

HQMC Mentoring Guide

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Introduction

Mentoring is a relationship in which a more experienced person (the mentor) provides guidance, knowledge-sharing, and learning opportunities to a less experienced employee (the mentee). It is an effective way to provide professional development and to enhance learning between colleagues at different levels and stages of their career. A mentoring program can benefit an organization in a number of ways, including the following:

- Cost-effective professional and leadership development
- Opportunity to display and improve leadership abilities
- Improved recruitment and retention of a talented and diverse workforce
- Increased organizational communication and understanding
- Improved succession planning
- Increased employee motivation
- Increased management ownership and engagement

In a formal mentoring relationship such as the Marine Corps Civilian Leadership Development Program (CLDP), mentors and mentees are sometimes matched by a third party, taking into account certain characteristics and common goals. The relationship is then monitored and guided by specific roles, responsibilities and schedules. In an informal mentoring relationship the mentor and the mentee are not matched by the third party but rather select each other informally. The mentoring relationship is not structured, as compared with the formal program.

In either case, the success of a mentor relationship is based on the understanding of the expectations agreed upon by each member at the first meeting (see Appendix A) and the follow through of both parties. The resources provided here are meant to serve as a guide for establishing the groundwork of the relationship and can be tailored to meet your individual needs.

Roles and Responsibilities

Mentor's Responsibilities

- Assist employee in setting realistic career and developmental goals and in creating an individual development plan (IDP) as part of the mentoring program (See Appendix B for IDP format)
- Share their professional experiences and knowledge
- Provide information that will assist the mentee in learning about the culture and values of the organization.
- Provide constructive feedback to the employee about perceived strengths and developmental needs
- Point out opportunities for the employee to develop and demonstrate capabilities, as well as pitfalls to avoid
- Coach the employee on effective problem-solving techniques and leadership skills.
- Encourage, motivate, and build the employee's sense of self and level of self-confidence
- Help the employee to expand his or her personal network and help arrange special assignments, shadowing experiences, etc.
- Teach by example and serve as an unbiased coach, confidant, and advisor.
- Maintain confidentiality

Benefits

- Information gathering -- a great source of organizational data, feedback, and fresh ideas
- Personal satisfaction -- an opportunity to make a difference and leave a meaningful legacy
- Sharpened leadership and interpersonal skills
- Source of recognition
- Expanded professional contacts

Roles and Responsibilities

Mentee's Responsibilities

- Actively demonstrate initiative and desire to learn
- Objectively assess developmental needs, establish clear developmental goals, and communicate openly about them
- Take responsibility for personal growth and development
- Take the initiative to schedule meetings and to seek the mentor's advice
- Be receptive to feedback and coaching
- Maintain a positive and constructive attitude
- Take advantage of training, developmental activities, and assistance offered
- Maintain confidentiality

Benefits

- Expanded support network
- Accelerated professional and leadership development
- Greater awareness of career and personal capabilities and possibilities
- Opportunities to demonstrate capabilities
- Greater visibility in the organization
- Targeted development activities
- Enhanced self-esteem, confidence, and likelihood of success
- Increased understanding of the organization and what is needed to succeed and advance

Roles and Responsibilities

Supervisor's Responsibilities

- Encourage employees to participate in the mentoring program
- Allow reasonable time for mentoring activities
- Provide candid feedback about the employee's strengths and developmental needs as it relates to the mentoring program goals
- Continue to manage employee's job performance and development; mentoring programs do not take the place of the supervisor's performance management responsibilities
- Respect the confidentiality of the mentoring relationship; do not seek information from the mentor
- Support the mentoring program; consider becoming a mentor to someone else

Benefits

- Motivated and engaged employees
- Improved skills on the job
- Funding source for needed training (in formal programs such as CLDP)
- Commitment to employees builds commitment to the organization
- Satisfaction of helping develop Marine Corps' future leaders

Selecting a Mentor or Mentee

The mentee should meet with a number of potential mentors before selecting their mentor. Keep in mind the mentor should be two grades above the employee and outside the employee's chain of command. Make a list of potential mentors from those you know and admire or from those recommended by your supervisor, your manager, and/or your mentoring program coordinator.

Before you meet with potential mentors, make sure you know what you want from the relationship, what your career goals are, what knowledge and skills you want to enhance, and what communication styles are best for you. Then schedule a meeting with each one to share your goals and get to know one another better. Below are some questions to consider as you select your mentor:

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

Selecting a Mentor or Mentee

The prospective mentor may want to prepare a few questions to ask during the pre-selection meeting. Before agreeing to mentor a particular employee, the prospective mentor will probably want to consider whether the employee has the characteristics desired in a mentee, such as career aspirations and ambition, desire to learn, commitment to the organization, initiative, loyalty, willingness to provide and receive candid information and feedback, and a positive attitude. Questions might include:

Tell me about your background and experience.

How do you use your skills on the job?

Which skills do you want to develop?

How can I help?

What attracted you to this program?

Six months from now, how would you like to have grown as a result of this mentoring relationship?

What one thing can I do to ensure a positive experience for you?

What should I expect from you?

The Mentoring Process

Overview

The mentoring process basically consists of a mentoring meeting, followed by a period of time when the mentee works on developmental activities as well as job performance, and then another meeting to discuss progress since the last meeting. The topics for discussion, as well as the developmental activities, will vary based on the type of mentoring program and the mentee's goals. Below is a basic outline of meetings that applies to almost any mentoring relationship.

Meeting 1 - Discuss and reach agreement on responsibilities and expectations (discussed in more detail on the next page and Appendix A).

After meeting, mentee works on goals for the mentoring relationship or program, using a skills assessment if appropriate (as in CLDP).

Meeting 2 - Discuss mentee's goals and what should be included in the IDP (see Appendix B).

After meeting, mentee drafts the IDP and gets supervisor input.

Meeting 3 - Discuss and finalize the IDP.

After meeting, the mentee begins work on the first IDP activity.

Meeting 4 and beyond - Discuss how the developmental activity is going, as well as any other experiences the mentee wants to share.

Mentee continues to work through the IDP activities and apply learnings and insights on the job.

Periodic Review - On a periodic basis, more often at first, the mentor and mentee should discuss how the mentoring relationship is working out, and agree on improvements, if needed.

Program Evaluation - Some mentoring programs may require 6-month or annual evaluations. Sample evaluation forms are in Appendices C-E.

Celebration/Termination - At some point, the mentor and mentee will agree that the relationship has advanced as far as it can, goals have been achieved, or the formal mentoring program has been completed. At that point, the mentor and mentee should acknowledge the successful conclusion of the formal relationship and look forward to staying in touch informally as colleagues and friends.

The Mentoring Process

Mentoring Agreement

Once the mentor and mentee have selected one another, the first step is to discuss and reach agreement on responsibilities and expectations. Appendix A contains a mentoring agreement format that might assist in this step. Items to consider include:

- What is the focus of the mentoring relationship?
- What is the intended result?
- How much time will be required?
- How long will the relationship last?
- Who should contact whom, when, and how often?
- What information will be kept confidential?
- Will mentoring be done via email, phone, in person, etc?
- How should meetings be planned and conducted?

A Note about Meetings

Set aside a specific time to meet; do not change times unless absolutely necessary. Meet periodically, and at mutually convenient times and a location where you can control interruptions. In between meetings, you should “check in” with each other via informal phone calls, email, etc.

In a mentoring relationship, the mentee takes charge of his or her own growth and development, including driving the agenda. The mentee should decide ahead of time what the purpose of the next meeting is, and send that purpose to the mentor to help prepare for the meeting. A meeting plan is helpful to keep the discussion focused and within the set timeframe. A simple 4-step meeting plan follows:

1. Clarify the issues - explore the issue from the mentee's perspective
2. Explore options - mentor encourages mentee to explore options for dealing with the issue
3. Focus the discussion - pull thoughts together and discuss feasibility of suggestions
4. Confirm decision or action - agree on actions and discuss next steps, including date and time for next meeting

Building a Productive Mentoring Relationship

Just as with any relationship, there is no "one size fits all" approach that will work in every mentoring relationship. Mentors and mentees will need to work together to create an individualized partnership. The following elements will help to build the relationship over time.

- Mutual respect and trust. Be willing to consider each other's viewpoints and communication styles. Remember to stay within the boundaries you set regarding time commitment, hours of contact, schedule/deadlines, etc. Watch for signs of "lopsided" mentoring: both the mentor and the employee should be committing appropriate time and energy to the process. Maintain confidentiality and other agreements you made.
- Open, two-way communication. Both should be active partners in the relationship, and both should feel free to discuss the progress of the relationship. Exercise skills in active listening and in giving and receiving constructive feedback (see next page).
- A certain level of conflict You may have different ideas about how to approach a specific problem or project. Recognize mistakes and conflict as part of learning. Accept that the mentee's decisions are ultimately his or her own to make.
- Don't expect immediate results: It takes time to develop a mentoring relationship. Getting to know a person is a gradual process. Keep a positive attitude and keep communication open.

Building a Productive Mentoring Relationship

Tips for Mentors

Try to eliminate interruptions during meetings such as phone calls, visitors, visible reading and work materials. Provide “quality” meeting time, giving full attention. You may have to get out of your office to do this.

The mentor should listen carefully to the mentee and resist the urge to talk too much or solve the problems, but rather encourage and guide the mentee to new ways of thinking, challenging the mentee to stretch their abilities.

Relate your own learning experiences, special anecdotes, and trials whenever appropriate. The employee not only learns from your errors, but also realizes that no one is perfect.

To help the employee learn from experiences, try discussing the experience with the employee this way:

- Have the employee give a concrete, detailed description of the experience. Probe for specifics on what was done and how problems were handled.
- Ask the employee to describe feelings about particular aspects of the experience.
- Have the employee explain what lessons were learned in the process. This leads to possible discussions about technique, politics, interpersonal relations, organizational culture, management styles, and functional interrelationships.
- Based on the insights expressed in the above steps, get the employee to discuss possible strategies for future behavior in similar situations.

Encourage your protégé to contact you if they have any questions or concerns in between meetings.

Mentors will not only serve as coach, advisors and teachers to the mentee but also as their advocates in searching out developmental opportunities and increased visibility.

Invite your mentee to accompany you to meetings, briefings, etc. as appropriate to enhance their learning. Explain what to watch for (in relation to their developmental goals), and discuss their learnings and insights afterwards.

There is most often more than one way to reach a goal. Support the mentee to the best of your ability, but remember the program success is the mentee's responsibility.

Building a Productive Mentoring Relationship

Tips for Mentees

Assume personal responsibility for your professional growth.

Think of your mentor as a “learning facilitator” rather than the person with all the answers.

Seek discussion and input rather than advice. Look to your mentor to help you think more broadly and deeply.

Be open to your mentor’s efforts to help you see alternative interpretations as well as approaches to decisions and actions.

Ask your mentor to share with you successful strategies and resources he or she has used in the past that could apply to the challenges you face.

Apply the information and strategies he or she offers and report back on how you made the applications.

Be receptive to receiving constructive feedback.

Keep your conversations and other communications with your mentor confidential.

Mentors need encouragement, too. Express your appreciation and let your mentor know how you’ve benefited from the mentoring relationship. Point out concrete examples of how you’ve used his or her input.

Enjoy the mentoring experience. Know that the energy you invest will likely have a significant impact on your development. Your mentor will also grow from the experience.

Pitfalls to Avoid

- Don't ask your mentor to bypass normal procedures or chains of command, or to exert pressure or influence on an individual.
- Don't expect your mentor to give you a job or guarantee a promotion. Your mentor is there to help and teach, not to hire or promote.

RULES FOR GIVING FEEDBACK

- **Be descriptive** rather than evaluative. Tell the other person what you notice or what has happened. Avoid all comments about them as a person.
- **Be specific** instead of general. Describe exactly what happened so that the facts, not impressions, form the basis of the feedback.
- **Solicit feedback** rather than imposing it. Ask the other person if you can give them feedback. If they say no, respect that this may not be a good time. Collaborate to determine a more convenient time.
- **Be timely.** Feedback should be given as soon as possible after the event being described.
- **Focus on what can be changed.** Make suggestions for improvements that the person is capable of implementing.
- **Check the feedback.** Make sure your understanding is accurate and fair. Check with the person or even with others to avoid misjudging the situation.
- **Demonstrate caring.** Offer feedback with the positive intent of helping the other person.

RULES FOR RECEIVING FEEDBACK

- **Listen actively.** Make eye contact with the speaker. Ask probing questions to make sure you understand what is being said.
- **Don't get emotional.** Breathe deeply. Sit back. Adopt a relaxed body posture. Lower your voice. Speak slowly.
- **Don't get defensive.** This is not aimed at you personally. Understand the other person's perspective before presenting your side of the story. Ask for more details on points you don't agree with.
- **Accept the input.** Even when you don't agree with all of it, there will be some good ideas -- accept those. This shows respect for the other person's perspective.
- **Work to improve.** Devote your energy to finding improvements rather than disputing observations. Do not put all of the burden for finding solutions on the other person.

RULES FOR ACTIVE LISTENING

- **Stop talking.** You can't listen if you're talking to others or silently to yourself.
- **Imagine the other person's viewpoint.** Picture yourself in his/her position, doing his/her work, facing his/her problems, having his/her values, etc.
- **Look, act and be interested.** Don't read your mail, doodle, or tap papers while others are talking.
- **Observe non-verbal behavior** to glean information beyond what is said to you.
- **Don't interrupt.** Sit still past your tolerance level.
- **Speak only affirmatively while listening.** Resist the temptation to jump in with an evaluative or critical comment or a story of your own at the moment a remark is uttered. Confine yourself to constructive replies until the context has shifted and criticism can be offered without blame. "Put down" phrases discourage sharing. People tend to react negatively when someone implies a judgment or criticism, especially at the beginning of the relationship.
- **Listen for understanding.** People want first to be understood. To ensure understanding and shared meanings, rephrase what the other person has just told you at key points in the conversation.
- **Stop talking.** This is first and last, because all other techniques of listening depend on it.

Building a Productive Mentoring Relationship

Evaluating the Mentoring Process

Evaluations should be conducted throughout the course of the mentoring relationship by both mentor and mentee. The evaluation process is a critical component of the relationship such that it will help the participants to track the progress made on the established goals and realign their efforts if necessary. The evaluation process should occur at least twice throughout the program or more frequently if determined necessary by the participants.

Sample questions which can be included in the mid-point evaluation process are:

- Are we staying on track with scheduled meetings?
- Are the meetings occurring frequently enough?
- Are we on track for meeting our goals?
- Have we identified sufficient and varied opportunities for learning?
- Have the goals changed, if so has a new development plan been created?
- What is working well and what needs improvement?
- Is the quality of our mentoring interactions sufficient and are we providing candid constructive feedback?

Sample questions which can be included in the final evaluation process are:

- To what extent did you accomplish your goals?
- What obstacles prevented you from meeting your goals?
- If obstacles prevented goal attainment is there a plan to reach these goals in the future?
- What have you gained from the mentoring relationship?
- Will you continue the mentoring relationship and set new goals?

Appendix C contains sample evaluation forms.

Building a Productive Mentoring Relationship

Ending the Mentoring Relationship

Good mentoring relationships may end when the employee has outgrown the need for the mentor's guidance and direction. At this point, the relationship generally evolves into a strong friendship, in which the two see each other as peers.

Other mentoring relationships end because they fail to become productive and comfortable. The mentor and employee may never establish rapport, or one or both parties may not commit adequate time or effort. There may be a failure to communicate goals, needs, intentions, or expectations. The likelihood of this happening is greatest when employees and mentors agree to the relationship without much consideration and discussion about needs and expectations.

The relationship may also end if either the mentor or employee relocates to another area or leaves the organization. While it is not necessary for the relationship to end in these instances, it sometimes becomes difficult to communicate regularly or for the mentor to give knowledgeable advice about organizational issues.

Both mentors and employees should feel free to end mentoring relationships which are not meeting expectations. In most cases, if one party feels it is not working, the other feels the same. At this point, the employee should be encouraged to find a new mentor.

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Appendices

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Appendix A

MENTORING AGREEMENT FORM

Mentor name (print) _____

Mentee name (print) _____

We are voluntarily entering into a mentoring partnership, which we expect to benefit the mentor, mentee, and the Marine Corps. We want this to be a productive and rewarding experience, with most of our time spent in collaborative development activities. To minimize the possibility of confusion, we have agreed to the following:

The purpose of this relationship is to (develop the mentee's leadership competencies as part of the Civilian Career and Leadership Development Program) or (other)

The mentoring relationship will last for (specify time period) or (until the mentee's developmental goals have been accomplished).

The two of us will meet every _____. While unforeseen circumstances may alter this plan, we agree that meeting times will be part of our calendars and we will make plans for each meeting.

Each meeting will last a minimum of _____ but not longer than _____.

Between meetings, we will contact each other by:

Telephone: _____ E-mail: _____

Other: _____

In-depth issues will be handled in face-to-face meetings.

We agree to the confidential nature of this relationship. If we choose to discuss its content with someone else, we will seek the permission of the other party first.

We agree to a no-fault conclusion of this partnership if, for any reason, it seems appropriate.

Other agreements: _____

Mentor's signature/date

Mentee's signature/date

Appendix B

INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)
--

PART I - EMPLOYEE DATA	
NAME:	TIME PERIOD COVERED:
POSITION/PAY PLAN/SERIES/GRADE:	ORGANIZATION:

PART II - CAREER GOALS
SHORT-TERM GOALS (1 year):
LONG-TERM GOALS (2-3 years):

PART III - DEVELOPMENTAL NEEDS				
Competency	Developmental Activity	Target Completion Date	Actual Completion Date	Outcome Achieved

PART IV: SIGNATURES	Signature and Date ILDP Established	Date Updated/ Initials	Date Updated/ Initials	Date Updated/ Initials
Employee				
Supervisor				
Mentor				

**INSTRUCTIONS FOR COMPLETING THE INDIVIDUAL
LEADERSHIP DEVELOPMENT PLAN (ILDLP)**

TO BE COMPLETED BY EMPLOYEE

PART I: Enter appropriate data.

PART II: Briefly describe your short-term and long-term career goals.

PART III (first 3 columns): Build your developmental plan as follows:

Competency

In column 1, list the competency or skill to be developed.

Developmental Activities

In column 2, describe the formal training course or other developmental activity that will most enable you to achieve that objective. If you have more than one activity for the same objective, use a separate row for each activity.

Target Completion Dates

In column 3, enter a realistic target date for completing each activity, balancing the date against workload demands and the other activities in your ILDP.

REVIEW WITH MENTOR AND SUPERVISOR

After you have completed all the above items on your ILDP, review it with your supervisor, and modify it if needed.

PART IV: Sign and date the ILDP and obtain both your mentor's and supervisor's signature to indicate the ILDP has been established.

PART III (last 2 columns):

As you complete each developmental activity, write in the actual completion date in column 4 of PART III. In column 5, Outcome Achieved, describe to what extent you gained or improved your proficiency as stated in the objective. Discuss with your mentor to determine if more developmental activities are needed for that objective.

UPDATES: Decide with your mentor how often to update and initial the ILDP in PART IV.

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DEVELOPMENT ACTIVITIES. Below is a description of the most commonly used learning and development activities. The list is not all-inclusive. Any activity is useful if it meets the individual development goals and objectives in the ILDP. Consult with your mentor, supervisor, and/or employee development specialist to get ideas for strengthening your selected competencies.

Formal Training - Classroom training such as job specific training (e.g. Federal Budgeting, Statistics, Management Analysis) or general skills training (e.g. Effective Writing, Interpersonal Communication Skills). Usually more cost involved but more effective than self-paced training for more complex subjects or those that require group interaction.

Self-Paced Training - On-line training, correspondence course, or other distance learning in which the individual proceeds at their own pace (sometimes within a specified time period). Normally less cost than classroom training but may not be appropriate for all situations. Individual must be able to manage time to complete the training on schedule while meeting all job requirements. This training, unless approved by Supervisor, should be done during non-work hours.

Job Rotation or Shadow Assignment - The individual temporarily moves into another work unit to gain additional knowledge, skills, or abilities. In a job rotation, the individual actually learns and performs the work of the position. In a shadow assignment, the individual observes an expert and discusses what they observe. Useful if individual needs to have a broad understanding of other functions to perform their duties, to cross-train members of a team, or to support career development goals. Requires individual to suspend performance of current duties; supervisor must be able to get that work done in other ways. This must be approved and supported by your supervisor.

Special Project or Collateral Duties - A special project is a temporary additional assignment of short duration, such as to lead or participate on an ad-hoc cross-functional team, conduct research and prepare a report, or learn a topic and then present it to others. Project can be tailored not only to meet the individual's development needs, but also to share what is learned with others in the work unit. Collateral duties are a more permanent assignment of duties outside an individual's normal range of responsibilities that provide a broadening experience. For example, a person may be assigned space planning responsibilities in order to enhance analytical and reporting skills. Unlike job rotation, an individual with special projects or collateral duties can continue to perform regular duties.

Committee/Task Force Participation - Involvement in workforce groups or special emphasis groups. Participation during work hours would require supervisory approval and would need to be balanced against work requirements and priorities.

Coaching - Learning technique that involves observing an individual at work and providing feedback to enhance performance or correct deficiencies. Can be used to

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develop needed skills and abilities in either the person assigned as coach or the individual being coached, or both.

Learning Groups - Gatherings of individuals who meet to focus on their own learning and development in a particular interest area, usually over lunchtime or early morning meetings that don't interfere with daily work schedules. It could be a local chapter of an established organization such as Toastmasters, or a more informal lunchtime learning group centered around certain competencies or skills, with members taking turns researching and presenting a topic or sharing lessons learned with one another.

Off Duty Self-Development - Such activities might include taking evening or weekend courses at local schools, using correspondence and other individualized courses, reading books and other publications or journals, or attending and actively participating in professional or technical societies, civic activities, or advisory boards.

Examples of developmental activities:

Competency	Possible Development Activities
Change Management	<ul style="list-style-type: none">• Read a book about managing change and transition.• Evaluate your current resilience level and work on improving your resilience score.
Customer Service	<ul style="list-style-type: none">• With your supervisor's guidance, design and implement a customer satisfaction questionnaire for your office, collect the results, and make recommendations to improve customer service based on the results.• Interview and/or observe coworkers in your section or other sections to gain a better understanding of your branch's customers and what they expect.
Creativity and Innovation	<ul style="list-style-type: none">• Make a list of all of the problems facing you. Rewrite each problem as an objective. List several creative ways to reach each objective.• Organize and facilitate a group brainstorming session in your work unit to look for novel and nontraditional solutions to a problem your group is facing.
Oral Communication	<ul style="list-style-type: none">• Observe effective presenters in your organization, in public forums, and on television; analyze the sources of their effectiveness.• Prepare and deliver a brief to coworkers and ask for their feedback.
Team Building	<ul style="list-style-type: none">• Volunteer for team assignments.• Describe two situations in which your team worked well together and two in which they didn't. Prepare an action plan before the next team endeavor that will build on the positive situations.

TRAINING AND DEVELOPMENT RESOURCES

If a link on this page does not open, please copy it and paste it in your browser.

Civilian Workforce Development Information and Advisory Services

The civilian workforce development specialists in the HROM Organizational Management and Development Section (ARHM) provide employee training and development advice and support services to Marine Corps activities in the National Capital Region and Quantico. Services include providing information on civilian training regulations and policies, advising employees and supervisors on civilian workforce development topics, identifying training and development needs, and building training and development plans to meet those needs within current and projected budgetary constraints. Specialists can assist employees and supervisors in creating ILDPs and identifying appropriate training and development activities based on the ILDP goals and objectives.

Contact HROM (ARHM) by telephone at (703) 604-4637/2755, by visiting Room 2R255, Naval Support Facility - Arlington, or by email mailto:smb_hqmc_arhb_trng@usmc.mil.

For information about Marine Corps wide civilian workforce development, please see the Civilian Marine webpage at <https://www.manpower.usmc.mil/>

Free Training Sources

HROM-sponsored on-site classes

http://www.marines.mil/unit/hqmc/hr/Pages/ARHM_Training.aspx

MarineNet

<https://www.marinenet.usmc.mil/marinenet/>

Navy Knowledge Online

<https://wwwa.nko.navy.mil/>

Defense Acquisition University

<http://www.dau.mil/>

Commercial Training Sources

Note: This is a representative sample, not meant to be all-inclusive. Suggestions are welcome for future additions to this list (mailto:smb_hqmc_arhb_trng@usmc.mil)

American Management Association

<http://www.amanet.org/default.aspx>

Fred Pryor Seminars

<http://www.pryor.com/Site/BrowsePS.aspx>

Learning Tree

<http://learningtree.com/>

Linkage, Inc.

<http://www.linkageinc.com/Pages/default.aspx>

Management Concepts

<http://www.managementconcepts.com/>

National Seminars Training

<http://www.nationalseminarstraining.com/>

Northern Virginia Community College

<http://www.nvcc.edu/index.html>

Project Management Institute

<http://www.pmi.org/>

SkillPath

<http://www.skillpath.com/>

USDA Graduate School

<http://graduateschool.edu/>

The Performance Institute

<http://www.performanceweb.org/>

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Appendix C

SIX MONTH EVALUATION OF MENTORING PROGRAM

Your evaluation of the Mentoring Program will be kept confidential. Your responses will be used solely for the purpose of improving the program.

Name: _____ Date: _____

Check One: Mentor _____ Mentee _____

Please check the appropriate box indicating your level of agreement with each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Mentoring partnership is working well					
Meetings are held regularly and on schedule					
Appropriate amount of time has been devoted to program					
Personal and professional development issues have been established					
Clear goals and objectives have been set					
Trust and confidentiality have been established					
Mentor/mentee listens well and is responsive					
Progress has been observed in areas chosen for development					
Barriers encountered during mentoring process have been resolved					
Topics to be discussed over the next six months have been defined					
Program is meeting expectations					
Mentoring relationship should continue					

1. What has been the most valuable aspect of the mentoring program?
2. How could the mentoring program be improved?
3. Additional comments:

Send to: _____

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FINAL EVALUATION OF MENTORING PROGRAM

Your evaluation of the Mentoring Program will be kept confidential. Your responses will be used solely for the purpose of improving the program.

Name: _____ Date: _____

Position: _____

Check One: Mentor _____ Mentee _____

Please check the appropriate box indicating your level of agreement with each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Program met my expectations					
Developmental goals and objectives were accomplished					
Mentoring will continue on an informal basis at official end of program					
Meetings were held regularly throughout the year					
Topics defined for discussion were covered during the program					
Allowed to devote the time necessary to the program					
Learned a great deal from mentor/mentee					
Program should be utilized by colleagues					
Program was worthwhile					

1. What has been the most valuable aspect of the mentoring program?

2. How could the mentoring program be improved?

3. Additional comments:

Send to: _____