- Provide insight, feedback, perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve personal satisfaction</li> <li>- Get new ideas and information</li> <li>- Receive respect from organization</li> <li>- Develop networks and allies</li> <li>- Enhance skills</li> <li>- Develop successors</li> </ul>	<ul style="list-style-type: none"> <li>- Takes time and energy away from other tasks</li> <li>- Risks-if protégé does not perform; if protégé violates trust</li> <li>- Potential for conflict with supervisor</li> </ul>
<b>Protégé</b>	<ul style="list-style-type: none"> <li>- Apprentice</li> <li>- Competent professional</li> <li>- Learner</li> </ul>	<ul style="list-style-type: none"> <li>- Create and further trust and respect</li> <li>- Maintain confidentiality</li> <li>- Demonstrate professional competence</li> <li>- Maintain balance – supervisor and mentor</li> <li>- Be receptive/proactive</li> </ul>	<ul style="list-style-type: none"> <li>- Learn organizational culture</li> <li>- Develop technical and professional skills</li> <li>- Receive guidance in career decisions</li> <li>- Increase visibility</li> <li>- Develop networks and sponsors</li> </ul>	<ul style="list-style-type: none"> <li>- Takes time and energy away from other tasks</li> <li>- Risks—mentor may not succeed; protégé may become dependent</li> <li>- Supervisors/peers may feel alienated</li> </ul>
<b>Supervisor</b>	<ul style="list-style-type: none"> <li>- Supporter</li> <li>- Enabler</li> <li>- Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>- Allow time for meetings</li> <li>- Provide awareness and skills training</li> <li>- Reward/recognize mentors</li> <li>- Create opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Improve socialization and integration</li> <li>- Create greater commitment</li> <li>- Increase communication</li> <li>- Improve retention of valued employees</li> </ul>	<ul style="list-style-type: none"> <li>- Takes time and energy away from other tasks</li> <li>- May increase personnel needs</li> <li>- May create unrealistic expectations</li> </ul>

To leverage talent and experience, the HR Community incorporates three categories of mentoring that serve to provide a structure for the HR Mentoring Program: one-on one, regional, and community mentoring.

### 4. One-On-One Mentoring

One-on-one mentoring is sometime referred to as coaching mentoring and is a voluntary mentoring relationship of a professional nature. The focus of the regional program is to establish a culture of mentorship and provide opportunities through which one-on-one mentoring relationships can most naturally transpire; it is described in Chapter 5. The HR Community provides tools and resources to enable mentoring to be

as comprehensive as possible and is described in Chapter 6. This chapter describes expectations for the individual mentors and protégés in the mentoring program. Sample methods are included to accommodate various situations and preferences. The desired outcome is that all HR officers, regardless of rank, are afforded opportunities to forge meaningful, productive mentoring relationships.

#### 4.1 Establishing One-on-One Mentoring Relationships

One-on-one mentoring happens when one person reaches out to another and a career-aiding relationship develops. Relationships may be established based on rank, CCA, career track, gender, or shared interests. This is a relationship between two individuals, usually one senior and one junior, where both understand career progression to be the central theme.

To establish a one-on-one mentoring relationship, mentors and protégés meet for a finite period to accomplish agreed-upon objectives that are designed to assist the protégé in accomplishing a particular goal. Common goals are command acclimation, preparing for promotion, and finishing a training program or qualification. The mentorship may end when the initial goal is achieved or a longer-term relationship may result with new career objectives. Appendix A provides a sample Mentoring Action Plan that can be used to assist the mentor and protégé in mapping out short and long-term goals of the relationship. These relationships can be established between peers or near-peers, allowing individuals with similar experiences and backgrounds to share successes, challenges, and lessons-learned with individuals newer to the command, team, or career path. For example, lieutenant commanders may be assigned as mentors to protégés who are lieutenants and below. Relationships often develop between senior and junior members of an organization, and are a means by which junior personnel can seek direction, support, and motivation to achieve the next level.

#### 4.2 Types of One-on-One Mentoring

**a. Natural Mentoring.** Natural mentoring occurs all the time. It happens when one person reaches out to another and a career-helping relationship develops. Research shows this type of mentoring often occurs between people who have a lot in common; we are usually more comfortable with those who are most like ourselves.

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

**c. Supervisory Mentoring.** 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 officers are uncomfortable being mentored by the person who prepares their fitness report. The protégé may not wish to discuss such things as areas of weakness and plans to leave the organization or changes to career paths.

**d. Formal/Facilitated Mentoring.** Formal mentoring is designed to build an entire culture of internal mentoring, support, and development. Formal facilitated mentoring programs are structured programs in which an organization facilitates a mentor–protégé relationship.

**e. Online 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. It provides a guided association using electronic means such as email or chat.

## **5. Regional Mentoring**

Mentoring at the Regional level is a team effort, and is sometimes referred to as collaborative mentoring. Regional mentoring opportunities may include speed mentoring, brown bags, meet-and-greets, social events, and mentoring match-ups. Programming is based on the uniqueness of that particular region. The common theme regardless of the region is this: the most desired element of mentoring is the ability to address questions about professional development in an open, trusting environment. Healthy relationships and continuous learning are key to organizational success. The regions are where the heart and the success of the HR mentoring program reside. Based on best practices across all regions and to facilitate collaborative mentoring opportunities, Regional Captains leverage the following within their regional structure:

**a. Deputy Reserve Regional Captain:** The Deputy directly supports the RC and acts as the focal point for communication, professional development, and mentoring networks for SELRES HRs in the region.

**b. Regional Training Coordinator (RTC):** RTCs assist the RC with executing regional training events. In conjunction with Regional Mentoring Coordinators, RTCs should hold periodic face-to-face sessions focused on facilitating mentor selection and/or communication. If geographical dispersion precludes face-to-face meetings, they should hold quarterly DCO sessions focused on mentor selection and/or communication. RTCs should also provide a schedule of planned events to the Regional Sponsor Coordinators (RSC).

**c. Regional Mentoring Coordinator (RMC):** The RMC manages the regional program for the RC. RMCs maintain a listing of mentors (normally O-4 and above) including matching information such as rank, component, Core Competency Area (CCA), gender, and career history. RMCs should also maintain an intake form and provide to the RSC for forwarding to incoming

officers. The RMC provides a list of mentors to the RSC, who forwards the list to an incoming officer upon notification of his or her transition into the region. This list assists incoming officers in selecting a mentor if they do not have one.

**d. Regional Sponsor Coordinator (RSC):** To facilitate a culture of mentoring from the new officer's first day in the community, the RSC, in support of the RC, reaches out to the new HR. There should be a 'warm hand-off' between the Detailer/OCM and the region for Active Duty and FTS officers; for SelRes officers, the hand-off is between the NR CNRC unit and the region. Once an officer selects orders to a particular region, the detailer sends contact information to the RC and the officer. The RC, via the RSC, then ensures that a sponsor is assigned to the new/incoming officer to answer any HR-related questions for him or her while transitioning.

## **5.1 Professional Development/Training Events**

The primary tool used by the HR Community for professional development and training is the "brown bag." These events are designed to allow information to be passed in a group setting with the opportunity for questions and exchange of ideas. They are either virtual or in-person meetings on a chosen topic that is important to the development of HR officers. Brown bags are coordinated by the individual Regional Captain/RTC, and topics vary based on the needs of the region. Actively participating in the brown bags is a good way to stay in touch with fellow HR officers and to learn more about the community. Brown bags are held periodically (often monthly) in HR concentration areas. Presenting a topic at a brown bag is also a great way to hone public speaking skills and let peers know about current or previous assignments. Panel discussions are beneficial mentoring opportunities that provide the ability to learn from multiple officers and gain diverse perspectives about professional and personal topics of interest in a collaborative setting.

## **5.2 Social Events/Meet-and-Greets**

Social events include less formal events that are not structured around a particular topic; rather, they allow for individual discussion and esprit-de-corps. Some examples include events like meet-and-greets and command parties. A region may have "First Friday" at the base club which corresponds with the reserve drill weekend. These events provide opportunities for mentoring and foster an environment in which mentoring relationships can develop.

## **5.3 Mentoring Match-Ups**

Mentoring match-ups are networking and/or social events specifically designed to pair protégés with mentors.

## **5.4 Professional Associations/Affinity Groups**

Professional associations, like the Society for Human Resource Management (SHRM), connect mentors and protégés of similar interests, backgrounds, cultures, or fields to support each other personally and professionally. Professional associations meet periodically to share best practices and to afford junior personnel access to senior members who have succeeded in their careers. These meetings provide exceptional forums for career development guidance on both an individual and group level. Membership and participation in these associations, while voluntary, can further develop individuals personally and professionally.

## **5.5 Speed Mentoring**

Despite the name, speed mentoring is not actually mentoring; it is an event designed to enable officers to meet many potential mentors in a short time to determine if there is a fit for a longer-term mentoring relationship. The format focuses on quick-hit information and time-efficient networking. The underlying premise is to provide a structured format and venue by which participants seek out their mentoring relationships during a fast-paced and fun event.

## **5.6 Regional Captain Distribution List**

RCs play a critical role in mentoring within their regions. RCs are also integral to the information flow. Much of this information is promulgated via email. As such, it is imperative to ensure that all HR officers - regardless of component - get their email address added to the RC distribution list.

## **6. Community Mentoring**

Community Mentoring encompasses the many ways that the community facilitates mentoring through transferring knowledge and sharing information with all HR officers. The following mentoring tools and resources serve to benefit the entire community.

### **6.1 HR Career Guide**

The HR Officer Career Guide was prepared to assist officers in their career as Navy Human Resources Officers. It provides an overview of items considered important to professional development as an HR officer: Planning for a Successful Career; Training and Career Development; Managing your Record; and Selection Boards. A copy is provided to each new HR. The most current version can be found on the HR Detailers' page of the NPC website (see 6.9 for the link).

## 6.2 Regional Captain Updates

Regional Captains are assigned for each Navy region to coordinate mentoring/professional development opportunities for HR officers assigned within their applicable region. Once a quarter, the Community Leader holds a conference call with the Executive Board and all Regional Captains to maintain continuity throughout the regions. The Board of Directors generally provides updates on strategy execution, and other topical issues are discussed. Regional Captains also provide updates on their regions, as well.

## 6.3 HR Center of Excellence (HRCOE)

The Human Resources Center of Excellence (HRCOE) located at the Naval Postgraduate School in Monterey, CA, serves as a focal point for the career learning for the HR community. In support of this goal, HRCOE is responsible for the development and execution of programs that promote professional development for all active duty and reserve HR officers, to include formal training for new and experienced HR officers and the HR Community of Interest (HR COI). Center activities are aligned with the HR community mission: Deliver HR expertise to define, recruit, develop, assign, and retain a highly skilled workforce for the Navy.

This site does not require CAC access and is accessed via the following address:

<http://www.nps.edu/Academics/Schools/GSBPP/Academics/ProfDev/HRCOE/index.html>

## 6.4 Defense Connect Online (DCO) Learning Events (Webinars)

HRCOE and RCs provide professionally enhancing webinars on a variety of topics via Defense Connect Online (DCO). Officers may view the webinars individually or as a Regional Mentoring Opportunity. Additionally, OPNAV N1Z normally provides and distributes (via the RCs) a monthly list of free webinars offered by outside entities. Not only may these provide outstanding mentoring opportunities, some may count towards PHR/SPHR recertification and help keep the cost of recertification down.

## 6.5 HR Beacons

The HR Beacon is a monthly newsletter which highlights topics of interest to the HR Community, ranging from milestone billets and Core Competency Areas to HR strategic execution. The most recent HR Beacons are listed on the NPC HR website; a library of Beacons is on the HR COI.

## 6.6 Facebook

The "Navy Total Force HR Community" on Facebook is a closed group to which only Navy HR officers (active, FTS, SELRES) have access. It serves as another information

clearinghouse for MPTE information and a way to network with others in the community. Through this group, Navy HR officers are learning, solving problems, and talking about the hard issues the Navy faces.

## **6.7 HR Community Onboarding Process**

Onboarding is defined as the process for acquiring, accommodating, assimilating, and accelerating new team members. The HR Community Onboarding process was established to facilitate the new HR officer's smooth transition into the community and better preparation for HR assignments. The processes are slightly different depending on an officer's component and accession source, but the goals are the same. Appendix B provides details on the onboarding process by each potential accession and component.

## **6.8 HR Community of Interest (HR COI) and the HR Learning Locker**

The HR Community of Interest (HR COI) resides on the Navy Reserve Homeport (Sharepoint portal) and enables the entire community to post, communicate, and collaborate. The most active portion of the HR COI is the HR Learning Locker, which contains:

- professional development resources;
- learning-related materials;
- references, tools, templates; and
- web links.

It is also a place to locate fellow HR officers for collaboration and discussion. Here, officers will find:

- a directory of HR officers;
- an archive of previously published HR Beacons;
- manuals of interest from around the Fleet (including Joint references);
- community-related reading materials;
- learning modules stored in the repository;
- tools to support professional development; and
- application forms for learning events hosted by the HR Center of Excellence.

This site requires CAC access and is accessed via the following address:

<https://private.navyreserve.navy.mil/coi/hr/SitePages/Home.aspx>

Directions for access to the HR COI can be found in Appendix C.

## **6.9 HR Detailers and NPC HR Detailer Website**

In the process of detailing HR officers to billets, HR detailers engage in mentoring opportunities on a daily basis. In this capacity, detailers enhance communication

between officers and the region to which they will be assigned, including informing Regional Captains of the officers newly assigned to their region.

The HR Detailer page on the Navy Personnel Command website provides information on HR career management and the HR Community. The website is maintained by our detailers and lists, among other things:

- Current HR Leadership including our HR Community Leader, Executive Board (EB) members, Board of Directors (BoD), Regional Captains;
- Community-specific documents including the HR Strategic Plan and the HR Charter;
- Most current HR billet list which is a comprehensive snapshot of all HR billets;
- Information on milestone assignments, milestone billet descriptions and the screening/assignment process;
- Core Competency Area information;
- Promotion statistics; and
- Lateral transfer/redesignation specifics.

This site does not require CAC access and is accessed via the following address:  
<http://www.public.navy.mil/BUPERS-NPC/OFFICER/DETAILING/RLSTAFFCORPS/HR/Pages/default.aspx>

## **7. General Mentoring “Rules Of Engagement”**

It is important for both the mentor and protégé to establish the appropriate relationship by setting overall ground rules. This will assist both parties in understanding expectations.

Both mentor and protégé should agree to a development plan with specific objectives. Appendix D provides a sample Mentorship Agreement, which can be used to formalize a one-on-one mentoring relationship.

Both should agree to specific times/dates to discuss mentoring issues. Appendix A is a sample Mentoring Action Plan (MAP) which can be used to detail short-term, long-term, and career goals, with activities, resources, and target dates.

It can be helpful to keep notes on each mentoring session. Appendix E provides a sample session log that can be used to capture important topics discussed.

An element of trust must be developed to optimize the benefits of mentoring.

### **7.1 Mentoring Timeline**

There is no hard and fast rule on how often the mentor and protégé should communicate. However, the following is a suggested timeline and a list of possible topics to help begin the relationship:

The mentor should use initial contact to:

- Talk a little about him or her, both personally and professionally.
- Define the roles and responsibilities of his/her current position.
- Set the method and frequency of future contacts.
- Request a Mentoring Action Plan from the protégé for discussion at the next contact. The format should include some method of tracking progress, reflecting achievement at various levels.

During the second meeting:

- Discuss what each expects to gain from the mentoring relationship.
- Review the Mentoring Action Plan together.

Following the second meeting:

- The protégé sends the agreed-upon Mentoring Action Plan to the mentor.
- The mentor reviews and engages in at least one discussion about the plan.

## 7.2 DOs and DON'Ts of Mentoring

- Do use whatever means available to make the mentoring relationship a positive and constructive one for both parties.
- Do provide feedback on the Mentor Program and ideas to improve it.
- Do discuss problems and issues, but also discuss the solutions to those problems.
- Do make the most of this opportunity and enjoy the experience!
- Do consider the NDLS personal development continuum which includes professional reading, professional qualifications, and leader development outcomes by paygrade:
  - O3 to O-4: self-awareness tools such as the Myers-Briggs Type Indicator® (MBTI®) personality inventory;
  - O5 to O-6: a 360° evaluation and self-awareness tools; and
  - Flag Officers: Individual Development Plans, or IDPs.
- Don't abuse the professional nature of the relationship (e.g., expecting or providing special treatment in normal working relationships; using mentor's position to create non-merit advantages).
- Don't create a negative base for the relationship (e.g., don't use as gripe sessions; don't talk down to protégé).

## 8. Establishing Career Goals

A successful career is the culmination of planning, establishing, and achieving a series of realistic career goals that have been built on the solid foundation of excellent performance in each job held.

Because different protégés perform different functions in the organizations, goals will vary. Short and long-term goals should be identified and reviewed periodically for adjustments. Goals should be limited from three to five for each type of goal and should be documented.

Planning a successful career involves the following steps:

- Establishing short and long-range career goals
- Assessing strengths and weaknesses
- Recognizing career paths (i.e., determining paths to progression)
- Providing input on training and development options to achieve goals
- Providing lists of training references (tool kit), including web-based courses
- Listing (specifically) what the individual wants to accomplish in the short-term and long term
- Ranking the priority of achieving goals
- Listing a deadline for achieving each goal
- Identifying specific variables, within the person's control, that need to be tracked for changes and improvement

After completing the self-assessment, protégés should adjust their Mentoring Action Plan (Appendix A), as needed, then **Take Action.... Execute It!**

## 9. Conclusion

This guide has been developed to provide both the mentor and protégé with information to assist in developing a desired mentorship relationship to enhance HR career progression. An effective mentoring program is designed to benefit both mentors and protégés. A protégé may be active or passive, that is, they may respond to the mentor's prodding, or they may set the pace and push the mentor for results. Whether brief or sustained, active or passive, the success of each mentor relationship is ultimately based on the commitment of the participants.

**Appendix A: Mentoring Action Plan Template**

**MENTORING ACTION PLAN (MAP)  
(Career)**

<b>Your Name:</b>		<b>Your Mentor:</b>			<b>Start Date of Plan:</b>		
<b>Career Goals (Beyond the Next 12 Months)</b>							
DEVELOPMENTAL GOALS	RELATIONSHIP OF GOALS TO MISSION	SKILLS DEVELOPED	DEVELOPMENTAL ACTIVITIES	TARGET DEADLINE	RESOURCES	ACHIEVEMENT REVIEW	DATE COMPLETED
	My goals have personal and/or organizational relevance because:	My goals involve developing the following skills:	Activities I will pursue:	Target dates and Milestone dates:	Resources I will need:	How I will measure my progress:	This is the date I achieved my goal:
<b>Goal 1:</b>							
<b>Goal 2:</b>							
<b>Goal 3:</b>							
<b>Goal 4:</b>							
<b>Goal 5:</b>							

## MENTORING ACTION PLAN (MAP) (Short-Term)

<b>Your Name:</b>	<b>Your Mentor:</b>	<b>Start Date of Plan:</b>					
<b>Short-Term Goals (Within 1-4 Months)</b>							
SHORT-TERM GOALS FOR THE NEXT 1-4 MONTHS:	MY GOALS HAVE PERSONAL AND/OR ORGANIZATIONAL RELEVANCE BECAUSE:	MY GOALS INVOLVE DEVELOPING THE FOLLOWING SKILLS:	ACTIVITIES I WILL PURSUE:	TARGET DATES:	RESOURCES I WILL NEED:	HOW I WILL MEASURE MY PROGRESS:	THIS IS THE DATE I ACHIEVED MY GOAL:
<b>Goal 1:</b>							
<b>Goal 2:</b>							
<b>Goal 3:</b>							
<b>Goal 4:</b>							
<b>Goal 5:</b>							

## **Appendix B: Onboarding Processes Overview**

### **Active Component/FTS Process**

- Once accession board results (Probationary Officer Continuation Board, Lateral Transfer Board, etc.) are promulgated, the detailers initiate contact with the new HR officer providing the Welcome Aboard package, including a welcome aboard letter from Community Leadership, the HR Career Guide, and other pertinent information.
- Detailers also provide member information to the Regional Captain.
- The Regional Sponsor Coordinator via the Regional Captain assigns an HR sponsor who reaches out to the member to introduce him/her to the region and ensure completion of the Mentoring Intake Form.
- The form is forwarded to the Regional Mentoring Coordinator who ensures that a mentor is assigned.
- The sponsor continues to be a source of information throughout the process. Meanwhile, the selectee works with the detailer for assignment and redesignation. Once orders are set, the detailer communicates this information to the gaining region.
- The new HR officer signs up for the first available HR Introductory Course and transitions to his/her first HR assignment already welcomed in to the community and the region.

### **SELRES Process**

- **Direct Commission Officer (DCO) Process**
  - Regarding Selres HR DCOs, once the results are promulgated, they are also provided to the NR CNRC HQ unit which assigns a sponsor from that unit.
  - The assigned sponsor makes contact with the member and provides a Welcome Aboard package, including a welcome aboard letter from Community Leadership, the HR Career Guide, and other pertinent information.
  - The sponsor also delineates the expectations for DCO Indoctrination Course (DCOIC) and HR Introductory Course (HRIC) completion.
  - Upon Reserve affiliation and assignment, the sponsor provides the DCO with the Regional Captain's information as well as the Mentoring Intake Form to be used by the region to assign a mentor. The Regional Captain is copied on this communication.
  - The sponsor continues to maintain regular contact with the DCO to track DCOIC/HRIC completion. The sponsor also follows up to ensure that the new DCO is plugged into the Regional Captain network and that a mentor

is assigned. The sponsor continues to be an additional source of information for the new DCO.

- Once in the Regional Captain network, the assigned mentor is responsible for completing the CCA worksheet.

- **SelfRes Redesignated Officer Process**

- Upon receipt of results, the NR CNRC HQ unit assigns a sponsor from that unit.
- The sponsor makes contact with the new member and provides a Welcome Aboard package, including a welcome aboard letter from the Community Leader and the HR Career Guide.
- The sponsor also delineates the expectations for HR Introductory Course completion.
- The sponsor provides the new officer with the Regional Captain's information as well as the Mentoring Intake Form to be used by the region to assign a mentor. The Regional Captain is copied on this communication.
- The sponsor continues to maintain regular contact with the new HR officer to track HR Introductory Course completion.
- The sponsor also follows up to ensure that the officer is plugged into the Regional Captain network and that a mentor is assigned.
- Once in the Regional Captain network, the assigned mentor guides the protégé through completion of the CCA Worksheet. Completion of the worksheet is the responsibility of each individual officer. The mentor reviews, signs and forwards for review IAW CCA Business Rules.

- **SelfRes Career Transition Office Accessed Officer Process**

- Incoming officer information is provided to the NR CNRC HQ unit which assigns a sponsor from that unit.
- The sponsor makes contact with the member and provides a Welcome Aboard package, including a welcome aboard letter from the Community Leader and the HR Career Guide.
- The sponsor provides the new officer with the Regional Captain's information as well as the Mentoring Intake Form to be used by the region to assign a mentor. The Regional Captain is copied on this communication.
- The sponsor also follows up to ensure that the officer is plugged into Regional Captain network and that a mentor is assigned.

## Appendix C: How To Access the HR COI

### Overview

Access to the Human Resources Community of Interest (HR COI) requires a CAC-enabled account on the Navy Reserve Homeport (NRH). Expect your initial request to take approximately 96 hours (or less). This will consist of the following, in all or in part, depending on your Navy component and status:

- 1) Have a valid Navy Common Access Card (CAC) card
- 2) Have or request an NRH portal account, created by the CNRFC N6 staff
- 3) Request access to the HR COI (HR Center of Excellence (HRCOE) is the owner of the HR COI)

### Requesting Access to NRH

Under the current portal operation, personnel must register for an account if they don't already have one. Interested personnel can request (or validate) an NRH account by performing the following steps:

Step 1) Select the public side NRH website link below:  
<https://www.navyreserve.navy.mil/Pages/default.aspx>

Step 2) With your CAC inserted in the CAC reader, select "Sign In" at the top right corner of the page. There will be a pop-up message that states, "Please Be Sure to Select Your DOD EMAIL Certificate." Select "OK."

Step 3) If you do not currently have an NRH account, follow the prompts to request an NRH account. (It may look like an error screen, but follow the links provided.) Once you have submitted your request, a page will be displayed indicating that your registration was successfully completed.

Return to the Navy Reserve private website in 24-48 hours to validate your account creation here: <https://private.navyreserve.navy.mil>.

If you experience difficulty, please contact the Navy Reserve Customer Service Center.

E-mail: [NavyReserveCSC@navy.mil](mailto:NavyReserveCSC@navy.mil)

Help Desk: [757-322-2489](tel:757-322-2489)

CSC Help Desk Hours of Operation are from 0700 - 1700 EST Monday - Friday

Step 4) After your NRH account has been created, select the link below to gain access to the NRH private side. Note: Access and correct site location are assured when you see a website with a Navy blue background and a Navy Reserve logo in the center of the page.

<https://private.navyreserve.navy.mil>

Step 5) Once NRH access has been confirmed, you may access the HR COI at <https://private.navyreserve.navy.mil/coi/hr/SitePages/Home.aspx>

or, from the “Communities” link on the main NRH page, then selecting Human Resources.

**Requesting Access to HR COI**

The Human Resources page is access-restricted to HRs. You may already have permissions to access the site, but in the event that you do not, you will be prompted to request access. This prompt will automatically be sent to the Human Resources Community of Interest site owner, HRCOE, at [gsbpphrcoe@nps.edu](mailto:gsbpphrcoe@nps.edu). Within 72 hours, your access permissions will be generated and you will receive an automated email confirmation to that effect.

**Appendix D: Sample Mentorship Agreement Letter Format**

**SAMPLE  
MENTORSHIP AGREEMENT  
(BETWEEN MENTOR AND PROTÉGÉ)**

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Protégé:** \_\_\_\_\_

We (mentor and protégé) 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 Navy core values. The protégé understands that the relationship is designed to meet his/her needs, but that primary responsibility for career planning and personal development remains his/her responsibility.

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

Frequency of mentor-protégé contact: \_\_\_\_\_  
Preferred method(s) of communication: \_\_\_\_\_  
Mentor expectations of the protégé: \_\_\_\_\_

Protégé 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. We further understand that either participant may end the relationship without question at any time during the agreement period.

\_\_\_\_\_  
Mentor Signature Date Protégé Signature Date

**Appendix E: [Mentoring Session Log Template](#)**

**MENTORING SESSION LOG**

<b>Your Name:</b>	<b>Your Mentor:</b>	<b>Date of Session:</b>
<b>Overview of previous session:</b>		
<b>Challenges since last session:</b>		
<b>Successes since last session:</b>		
<b>Progress toward Short-Term / Long-Term / Career Goals:</b>		
<b>Actions to be taken by Protégé before next session:</b>		
<b>Actions to be taken by Mentor before next session:</b>		
<b>Date of next session:</b>		

