



U.S. Department of Energy
Office of Management, Budget and Evaluation

MENTORING INITIATIVE

MENTORING PROGRAM GUIDE

Office of Human Resources Management
Office of Training and Human Resource Development

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DOE Mentoring Program

I. INTRODUCTION

entoring is an effective way to provide professional development and to enhance learning in the workplace. The purpose of the Department of Energy's Mentoring Program is to prepare high-potential employees for leadership positions in the Department. The mentoring relationship is a special relationship built on trust, encouragement, and targeted development. A Mentor is a teacher, coach, and advisor who provides guidance and opportunities for learning and professional growth to another employee.

The Department of Energy's (DOE) Mentoring Program is a 12-month program that provides a series of developmental experiences for a number of carefully matched mentoring pairs. A Headquarters and Field Mentoring Team developed this program with the support and cooperation of the Human Capital Summit Team on Leadership Development, DOE Human Resources Directors, and the DOE Training and Development Management Committee.

A mentoring relationship is the result of a deliberate pairing of a more skilled and/or experienced person with a lesser skilled and/or experienced person with demonstrated potential. The primary goal of the relationship is the professional growth and development of the less experienced person especially with regard to future management and leadership assignments. Through the mentoring relationship, the Mentor has the opportunity to coach and share experiences and knowledge, which will contribute, to the Protégé's growth. Mentoring relationships will vary according to the needs and interests of the Protégé and the organization. These relationships require time, commitment, and clear plans of action.

II. PROGRAM OBJECTIVES

he program is designed to foster leadership development, expand employees' knowledge, skills, and abilities, and broaden understanding of DOE and its missions and programs. The Mentoring Program also aims to help prepare a diverse, high performance workforce that is capable of adapting to the rapidly changing workplace environment. The program features Senior Executive Service (SES) level employees serving as Mentors for a select number of GS-13-15 (or equivalent) level employees (i.e., "Protégés") who have demonstrated the potential for assuming more challenging roles. Mentoring should be viewed as a critical aspect of each SES's job responsibilities. The specific objectives of the program are to:

- Establish and institutionalize a Department-wide formal mentoring process;
- Increase the number of senior managers who serve as Mentors;
- Provide a vehicle for employee professional and personal growth;
- Expand/enhance leadership, coaching, and interpersonal skills;
- Encourage development of career plans and goals; and
- Develop a diverse, high performance workforce.

III. THE BENEFITS OF THE MENTORING PROGRAM

Engaging in a mentoring relationship is critical to anyone who wants to take charge of their career. Successful professionals who have had Mentors consistently report that it was the guidance and assistance received from a Mentor that made a major difference in their careers. The potential rewards are great not only for the Protégé, but for all involved, including the Mentor and the organization.

Benefits to the Protégé:

- Accelerated leadership development;
- Increased job satisfaction and effectiveness;
- Greater visibility in the organization;
- Targeted development activities;
- Enhanced self-esteem and likelihood of success; and
- Increased awareness of the organization culture.

Benefits to the Mentor:

- Enhancement of one's own development;
- Revitalized interest in work;
- Expanded awareness of the business environment;
- Chance to make a difference and leave a meaningful legacy; and
- Increased awareness of the caliber of employees and the talent pool available for future staffing decisions.

Benefits to the Department of Energy:

- Cost-effective leadership development;
- Improved recruitment and retention of a talented and diverse workforce;
- Increased organizational communication and understanding;
- Improved succession planning;
- Increased employee motivation; and
- Increased management ownership and engagement.

IV. PROGRAM FRAMEWORK

The program will be open to DOE employees, GS-13-15 (or equivalent) as Protégés, with Senior Executive Service serving as Mentors. Based on pertinent factors such as demographics, skill gaps, and the availability of SES-level Mentors, the Head of an organization may elect to have senior GS-15 level managers also serve as Mentors. Research and best practices indicate that first-line supervisors should not serve as Mentors for their direct reports. Thus, a Protégé cannot select their first-line supervisor as their Mentor; however, other senior managers in the chain of command can be selected. Mentoring relationships work best when individuals are able to meet face-to-face regularly; therefore, with few exceptions, Mentors and Protégés should be geographically co-located or be in positions that otherwise bring them into frequent

contact. The intent of the Mentoring Program is to create valuable learning experiences and developmental opportunities for Protégés. Participation in the program does not guarantee Protégés a promotion or selection into a future position. Supervisors should encourage high potential employees to apply for the Mentoring Program.

The Mentoring Pilot Program will run for twelve (12) months. Participation in the program requires that the Protégé and Mentor 1) sign a Protégé/Mentor Agreement (see Appendix D) along with the Protégé's supervisors; 2) develop a Mentoring Action Plan (see Appendix E); and 3) submit periodic program progress reports. In addition, Protégés and Mentors will be expected to attend orientation and core training sessions, meet on a regular basis for the duration of the program, participate in a closing ceremony, complete program evaluation forms, and help refine the program for future years.

Initially, the Protégé and Mentor should meet frequently; however, as the relationship progresses, meetings may take place less frequently. Such meetings will normally be held during working hours. No overtime, nor credit hours, shall be authorized for contacts outside normal working hours.

V. SELECTION OF PROTÉGÉ/MENTOR PAIRS

To facilitate the matching/pairing process, both Mentors and Protégés will be asked to prepare written information about themselves. The information on the Mentors (Mentor Profiles) will be grouped by organization, consolidated, and disseminated through e-mail to prospective Protégés and will be available on a Website. Protégés will use Mentor Profiles as a basis for requesting specific Mentors. They will be required to designate three Mentors (in priority order). Based on the specified preferences of the Protégés, Mentors will receive relevant Protégé Profiles and make the final selection of the individual he/she will Mentor. A Mentor will normally have one but no more than two Protégés at any one time.

Mentors:

The one-page Mentor Profile (see Appendix A) will include the following information:

- summary of current position and other professional experiences;
- skills/competencies/expertise/knowledge the Mentor can contribute to the relationship;
- description of additional Mentor strengths as well as goals for further development; and
- time commitment the Mentor is willing to make.

Protégés:

The one-page Protégé Profile (see Appendix B) will include the following information:

- summary of current position and other professional experiences;
- expectations for the Mentoring Program;

- skills/competencies/expertise/knowledge they are interested in developing/enhancing;
- description of additional Protégé strengths as well as goals for further development;
- description of career goals; and
- three Mentor preferences.

Protégés will also be required to submit a current resume (2-page maximum), performance appraisals for the past two years, as well as a supervisory assessment of leadership potential (see Appendix C).

Once the matching pairs are identified, the Mentors and Protégés will be notified of the final pairings. A letter will also be sent to the supervisors of the Protégés announcing their staff member's selection into the program and encouraging their support and participation.

Unfortunately, not everyone who applies will be selected to participate in the program; therefore, it is essential that each prospective Protégé submit a complete application package. Individuals not selected for the initial program will be notified and encouraged to participate in a subsequent program.

VI. ROLES AND RESPONSIBILITIES

Protégés benefit from the expertise and career knowledge of Mentors. Mentors serve as coaches for the Protégés. The most successful Mentors take an active and personal interest in the career development of those with less experience. They are supportive and engaged with their Protégés and serve as role models. Protégés and Mentors contribute equally to the mentoring relationship. The expectations for Heads of Departmental Elements, Mentors, Protégés, Mentoring Program Managers, Supervisors of Protégés, and Field Human Resources and Training Directors are as follows:

Heads of Departmental Elements:

- Hold senior executives accountable for mentoring and coaching high potential employees;
- Support program by allowing Mentors and Protégés adequate time for full participation; and
- Ensure the Mentoring Program is operating effectively in their organizations.

Mentors:

- Share their experiences and knowledge with the Protégé;
- Assist the Protégé to develop current job skills, interests, and to set realistic career goals;
- Provide information that will assist the Protégé in learning about the culture and values of DOE;
- Offer positive feedback and constructive criticism;

- Help Protégé expand his or her personal network and help arrange special assignments, job rotations, shadowing experiences, etc.;
- Coach the Protégé on effective problem-solving techniques; and
- Teach by example and serve as an unbiased coach, confidant, and advisor.

Protégés:

- Demonstrate initiative and desire to learn;
- Establish clear developmental goals and communicate openly about them;
- Take responsibility for personal growth and development;
- Be receptive to feedback and coaching;
- Maintain good performance in position of record while being mentored;
- Demonstrate an ability to work as a team player; and
- Possess a positive and constructive attitude.

Mentoring Program Managers:

The Mentoring Program Manager is responsible for ensuring that the varying components of the program are implemented in a timely and effective manner and that program evaluation takes place. An Office of Training and Human Resource Development (ME-51) Mentoring Program Manager will service Headquarters' employees and a Field Mentoring Program Manager for each field office will service field employees. Responsibilities include the following:

- Manage and coordinate Mentoring Program activities;
- Serve as the central point of contact on all aspects of the program;
- Market the Mentoring Program and recruit potential Protégés and Mentors;
- Oversee the mentoring pairing process;
- Provide orientation and training for Protégés and Mentors;
- Maintain relations with Protégés, Mentors, and supervisors for the purpose of keeping apprised of issues that may impact program participants;
- Arrange for the design, delivery and evaluation of Protégé/Mentor core training and quarterly activities;
- Organize a closing ceremony;
- Conduct an evaluation of the pilot program with input from Protégés, Mentors, Protégés' supervisors, and training officers;
- Track career paths of Protégés; and
- Prepare program reports for DOE management.

Supervisors of Protégés:

The Protégé's supervisor can also serve as a resource for ideas on the Protégé's development and growth. The supervisor's role in the mentoring process is one of support and encouragement. Supervisors of the Protégés will sign off on the mentoring agreement so that they may be aware, and in support of, the minimum time required for mentoring relationships. As needed, supervisors will make adjustments in assignments and workloads to allow Protégés adequate time to complete the program.

Field Human Resources and Training Directors:

- Serve as (or appoint) the Mentoring Program Manager for their office;
- Work closely with the Field Mentoring Program Manager and the Headquarters Mentoring Program Manager to ensure that there is Department-wide program coordination;
- Promote the program and assist in the identification of potential Mentors;
- Identify and arrange for activities, speakers, instructors, etc., in support of quarterly program activities; and
- Provide input for program evaluation.

VII. PROGRAM ACTIVITIES

A series of structured mentoring and coaching activities will be carried out throughout the one-year program, including a one-half day orientation session for both the Mentors and Protégés to “meet and greet,” to explain the structure and design of the program, and to discuss roles and responsibilities. In addition, separate one-half day training and information sessions will be held for both the Mentors and Protégés. Also, quarterly meetings/activities will be held to foster group cohesion and obtain feedback on the program.

Both the Mentors and Protégés will work in concert to complete within one month following selection 1) a Mentoring Agreement (Appendix D); and 2) a Mentoring Action Plan (Appendix E). The Mentoring Agreement will outline the relationship and commitment that both parties have vis-a-vis the program. The Mentoring Action Plan will outline the activities and interaction between both parties during the year. This goal oriented document will add focus to the program. In short, structured coaching, training, and group activities will be provided to assure that both the Mentors and Protégés have a successful and positive experience.

In the event that the mentoring relationship is not working as effectively as it could, the program manager will assist in obtaining coaching and counseling for the mentoring pairs. If the relationship does not improve, a no fault termination will occur. That is, either the Mentor or Protégé may terminate the relationship with the understanding that both parties may participate in subsequent mentoring programs.

VIII. PROGRAM EVALUATION

Evaluation of the program is one of the most important components of DOE mentoring. Participants’ reactions are necessary for program expansion and program improvements. Mentors and Protégés will participate in a mid-term review of the program to include a discussion session to identify and address issues relevant to the success of the program. A final evaluation of the program will be conducted in collaboration with all stakeholders including supervisors.

Key performance measures will be utilized to determine program impact on participants and organizations. Program evaluation will include both qualitative and quantitative performance measures. **Quantitative** performance measures which will be tracked include: promotions, changes in positions, changes in organizations, and departure

from DOE. **Qualitative** feedback to measure program success will be obtained through quarterly workshops, mid-term reviews, focus group sessions, and written evaluations. The results of program evaluations, both quantitative and qualitative, will be used to institute results-oriented program improvements.

Mentoring Program Guide Appendices

**U.S. Department of Energy
Departmental Mentoring Program
Mentor Profile (SES Members)**

The information you provide on this form will assist us in making an appropriate match between you and potential Protégés. Please be as specific as possible. This form must be submitted to your organizations' training manager/coordinator by January 4, 2002. For further information, please contact the ME-51 Mentoring Program Manager, Wanda Jones, on (202) 287-1646. Thank you for your interest in this program.

Name: _____ **Job Title/Series/Grade:** _____
Organization: _____ **Mailing Address:** _____
E-mail Address: _____ **Phone Number:** _____ **FAX Number:** _____

Training Manager's/Coordinator's Name and Phone Number: _____

Summary of Current Position and Other Professional Experiences (attach additional document as needed):

Identify the skills/competencies/expertise/knowledge that you could contribute most to the mentoring relationship:

Interpersonal Skills _____ Goal Setting Skills _____
 Communication Skills _____ Preparing for Management _____
 Conflict Resolution Skills _____ Time Management Skills _____
 Networking Skills _____ Coaching/Counseling Skills _____
 Leadership Skills _____ Technical Skills (*please specify*) _____

Please describe any additional strengths or skills as well as goals for further development

How much time can you realistically invest in the mentoring relationship?

Less than one hour per week More than one hour per week Other (*please specify*)

Signature: _____ Date: _____

**U.S. Department of Energy
Departmental Mentoring Program
Protégé Profile (GS-13s, 14s and GS-15s)**

The information you provide on this form will assist us in making an appropriate match between you and potential Mentors. Please be as specific as possible. This form must be submitted to your organizations' training manager/coordinator by January 4, 2002. For further information, please contact the ME-51 Mentoring Program Manager, Wanda Jones, on (202) 287-1646. Thank you for your interest in this program.

Name: _____ **Job Title/Series/Grade:** _____

Organization: _____ **Mailing Address:** _____

E-mail Address: _____ **Phone Number:** _____ **FAX Number:** _____

Training Manager's/Coordinator's Name and Phone Number:

Summary of Current Position and Other Professional Experiences (attach additional documents as needed):

What are your expectations for this program?

Please identify skills/competencies/expertise/knowledge you are most interested in developing/enhancing:

Interpersonal Skills _____	Goal Setting Skills _____
Communication Skills _____	Preparing for Management _____
Conflict Resolution Skills _____	Time Management Skills _____
Networking Skills _____	Coaching/Counseling Skills _____
Leadership Skills _____	Technical Skills (<i>please specify</i>) _____
Other (<i>please specify</i>) _____	

Please describe any additional strengths or skills as well as goals for further development

What are your career goals?

Based on the Mentor profiles reviewed, please specify your top 3 choices of Mentors (*in priority order*).

Signature: _____ Date: _____

U. S. DEPARTMENT OF ENERGY

2001/2002 MENTORING PROGRAM

ASSESSMENT OF PROTÉGÉ'S POTENTIAL

(To Be Completed by Supervisor)

Applicant's Name _____

Part A

This assessment should focus on indicators of potential such as educational pursuits, self-study, formalized training, developmental assignments, membership/leadership on teams and task forces, special assignments, and involvement in voluntary civic/community activities demonstrating leadership qualities. Please limit to 300 words or less.

Part B

Place an X in the block that best describes the applicant's overall potential for assuring more challenging roles and/or leadership positions.

Low			Medium											High					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Period of Time You Have Supervised Applicant: Years _____ Months _____

Supervisor's Name _____ Date _____

Signature _____

Title _____ Work Phone _____

**U.S. Department of Energy
Departmental Mentoring Program
Mentoring Agreement Form**

We are voluntarily entering into a mentoring relationship which we expect will benefit both of us and the Department. We want this to be a rewarding experience with most of our time together being spent on developmental activities. The following are mutually agreed upon:

1. The mentoring relationship will last for twelve (12) months, the duration of the DOE Mentoring Program.
2. The two of us will meet every _____. While unforeseen circumstances may alter this plan, meeting times will be part of my calendar and I will make plans for each meeting.
3. Each meeting will last a minimum of _____ but not longer than _____.
4. Between meetings, we will contact each other by:

Telephone: _____ E-mail: _____

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

The Mentor agrees to be honest and provide constructive feedback to the Protégé and the Protégé agrees to be open to feedback and attempt to incorporate suggestions into his/her behavior.

5. Other pertinent information that we will factor into this Agreement includes:

Mentor's Signature _____ Date _____

Protégé's Signature _____ Date _____

Protégé's Supervisor's Signature _____ Date _____

Mentoring Program Manager's Signature _____ Date _____

Appendix E

DOE Mentoring Action Plan (MAP) Mentoring Action Plan (MAP) The Mentoring Action Plan (MAP) is to be developed and completed by the Protégé and Mentor. The Mentor works with the Protégé to help (him/her) remain focused and goal-oriented.

Career Goals: (Long- and Short-Term)	Competency Assessment	Strengths	Activities to Further Develop Strengths	Developmental Needs	Activities to Improve Developmental Needs
					Date:
					Date:
					Date:

Career Goals: (Long- and Short-Term)	Competency Assessment	Strengths	Activities to Further Develop Strengths	Developmental Needs	Activities to Improve Developmental Needs
					Date:
					Date:

Protégé's Name: _____ Date: _____

Mentor's Name: _____ Date: _____

MAP Column Term Explanations:

Career Goals:	Long- and Short-term, as appropriate
Competency Assessment:	What competencies are needed to reach my career goal?
Strengths:	What competencies do I currently possess that are necessary to reach my career goal?
Developmental Needs:	What competencies do I lack that are necessary to reach my career goal?
Activities to Further Develop My Strengths:	Ways I can use competencies I currently possess.
Activities to Improve Developmental Needs:	Ways I can improve or acquire competencies to reach my career goal?