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# 1. Purpose

The Aberdeen Proving Ground (APG) Mentoring Program provides detailed guidance on how mentoring is used as a valuable element supporting the Total Force Development concept. This Guidebook explains mentoring program objectives and benefits, identifies guidelines and expectations of mentors and mentees, and provides a Mentoring Toolkit.

# 2. Scope

This Mentoring Guidebook defines the formal characteristics of an APG-wide mentorship program to include, but not limited to, the following: responsibilities of the mentor and mentee, process selection for matching mentor and mentee, and objectives of the mentoring program. The program includes objective leadership fundamentals for the 21st century workforce and how the mentoring program will fulfill these desired traits. The program seeks to help employees become more effective, productive, and competitive, while also building teamwork and collaboration across APG. The APG Mentoring Program is strategically envisioned to grow a collaborative environment across APG by encouraging cross-organizational networking and communications. The program will serve as a foundation in how APG will grow its next wave of leaders.

*“In learning you will teach, and in teaching you will learn.”*

*~Phil Collins*

# 3. Background

Through the mentoring relationship, mentors have the opportunity to coach, guide and share experiences, knowledge, and skills which will contribute to the mentee’s growth. Mentoring opportunities will vary according to the needs and interests of the mentee and the organization. Mentoring relationships require time, commitment, and clear plans of action.

Mentoring is perhaps best described as a developmental process - dynamic and unique to each person. Mentoring is considered a key element in employee development. It has been prevalent in all areas of employment, whether it is in the private sector, public sector, academia, or business. More and more organizations are creating formal mentoring programs for varied reasons. Many organizations believe that mentoring improves individual performance, retention, morale, personal/professional development, career progression, interpersonal, and technical skills, as well as increasing the ability to achieve personal and professional objectives. There is significant evidence that mentoring provides an element to employee development that differs greatly from other more formal activities such as training, education, and on-the-job experience. Mentoring is a cost effective and valuable tool for developing our most important asset, our people. However, successful mentoring programs do not just happen. APG is committed to devoting the time, attention and resources required to make a formal mentoring process work. A successful APG Mentoring Program will provide benefits to the mentee, mentor and the entire APG community.

# 4. Process

The APG mentoring process is being used in an initial pilot program and may be adapted when instituted APG–wide via an APG Mentoring Program Coordinator. For the pilot program, the mentees were selected from the APG Emerging Leaders Program and the mentors were comprised of members of the APG Senior Leader Cohorts and other senior leaders across APG. Upon completion of the pilot program, the APG Mentoring Program Coordinator shall adopt and/or modify the suggested process below.

*Participation*

Interested mentees will complete a Mentee Application and submit to the APG Mentoring Program Coordinator. A sample Mentee Application can be found in the toolkit section of this guidebook. Interested mentors will complete a Mentor Application or write a biography. A sample Mentor Application can be found in the toolkit section of this guidebook. The application or biography shall be submitted to the APG Mentoring Program Coordinator.

*Matching*

The matching of mentees and mentors is a critical part of the mentoring process. Matches will be made in one of two ways: fast-match or a paneled matching process. The fast-match process is currently being tested in the pilot program and will be implemented if successful. If unsuccessful, the paneled matching process will be piloted. The panel to pair mentees with mentors will consist of the current APG Senior Leader Cohort Community Based Project Team (or a team formed by the APG Mentor Program Coordinator) and will use a paper-based matching process. The panel will review applications against bios and indicate matches with mentors outside their office or unit. A key tenant of the APG Mentoring Program is to ensure cross-organizational matching, such that a mentee will not be paired with a mentor within the same chain of command. It should be noted that mentoring relationships occasionally do not work. In such cases, the program coordinator shall intervene and explore whether the mentoring relationship should be revised or terminated. In these cases the program coordinator will use a defined process to amicably terminate the relationship and match the mentee with another, more suitable, mentor.

*Training*

A half-day training session will take place to provide mentors an overview of responsibilities and techniques and tips to be a successful mentor. See Section 11 for full details on training for mentors.

*Program Length*

The APG Mentoring Program will last 12-months and particulars of each relationship shall be described using the Mentor Plan which is part of the Mentoring Toolkit in Section 12 of this guidebook. At the end of the 12-month formal program, mentor/mentee relationships may last informally as long as both parties are in agreement. Mentees and mentors are encouraged to continue participation. Part of every agreement is if relationships do not work out, they can be terminated at any time by either party. Mentees and mentors may ask the program coordinator for consideration to be reassigned to a new relationship if things do not work out in the initial relationship.

# 5. Program Benefits

The APG Mentoring Program is aimed to provide benefits to the mentee, the mentor, and the overall APG community.

The mentee will gain from the mentor’s expertise and receives critical feedback in key areas, such as communications, interpersonal relationships, technical abilities, change management and leadership skills. The mentee will also develop a sharper focus on what is needed to grow professionally within the organization and learn specific skills and knowledge that are relevant to personal goals. The mentee will also be given the opportunity to network across the APG community and gain knowledge about the APG culture, thus adapting more quickly to future organizational changes. Finally, the mentee will benefit by simply having a friendly ear with which to share frustrations as well as successes.

The mentor will also benefit from the program in many ways. The mentor may gain insights from the mentee’s background and history that can be used in the mentor’s professional and personal development. Many mentors also gain satisfaction in sharing their expertise with others and often will learn more about other areas within the organization. The mentor may also gain an ally in promoting collaboration across APG, which may reenergize the mentor’s career.

In addition to benefiting the mentor and mentee, the program will also benefit the overall APG community. Some specific benefits are improved morale and unit cohesion, increased mastery of the institutional and occupational competencies across APG, enhanced capacity to translate core values and strategies into productive actions, and greater engagement and retention of APG employees with the right competencies needed in support of Army requirements. This will likely improve productivity and break down silos that can exist across APG, ultimately enhancing multi-organizational strategic business initiatives across the APG campus.

*Mentoring is a brain to pick, an ear to listen, and a push in the right direction. ~John C. Crosby*

# 6. Program Objectives

The objective of the APG Mentoring Program is to create an environment promoting work-related personal and professional growth to enhance institutional and occupational competencies across all of APG. The program is aimed to help mentees define goals, find ways to achieve those goals, and ultimately discover their strengths and how to apply those strengths for the betterment of APG. The program will also benefit new employees at APG via familiarization with the APG organizations and overall mission of APG. The APG Mentoring Program will provide a catalyst for leaders and subordinates to leverage tactical, operational, and strategic knowledge and share this knowledge across the APG community.

# 7. Mentor Guidelines

An effective mentor is a guide who supports and assists in the development of the mentee by sharing knowledge, experience and advice in achieving professional goals. The mentor works with the mentee to strengthen the competencies needed to improve the mentee’s performance and career development. A mentor should assist a mentee in assessing the mentee’s strengths and areas needing improvement for future development, exploring the mentee’s career goals, assist the mentee with strategies for attaining the mentee’s goals, evaluate the mentee’s progress, and provide constructive feedback to the mentee. Mentors should also provide information on training, education, developmental assignments and networking opportunities that may help the mentee.

Mentors will use the documents and resources in the Mentoring Toolkit (Section 12) in assisting mentees with their professional development.

# 8. Mentor Expectations

* The mentor will serve as a positive role model for the mentee. The mentor will share his/her understanding of the Army and Aberdeen Proving Ground, its mission and operating processes.
* The mentor will commit to the mentoring process, and will schedule and provide the mentee with blocks of uninterrupted time for mentor/mentee sessions.
* The mentor will work with the mentee to assess the mentee’s strengths and areas for improvement.
* The mentor will help the mentee clarify and set goals.
* The mentor will support the mentee’s development of professional and interpersonal competencies through strategic questioning, goal setting, and planning.
* The mentor will provide constructive feedback to the mentee on the mentee’s goals, work issues, plans and ideas.
* The mentor will assist the mentee in identifying and resolving potential issues the mentee faces in his/her development.
* The mentor will hold the mentee accountable to do what the mentee says he/she will do.

# 9. Mentee Guidelines

A mentee is a self-motivated individual who is committed to his/her career development. Mentees must be willing to assess their strengths and areas needing improvement, explore their career goals, work with the mentor to develop strategies for attaining their goals, have their progress evaluated by the mentor, and accept constructive feedback from the mentor. The mentee must be willing to learn from the knowledge and past experiences of the mentor.

In order for the mentor/mentee relationship to work, the mentee must be open and honest regarding career goals, aspirations, and challenges. The mentee needs to actively listen to the mentor and ask questions to facilitate his/her professional development.

# 10. Mentee Expectations

* The mentee will respect the time and resources of the mentor.
* The mentee will suggest a plan for reaching the mentee’s goals. The mentee will take initiative and be proactive in his/her career development.
* The mentee will participate in open and honest discussions with the mentor.
* The mentee will accept and be receptive to constructive feedback from the mentor.
* The mentee will gain an understanding of the Army and Aberdeen Proving Ground, its mission and operating processes.
* The mentee will maintain realistic expectations and understand that career advancement will not happen overnight, nor does participation in the mentoring program ensure future promotion.

*“Tell me and I forget, teach me and I may remember, involve me and I learn.” ~Benjamin Franklin*

* The mentee will be familiar with the resources in the Mentoring Toolkit (Section 12), and will use the resources to further the mentee’s development.

# 11. Training

A key component to a successful mentor/mentee relationship is proper training for the mentor. Many organizations on APG have their own mentoring programs which provide this valuable training by organic or contractual means. Mentors receiving mentoring training within their own organizations may optionally choose to also participate in the APG Mentor Program training. The APG Mentor Program training provides a half-day training session which gives mentors an overview of responsibilities and techniques and tips to be a successful mentor. The Logistics Readiness Center (LRC) of the Communications Electronics Command (CECOM) will be the primary trainer at these events. Additional organizations at APG may participate in a “train the trainer” session, which is aimed to proliferate mentor training across APG. Training sessions will be scheduled and advertised on the APG Senior Leader Cohort Developmental MilSuite page and e-mailed through Human Resource training Points of Contact at all APG organizations to reach the largest possible audience.

# 12. Mentoring Toolkit

The Mentoring Toolkit is a valuable resource for both the mentor and the mentee. This section includes checklists, sample applications, tips and activities for meetings and templates for a Mentoring Plan and activity log.

## Sample Mentee Application

|  |
| --- |
| **MENTEE APPLICATION**    **GENERAL INFORMATION**  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Work Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Job Series \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What activities, clubs, sports, etc., are you involved in?    **PERSONAL INFORMATION**  “I would describe myself as…”  QUIET OUTGOING INQUISITIVE SENSITIVE HAPPY  ADVENTUROUS NERVOUS FRIENDLY CONFIDENT MOODY  WITHDRAWN INSECURE SPIRITUAL TALKATIVE SHY  List a few of the jobs/professions you’ve been thinking about yourself:  Please tell us what you hope to gain from this mentoring program. (e.g., build new  relationships, gain new career goals, promotion, and leadership skills, etc.,)  What do you want to learn from your mentor?  **INTRODUCTION**  Please introduce yourself to your mentor by writing a little bit about yourself: |

## Sample Mentor Application

|  |
| --- |
| **MENTOR APPLICATION**    **GENERAL INFORMATION**  Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Work Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Job Series \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Organization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Current Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **AREA OF EXPERTISE**  Acquisition (Program Management) Industrial/Contract Property Mgmt.  Auditing Information Technology  Business – CE Logistics  Business - FM Production, Quality, and Manufacturing  Contracting Purchasing  Engineering (including Systems Engineering) Science and Technology Mgmt.  Facilities Engineering  Other (Please Explain):  **ADDITIONAL INFORMATION**  What level of commitment are you willing to make to a mentoring relationship?  Please check all that apply.  Monthly Advising Meet Only at Work  Bimonthly Advising Meet Only During Work Hours  In-person Meetings Meet Outside of Work Hours  Telecon/VTC Meetings Works within Same Organization  Short Term Works in Different Organization  Long Term  Number of Mentees  What traits are you looking for in a mentee? |

## Mentoring Checklist

This checklist will assist in planning for mentoring sessions. The mentor is encouraged to review this checklist prior to every mentoring session with the mentee.

*Prior to the first meeting*

* The mentor should schedule the first mentoring meeting.
* The mentor should be very familiar with information in this Guidebook, paying particular attention to the forms and samples in the Mentoring Toolkit
* The mentor should review the mentee’s education, training, experience, and career-field development path.

*During the first meeting*

* The mentor and mentee should agree on expectations for meetings and discuss boundaries/confidentiality of the mentoring relationship (example: professionalism, etc.).
* The mentor and mentee should discuss methods of communication (meetings, web-based mentoring forum, phone calls, etc.).
* The mentor and mentee should discuss the frequency of future meetings (bi-monthly, monthly, etc.)
* The mentor should request the mentee complete a Mentoring Plan. A sample plan is available in this toolkit.

*For All Meetings*

* The Mentoring Plan should be utilized to record topics discussed and provide feedback for each meeting.
* The mentor and mentee shall discuss and record in the Mentoring Plan any issues that may affect the mentoring relationship, such as meeting time or location, etc.
* During meetings, the mentor and mentee should discuss goals, objectives, and other items recorded in the Mentoring Plan. The mentor may suggest professional development opportunities for achieving these goals.
* The mentor should ensure the Mentoring Plan reflects a progression of professional developmental steps, aligned to different stages of the mentee’s development.
* The mentor shall encourage the mentee to reflect regularly on goals, achievements, and areas for improvement.
* The mentor and mentee should continually amend the Mentoring Plan as needed by focusing on the mentee’s developing needs.

## Sample Mentoring Plan

|  |  |  |
| --- | --- | --- |
| FOCUS AREAS | RESULTS | COMMENTS |
| Mentoring Expectations | Expectation 1:  Expectation 2: | Mentor:  Mentee: |
| Long-term Career Goal(s) | Goal 1:  Goal 2: | Mentor:  Mentee: |
| Indicators that Each Goal was Accomplished | Goal 1 Indicator:  Goal 2 Indicator: | Mentor:  Mentee: |
| Short-term Career Objective(s) | Objective 1:  Objective 2: | Mentor:  Mentee: |
| Indicators that Each Objective was Accomplished | Objective 1 Indicator:  Objective 2 Indicator: | Mentor:  Mentee: |
| Competency Development Analysis | Strengths—  Areas for Improvement— | Mentor:  Mentee: |
| Additional Areas for Assistance | 1.  2. | Mentor:  Mentee: |
| Common Feedback Received from Others | 1.  2. | Mentor:  Mentee: |
| Measurable Benchmarks for Focus Areas | 1.  2. | Mentor:  Mentee: |
| Progress Status  (overall evaluation of plan achievement) | Interim:  Annual: | Mentor:  Mentee: |

## Sample Mentoring Activity Log

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MENTORING ACTIVITY LOG**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Work Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | | Activity | Date | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mentor Mentee  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date Date |

## Mentoring Discussion Topics

The below items address topics mentors and mentees could discuss during a mentoring session. The initial meeting between the mentor and mentee is critical to the success of the program. The first impression between the mentor and mentee can go a long way towards the development of a mutually respectful professional relationship.

*“I liked to put young and old in the same room, because they would certainly have different takes on the same problem.” ~Antonio J. Mendez,*

* Career guidance; technical and professional development; and leadership.
* Army topics ranging from history and heritage; cyberspace doctrine; and contribution to joint warfighting.
* Core Values and Ethics. Army Core Values include Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. (For additional information on the Army Core Values see the Appendix of this Guidebook.)
* Professional Reading. Mentors will encourage mentees to read and comprehend joint warfighting and cyberspace literature such as Army doctrine and operational warfighting publications and books in the CSA Professional Reading Program. The annual readings are appropriate for all civilians and can be found on the AKO Portal.
* Performance and Potential. Raters discuss performance, potential, and professional development plans (e.g., Individual Development Plan) with their subordinates during performance feedback sessions. When meeting with mentees on career development, mentors will carefully study the applicable Leadership Development Continuum (civilian). Pay particular attention to assignment and job levels as they apply to employees.
* Career Field Requirements. Mentors ensure their mentees have continuous access to career field unique mentoring and expertise. Mentors of civilian personnel may focus on employee training and development, and civilian career field management and development. It is important for mentors to distinguish between individual goals, career aspirations, and realistic expectations.
* Developmental Education Opportunities. Education enhances performance in each phase of professional growth and builds on the foundation of leadership abilities shown during the earlier stages of a civilian career. The role of developmental education is to prepare civilians to take on increased responsibilities appropriate to their grade and to enhance their contribution to the Army.

## Effective Questions and Tips for Mentoring

Here are some possible questions for the mentor to use during the first meeting with the mentee:

* Tell me about your job: How long have you been here? What do you do? Who is your supervisor? What do you like about your job? What is challenging or what don’t you like about it? What are your strengths? What are the areas that you feel you need to develop skills in or learn more about?
* What do you like to do outside of work?
* Tell me about where you want to be in your career or what do you want to be doing one year from now? In three years? In five years? (make sure mentee describes the nature or activities of work they would like to be doing, not just a job title)
* How do you want me to be with you as your mentor?
* What kind of support do you want from me?
* How do you like to be supported to accomplish goals? (e.g., Forcefully pushed? Gently encouraged? Challenged? Need a lot of acknowledgement for what is working or what you are doing right in relationship to what you want?)

*“If you cannot see where you are going, ask someone who has been there before.” ~J Loren Norris*

* What are you looking for in a coach?
* How do you want me to be when you have not completed something you agreed to complete?
* If this mentoring were to have huge impact on your career what would it look like?

## Suggested Activities

There are many activities that may contribute to a successful mentoring relationship. It will be up to both the mentor and mentee to determine the best path to follow. Here is a quick guide to some mentoring activities:

*Together you can*

* Share information about your work culture and your current or former workplace. Talk about how work culture varies from one place to another and from one country to another.
* Ensure that cover letters and resumes meet industry standards.
* Role-play both informational interviews and actual job interviews.
* Practice telephone screening interviews by reviewing typical interview questions. Talk about how telephone interviews tend to be structured and how best to prepare for it including how to leave an effective voicemail.
* Discuss “what if” scenarios of challenges people may face in the workplace and develop solutions.
* Find opportunities for job shadowing, volunteering and professional consultancy.

*Mentors can*

* Invite mentees to meetings, briefings or training sessions at your workplace to observe how your organization functions and as an opportunity to learn about APG workplace culture.
* Invite mentees to industry events or lectures and discuss the topics presented.
* Help mentees build an effective network: introduce them to your industry contacts; invite them to lunch with colleagues; help them to set up informational interviews with your colleagues.
* Review the mentee’s job search activities and set weekly targets.
* Find a way for mentees to showcase their work; for example, invite them to speak at a “lunch and learn” session in your department to share insights about workplace culture and the way in which business operates in other countries.
* Assist the mentee in setting goals, developing an action plan, problem-solving, and following through with a plan or commitment
* Help the mentee to identify top priorities, determine whether additional training is required for selected assignments, and help the mentee overcome challenges and barriers
* Ensure that mentee goals are realistic and achievable in the given timeframe. Help mentee reshape goals such that resources and interim goals are in place for success.

Additional Activities

* Journaling – write down thoughts after each session. This helps develop reflection skills; also helps see the changes occurring during mentoring relationship
* Let mentee be the Teacher – discover what mentee is knowledgeable about and let him/her teach. When mentee has opportunity to be the expert and mentor shows genuine interest, mentees sense of competence and self-worth may blossom
* Work on skills mentee would like to improve
* Find creative ways to deal with an area of concern in mentee’s career
* Help mentee develop decision making skills
* Help keep mentee accountable for attendance and work completed. Help develop goals and review progress
* Discuss professional goals and aspirations
* Invite mentee to shadow during meetings, presentations, etc.
* Discuss continued professional development and lifelong learning
* Role play a challenging work situation in order to understand possible outcomes
* Network. Introduce your mentee to key players and colleagues
* Review workplace structures
* Recommend participation in Professional organizations
* Attend a relevant meeting, workshop or conference together. After discuss and reflect on the event, what occurred, and what was learned
* Discuss projects you each have worked on and the lessons you have learned
* Share your resumes and talk about how your different positions have supported your career goals
* Share tips on professional reading (books, blogs, websites, and journals)
* Co-author an article together
* Discuss managing politics in the office and organization
* Discuss the newest trends in technology
* Help mentee with time management
* Stress the importance of Work/Life balance
* Discuss leadership development
* Develop a vision of what success is and follow your progress towards it

# Appendix

## Mentoring Relationship Types

|  |  |  |
| --- | --- | --- |
| TYPE | DESCRIPTION | ADVANTAGE |
| Flash Mentoring | Busy leaders are recruited to become mentors without committing a lot of time. Mentees are assigned at random and can meet for just one session. Mentors share lessons learned, experiences, and advice with the mentee. After initial meeting, mentors and mentees can decide if they would like to continue the mentoring relationship. | Opportunity to learn from executives without a long-term commitment. |
| Group Mentoring | One or more mentors address a large audience of mentees. As each mentor introduces concepts, answers questions, or relays guidance, they engage the entire group in the conversation. Can be facilitated group mentoring, peer-group mentoring, or team mentoring. | Opportunity to extend its mentoring efforts by reaching more mentees in a time-efficient manner. Also resolves the issues of not having enough mentors and can promote diversity of thinking, practice, and understanding. |
| Peer Mentoring | Relationship with an individual within the same grade and/or job series. Purpose is to support colleagues in their professional development and growth, to facilitate mutual learning, and to build a sense of community. It is not hierarchical, prescriptive, judgmental, or evaluative. | Mentees sometimes learn better from their friends, associates, or individual with similar backgrounds and career interests. |
| Reverse Mentoring | Mentoring of a senior (in age, experience, or position) person by a junior individual. Aim is to help share unique knowledge sets, possibly in the field of information technology, computing, or internet communications. | Ability to create and maintain an attitude of openness regardless of status, power, or position. |
| Situational Mentoring | Providing the right help at the right time by a mentor when a member needs guidance, advice, or constructive correction. | Informal mentoring that usually occurs as a short-term fix to address an immediate situation but can transition to a more long-term connection over time if both the mentor and mentee are inclined to do so. |
| Virtual Mentoring | Using electronic tools such as videoconferencing, the MilSuite web-portal resource or email in order to mentor individuals. Recommend mentor and mentee meet face-to-face when it is possible. | Helpful for career fields whose members are geographically dispersed, for personnel performing shift-work, for personnel who are deployed, or for personnel who are in remote areas. Can be a tool to engage an increasingly tech-savvy population. |

## The ARMY Values

Many people know what the words Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage mean. But how often do you see someone actually live up to them? Soldiers learn these values in detail during Basic Combat Training, from then on they live them every day in everything they do — whether they’re on the job or off. In short, the Seven Core Army Values listed below are what being a Soldier is all about. It is essential that the Army Values are portrayed by the mentor and mentee during mentoring sessions and should be used as a guide for everyday life as well as during mentoring activities.

*Loyalty*

Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers. Bearing true faith and allegiance is a matter of believing in and devoting yourself to something or someone. A loyal Soldier is one who supports the leadership and stands up for fellow Soldiers. By wearing the uniform of the U.S. Army you are expressing your loyalty. And by doing your share, you show your loyalty to your unit.

*Duty*

Fulfill your obligations. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team. The work of the U.S. Army is a complex combination of missions, tasks and responsibilities — all in constant motion. Our work entails building one assignment onto another. You fulfill your obligations as a part of your unit every time you resist the temptation to take “shortcuts” that might undermine the integrity of the final product.

*Respect*

Treat people as they should be treated. In the Soldier’s Code, we pledge to “treat others with dignity and respect while expecting others to do the same.” Respect is what allows us to appreciate the best in other people. Respect is trusting that all people have done their jobs and fulfilled their duty. And self-respect is a vital ingredient with the Army value of respect, which results from knowing you have put forth your best effort. The Army is one team and each of us has something to contribute.

*Selfless Service*

Put the welfare of the nation, the Army and your subordinates before your own. Selfless service is larger than just one person. In serving your country, you are doing your duty loyally without thought of recognition or gain. The basic building block of selfless service is the commitment of each team member to go a little further, endure a little longer, and look a little closer to see how he or she can add to the effort.

*Honor*

Live up to Army values. The nation’s highest military award is The Medal of Honor. This award goes to Soldiers who make honor a matter of daily living — Soldiers who develop the habit of being honorable, and solidify that habit with every value choice they make. Honor is a matter of carrying out, acting, and living the values of respect, duty, loyalty, selfless service, integrity and personal courage in everything you do.

*Integrity*

Do what’s right, legally and morally. Integrity is a quality you develop by adhering to moral principles. It requires that you do and say nothing that deceives others. As your integrity grows, so does the trust others place in you. The more choices you make based on integrity, the more this highly prized value will affect your relationships with family and friends, and, finally, the fundamental acceptance of yourself.

*Personal Courage*

Face fear, danger or adversity (physical or moral). Personal courage has long been associated with our Army. With physical courage, it is a matter of enduring physical duress and at times risking personal safety. Facing moral fear or adversity may be a long, slow process of continuing forward on the right path, especially if taking those actions is not popular with others. You can build your personal courage by daily standing up for and acting upon the things that you know are honorable