

U.S. Department of Energy  
Office of Learning and Workforce Development

# MENTORING PROGRAM

## Guidance and Program Plan



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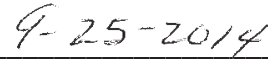
U.S. DEPARTMENT OF  
**ENERGY**



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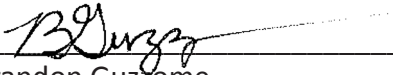


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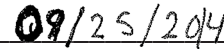


Date

APPROVAL



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# OVERVIEW

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Oversight for the Departmental Mentoring Program has been delegated to the Office of the Chief Human Capital Officer, Office of Learning & Workforce Development (OLWD), Learning and Development Programs Division. This delegation will provide an expansion of the current mentoring program using established authorities and processes. The OLWD will designate a Program Manager to oversee and advise on the integration of organizational mentoring components with functions of the Human Capital Office. The Program Manager will have the authority to oversee development, implementation, and evaluation of the program.

The DOE Mentoring Program plan will serve as a framework and roadmap to identify Mentoring Program priorities and designates roles, responsibilities, and criteria for meeting those priorities. The program plan will provide a systematic process for OLWD to carry out its mission of providing lifelong, blended learning and developmental opportunities for DOE employees.

The major function of the DOE Mentoring Program is to promote the protégé's (or, mentee's) development in specific areas and to facilitate successful completion of the program. It will also serve as a key succession-planning tool aimed at ensuring the Agency has the right kind and number of diverse leaders to achieve mission success. Specific goals, guidance, roles, responsibilities, and criteria will be identified for implementing the program across DOE and will be in accordance with Federal guidance.

The DOE Mentoring Program will accomplish the following:

- Develop relationships with Departmental organizations to address the Department's need for a high performance cadre of leaders who are adaptable; who inspire, motivate, and guide others to produce tangible results; who mentor and challenge the workforce; and who demonstrate high standards of honesty, integrity, trust, openness, and respect.
- Provide institutional knowledge and accountability for the program's success factors, and desired outcomes and evaluation of the scope and quality of program activities.
- Increase and ensure management support, thereby increasing employee participation and program success.
- Strive to increase the workforce perception that mentoring program and services are career development and lifelong learning experiences.
- Increase awareness and ensure the program design includes mentoring options that represent the Department's demographics and diversity.
- Provide policy and procedures aimed at assuring appropriateness, effectiveness, and efficiency in activities, and ensure organizational integration into the overall mentoring program.
- Demonstrate agency buy-in through SES leadership and management commitment to learning and development programs.
- Ensure program modifications are based on survey and evaluation findings and/or changes in Federal guidelines, and are in compliance with the mission and objectives of the Department.

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# GUIDANCE AND OBJECTIVES

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The Office of Learning and Workforce Development provides quality products and services to develop, maintain, and improve employee performance and promote a corporate learning environment. In an effort to support strategic goals and ensure mission success into the future, DOE has committed to training and developing a versatile and competent workforce to meet the long-term needs of the Department. The DOE Mentoring Program will serve as one of the Department's tools developed to further a relationship with organizations and encourage a strategy that will guide the workforce to produce tangible results for meeting current and future mission requirements. The two principal goals of a mission-driven formal mentoring program are:

- To align mentoring as a lifelong learning tool
- To ensure the benefits of the program are understood across the Department and within each Departmental organization.

This document serves as a key knowledge transfer/succession-planning tool aimed at supporting the Agency philosophy of having the right kind and number of diverse leaders to achieve mission success.

Our mission will be accomplished through the implementation of DOE-wide human resource systems, policies, guidance, and criteria designed to provide institutional knowledge for specific leadership areas that target protégé development and knowledge transfer. Mentoring will accelerate the culture of high performance in management positions.

Specifically, the DOE Mentoring Program will be aligned with the HC business strategy for high performance and is aligned with the following human capital areas:

- Onboarding - Support recruits, trainees, and/or new staff members in understanding the organization's and DOE's values, vision, mission, and goals.
- Skills Enhancement - Share the skills and knowledge of successful, experienced, and highly competent staff to pass their expertise on to others who need to acquire specified skills.
- Organizational Development and Culture Change – Help communicate the values, vision, and mission of the organization and DOE. A one-on-one relationship can help employees understand the organizational culture and make any necessary changes.
- Professional Identity – Contribute to understanding of what it means to be a professional in the working environment. Professionals embody the values of the profession and are self-initiating and self-regulating.
- Career Development – Help employees plan, develop, grow, and manage their careers. Mentoring also helps employees become resilient in times of change, more self-reliant in their careers, and more responsible as self-directed learners.
- Leadership and Management Development – Encourage the development of leadership competencies. These competencies are often more easily gained through application and guided practice rather than by education and training.
- Education Support – Help to bridge the gap between theory and practice. Formal education and training are complemented by the knowledge and hands-on experience of a competent practitioner.

- Customer Service – Assist in modeling desired behaviors, encouraging the development of competencies in support of customer service and, above all, cultivating the right attitudes.
- Staff Retention –Provide a supportive environment. Ongoing interactions, coaching, teaching, and role modeling will facilitate progression within the organization. In addition, mentoring has been found to influence employee retention because it helps establish an organizational culture that is attractive to the top talent clamoring for growth opportunities.
- Employee Engagement - Show employees in a tangible way that they are valued and that the Department’s future includes them.
- Recruitment – Enhance recruitment goals by offering additional incentives to prospective employees.
- Knowledge Management/Knowledge Transfer – Provide for the interchange/exchange of information and knowledge between members of different organizations and within organizations.



# ROLES AND RESPONSIBILITIES

The Department’s mentoring program is designed to be overseen by the Office of Learning and Workforce Development, with the implementation of the mentor/mentee partnerships and associated programmatic activity conducted at the organization (or element) level. Leadership involvement is present at all levels of the Department.

Key responsibilities are assigned to the following:

ROLE	RESPONSIBILITY
Chief Human Capital Officer	Assume delegated authority for a corporate mentoring program. Assign program responsibility to the Chief Learning Officer.
Chief Learning Officer (Director, Office of Learning and Workforce Development (OLWD))	<ul style="list-style-type: none"> <li>• Ensure the corporate mentoring program is created and sustained.</li> <li>• Appoint a program manager to oversee the program’s execution.</li> </ul>
Program Manager, DOE Mentoring Program	Oversee development, implementation and evaluation of the DOE program.
DOE Mentoring Program Steering Committee	Define the goals and objectives for the mentoring program that tie directly to the organization’s leadership.
Organization Mentoring Program Champion	Commit resources to train, direct, mentor, and coach participants
Organization Mentoring Program Coordinator/ Manager	<ul style="list-style-type: none"> <li>• Provide interactive and challenging sessions that entail involvement</li> <li>• Review and make thorough and consistent evaluations of the participants’ progress</li> <li>• Provide support to guide and direct efforts of mentors and mentees to ensure successful program completion</li> <li>• Facilitate planning and managing participant’s assessments, tracking and scheduling activities, documentation of reporting requirements</li> <li>• Continuously review and evaluate program assignments and activities throughout the program cycles and ensure instructions are organized and procedures match relevant forms and checklists</li> </ul>
Mentor	<ul style="list-style-type: none"> <li>• Work with the mentee in developing an Individual Development Plan (IDP)</li> <li>• Understand how the organization manages its programs, create realistic work products, and model behavior</li> <li>• Study key core competencies needed to sustain a strong leadership environment</li> <li>• Ensure mentee work projects have start and end dates, and do not distract from the mentee’s official duties</li> </ul>



ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"><li>• Meet routinely with the mentee to discuss and monitor progress</li><li>• Provide feedback and recommendations for program improvement</li></ul>
Mentee	<ul style="list-style-type: none"><li>• Meet routinely with mentor</li><li>• Actively participate in mentoring activities and goal accomplishment</li><li>• Provide feedback and recommendations for program improvement</li></ul>



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# BENEFITS, ROLES, RESPONSIBILITIES OF A MENTORING RELATIONSHIP

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Mentoring is a special partnership between two people based on commitment to the mentoring process, common goals and expectations, focus, mutual trust and respect. Mentoring can also encompass activities that allow for transfer of knowledge and skills from one employee to others.

Both the mentor and the mentee give and grow in the mentoring process. The mentee can learn valuable knowledge from the mentor's expertise and past mistakes and competencies can be strengthened in specific areas. Mentees will have the opportunity to establish valuable connections with higher level employees.

The success of mentoring will depend on clearly defined roles and expectations in addition to the participant's awareness of the benefits of participating in the mentoring program.

## ***Benefits of Mentoring for the Mentor:***

- Renews enthusiasm for the role of expert
- Obtains a greater understanding of the barriers experienced at low levels of the organization
- Enhances skills in coaching, counseling, listening, and modeling
- Develops and practices a more personal style of leadership
- Demonstrates expertise and shares knowledge
- Increases generational awareness

## ***Benefits of Mentoring for the Mentee:***

- Gains sharper focus on what is needed to grow professionally
- Furthers development as a professional in a higher level position
- Gains capacity to translate values and strategies into productive actions
- Complements ongoing formal study and/or training and development activities
- Gains career development opportunities
- Gets assistance with ideas and honest feedback
- Demonstrates strengths and explores potential
- Increases career networks and receives greater agency exposure
- Improves ability to express expectations, goals, and concerns
- Receives knowledge of organizational culture

As participants reflect on being mentored, time should be devoted to determine the qualities desired in a mentor and what you would like to gain from the partnership.

The organization's Mentoring Program Manager can use the questions below to help respond to the Mentee Application:

- Do you want someone who has gone on the same career path you would like to follow?
- Do you want someone who has modeled the competencies you would like to strengthen?
- Do you want someone who has skills you currently don't have but wish to acquire?
- Do you want someone who will be a good sounding board for your goals?

The mentee's development depends on exploring career aspirations; strengths and weaknesses; collaborating on means to "get there"; implementing strategies; and evaluating along the way. The mentor will help light the path for the mentee to follow. Learning from the wisdom and past experience of the mentor will serve the mentee well and produce great benefits.

### ***Responsibilities – Mentor:***

- Meet with your mentee and/or engage in mentoring activities in-person (or on the telephone as a backup)
- Willingly share your experience and professional success in the organization
- Explain how the organization is structured
- Support the organization's mission, vision, and goals
- Look for experiences that will stretch the mentee (i.e., shadowing during meetings, suggested readings, etc.)
- Stay accessible, committed, and engaged during the length of the program
- Listen well
- Provide open and candid feedback
- Offer encouragement through genuine positive reinforcement
- Be a positive role model
- Share "lessons learned" from their own experiences
- Be a resource and a sounding board
- Keep your conversations confidential
- Let the Mentoring Program Manager know as soon as possible if you are having a problem connecting with your mentor.

### ***Responsibilities – Mentee:***

- Meet with your mentor each month and/or engage in mentoring activities in person (or on the telephone as a backup)
- Be proactive about contacting your mentor and scheduling meetings
- Commit to self- development
- Assume responsibility for acquiring or improving skills and knowledge
- Discuss individual development planning with the mentor
- Be open and honest on goals, expectations, challenges, and concerns so others can help you
- Prepare for meetings and come with an agenda
- Actively listen and ask questions
- Seek advice, opinion, feedback, and direction from the mentor
- Be receptive to constructive criticism/feedback and ask for it
- Keep your conversations confidential
- Respect the mentor's time and resources
- Stay accessible, committed, and engaged during the length of the program
- Comfortably give feedback to the mentor on what is working or not working in the mentoring relationship
- Let the Mentoring Program Manager know as soon as possible if you are having a problem connecting with your mentor.

To maximize the outcome of this experience and ensure that mentors derive value from the time they dedicate to mentee career development, we recommend mentees devote a minimum of 5 hours per month to program activities.

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# PROGRAM DOCUMENTS AND RESOURCES

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## Program Documents

The following documents will be provided to support a smooth process for potential mentees and mentors, to evaluate and continuously improve the mentoring program:

- Application - Mentees and mentors must apply to participate in the mentoring program by completing an application, submitting it to their supervisor for approval before submitting it to the organization's Program Manager. An exception is made for targeted matching of new hires to experienced personnel working in similar occupations.
- Confidentiality agreement - The mentoring program must be a safe environment for mentees and mentors to freely share information with one another. To help build trust, they must be able to establish clear boundaries on how the shared information is to be treated.
- Mentoring agreement - The mentoring agreement establishes how and when the mentee and mentor will meet.
- Mentee action plan - To determine activities that ensure mentoring goals are met; a mentee action plan is a must. The mentee will complete the plan with help from the mentor.
- Mentoring log - The mentee and mentor should record their meetings and activities to show progress achieved and assist with end-of-program feedback.
- Evaluation - At the mid-point of the program and at the end, mentees and mentors will be asked to evaluate the program. Their input will help make any necessary adjustments to ensure the program remains effective. For targeted mentoring pairs, a competency assessment tool will be used at the start and end of the mentoring relationship.

## Program Resources

The DOE Mentoring Program and the organizational mentoring programs are designed to be budget neutral, although at the organization-level, management may allocate funds. Organizational-level mentoring programs will require a full or part-time Program Manager to coordinate and support mentoring events and activities. The organization-level Program Manager will have a number of Department resources at his/her disposal to enhance their Program.

The organization's program will require oversight and commitment of a dedicated Program Manager, either full- or part-time depending on program activities. Program management will rely on subject matter experts and volunteers to support the mentoring events and presentations.

The OLWD staff will be available to speak periodically during noontime information ("brown bag"/ "lunch and learn") sessions on a variety of common developmental areas.

These sessions may be available for field locations to connect via collaborative workspaces or video-teleconference.

A resource page on the DOE Virtual University (DVU) will list a wide range of in-house learning tools and opportunities (i.e., knowledge transfer) as well as links to external resources.

The Department offers all employees access to online training classes, webinars, videos, eBooks, and other developmental tools through the Online Learning Center (OLC) and Skillsoft. Mentoring program participants may use these as discussion topics during monthly meetings.

OLC2 should be considered as part of in-house learning tools and opportunities for accomplishing knowledge transfer. Mentoring courses that reside on OLC can be used to prepare the mentor and mentee for learning, engaging and managing their mentoring relationship. The following course series are available through the OLC2.

### **Essential Mentoring Techniques**

Essential Mentoring Techniques: Mentoring Fundamentals	<a href="#">mgmt_29_a01_bs_enus</a>
Essential Mentoring Techniques: Designing and Initiating Mentoring Programs	<a href="#">mgmt_29_a02_bs_enus</a>
Essential Mentoring Techniques: Building and Maintaining Mentoring Relationships	<a href="#">mgmt_29_a03_bs_enus</a>
Essential Mentoring Techniques: Evaluating and Ending the Mentoring Program	<a href="#">mgmt_29_a04_bs_enus</a>

Workshops can be planned on any topic that supports the mentees, mentors, and the program to meet organization's goals. Below is a short listing of ideas to consider:

- A particular topic central to your organization's goals
- Key competencies required by most of your mentees
- Team-building activities to enhance the relationships and develop rapport

Field trips/tours can be organized as team-building activities as well as learning events and opportunities to help the organization and mentoring program goals.

Guest speakers can be invited to lecture participants on any topic to help meet organizational goals.

Connect with other Department elements to share opportunities, to include webcasts of sponsored leadership event series. Also, local Federal Executive Boards or other Federal agencies may have lecturers, workshops, and sessions that assist mentors and mentees in meeting goals.

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# MENTOR AND MENTEE RECRUITMENT INFORMATION

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Mentors and mentees will be recruited using the communication types identified in the Communication Model for the DOE Mentoring Program. Potential mentor and mentees will be invited to special information sessions for training and education.

The following information should be provided to mentors and mentees during the initial information session and will be maintained on the mentoring website at <http://www.energy.gov/dvu/doe-mentoring-program>

## ***Tools for the Mentors' Packet***

- Application form
- Mentor benefits
- Mentor responsibilities
- Ideas to assist your mentee
- Effective questioning tips
- Giving feedback
- Tips for being a good listener

## ***Tools for the Mentee's Packet:***

- Application form
- Mentee benefits
- Mentee responsibilities
- How to receive feedback

## ***Tools included in both Packets:***

- Confidentiality agreement
- Mentoring agreement
- Mentee action plan
- Mentoring log
- Competency Assessment Tool (for Targeted Mentoring Matches)

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# PROGRAM IMPLEMENTATION AND EVALUATION

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The following is an outline of steps an organization may take to initiate its Mentoring Program and to sustain it from cycle to cycle:

- Create mentor/mentee pairings based on compatibility from application forms or targeted matches for new hires entering specific occupations.
- Conduct an orientation session.
- Conduct planned activities.
- At the mid-year or mid-point of the program, ask all mentees and mentors to complete the mid-point evaluation form. Take action as necessary on the evaluations.
- Conduct a completion (graduation) ceremony.
- Evaluate each step of the implementation.
- At the conclusion of the completion graduation ceremony, conduct an overall program evaluation with the mentors and mentees.
- Conduct a follow-up evaluation three months after the completion of the program to measure the success of the program.
- Conduct the final evaluation and take action as necessary prior to launching the next program cycle.



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# SELECTION, CRITERIA, MATCHING METHODS TO CONSIDER

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The organization's Mentoring Program Manager should be able to identify participants with the most knowledge, skills, and experience to act as mentors.

***Ideally, a mentor should be able to:***

- Explain how the organization is structured
- Be respected as an experienced and successful professional in the organization
- Support the organization's mission, vision, and goals
- Stay accessible, committed, and engaged during the length of the program
- Listen well
- Offer encouragement through genuine positive reinforcement
- Be a positive role model
- Share "lessons learned" from their own experiences
- Be a resource and a sounding board

***Ideally, a mentee should be able to:***

- Commit to self-development
- Assume responsibility for acquiring or improving skills and knowledge
- Discuss individual development planning with their mentor
- Be open and honest about his/her goals, expectations, challenges, and concerns
- Actively listen and ask questions
- Seek advice, opinion, feedback, and direction from his/her mentor
- Be open to constructive criticism/feedback and ask for it
- Respect the mentor's time and resources
- Stay accessible, committed, and engaged during the length of the program
- Comfortably give feedback to the mentor on what is working or not working in the mentoring relationship





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# APPENDICIES

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## Appendix 1: Organization Program Guide

Appendix 1A: Schedule Overview for Organization Mentoring Program

Appendix 1B: Sample Monthly Schedule for Mentor/Mentee Partnership

## Appendix 2: Communication Model



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# Appendix 1: ORGANIZATION PROGRAM GUIDE

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## ***Corporate and Organizational Frameworks***

Each organization is encouraged to support mentoring as a key leadership practice for developing its workforce, and to implement a plan that supports a single mentoring model across the Department.

Mentoring will be centrally managed by the Office of Learning and Workforce Development (OLWD), but decentralized for execution. This Program Plan will serve as a tool to support Departmental organizations and to integrate mentoring as part of the learning culture.

The DOE Mentoring Program is structured to be a 9 month, 1 year or a 2 year developmental program that pairs mentees seeking career enhancement and strategies for resolving leadership issues with mentors who possess expertise and strength to inspire, motivate, and develop leaders to understand and accomplish the Department's present and future mission. The partnership will also develop knowledge and skill of our less experienced workers to ensure growth and the health of the Agency. The program will be accomplished through a combination of activities that include: one on one and group meetings with a mentor; creation of a mentoring action plan; information seminars; online courses; lunch and learn sessions; coaching; and networking.

Participation in the program does not mean a mentee will move to another position within the Department. It is a professional development program that helps the workforce learn more about the Department mission, themselves, and how to identify current strengths. The program will also help participants hone individual skills, knowledge, and abilities.

The guidance below provides your organization with the program scope, process, and a list of topics and activities that participants will accomplish over the course of the program. Participants must meet requirements to successfully complete the program. However, mentors and mentees may request to customize mentoring activities to their specific needs and extend the program participation by 12 months.

## ***Program Scope and Requirements***

The program will focus on basic needs of a formal mentoring program with structured activities to support mentors and mentees within the Department. It will offer multi-formatted training, action activities, and professional experiences. This program will involve the following:

- **Open House**  
An open house will allow the workforce to learn about the program. The organization's mentoring program manager shall be visible and accessible to talk about the program benefits. A senior-level champion will be on hand to lend additional credibility to the program. Individual briefings may be conducted during Open House if desired, although it may not be necessary. Plan the Open House to be held in a room large enough to allow people to walk around comfortably with stations set aside separately for prospective mentors and mentees. Provide information packets at the stations for your potential mentors/mentees to take with them to learn more about the benefits, policies, and procedures of your program.

- **Orientation Session**  
Once your mentees and mentors have been recruited and matched, the kick-off program will begin with an orientation session. During the orientation session, policies and procedures should be outlined and clarified. The senior-level champion or organization leader should deliver a short speech about the importance of the mentoring program during the orientation as well.
- **Mid-Year Review**  
At the half-way point of the program, assemble your mentoring pairs to learn how they are progressing and ask them to share things they've learned and ways they've learned them. This is a great opportunity to also ask for and receive feedback on program policies and procedures and to ensure your program remains effective.
- **Graduation Ceremony**  
An event around a Graduation Ceremony is a good idea to formally mark the closure of the formal mentoring relationships. It will also be a great opportunity to ask for and receive feedback on program policies and procedures. Every mentee and mentor should receive a certificate celebrating the success of their relationship. A senior-level champion or organization leader may be solicited to deliver a speech to mark the occasion.

### ***Matching Mentors and Mentees***

While it is very important to match a mentee with a mentor based on needs and strengths, ensure that mentees are matched with mentors who are easily accessible and available. A major part of mentoring is frequent and informal opportunities to chat. Put mentors and mentees together in situations in which informal time is available. If mentees have limited access to their mentors they may find it easier to seek the advice and informal mentoring of people nearest them, and those people may not possess the mentor traits appropriate for the program purpose and goals.

During recruitment a mentee will be asked for information that may benefit the organization as well as the mentoring program manager who will determine the mentee's areas of strength as a professional; the mentee's possible area of need for further professional growth; the mentee's preferences for the kind of leader with whom they would like to have as a mentor; the mentee's office/work location; the mentee's job assignment or the future assignment for which they are being prepared; and other factors which might influence matching with a prospective and appropriate mentor.

The following optional criteria may be used to match mentoring partnerships:

- Career level
- Grade
- Years in the organization
- Certification levels, responsibilities, or job titles which define job levels
- Use number of years of recent experience in the job
- Peer recommendations
- Self-nomination

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# Appendix 1A: SCHEDULE OVERVIEW FOR ORGANIZATION MENTORING PROGRAM

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## Monthly Mentoring Meeting (Required Activity)

Who: Mentor/Mentee pair

When: Monthly from Month Two through Nine

What: Mentees and mentors will work on mentoring related activities and discuss resources and ideas to address the mentee's development, career goals, and assigned coursework.

## Information Seminars (Required Activity for Mentees)

Who: Mentoring program staff will share expertise in a variety of development areas during noontime lunch and learn and continual learning program workshops.

When: Monthly from Month Two through Nine

What: Mentees will participate at least once a month to hear a subject matter expert talk on developmental areas such as:

Ability to Network

Ability to Plan and Organize

Ability to Self-Develop

Ability to Interact Collaboratively

Ability to Innovate

Knowledge of Information Technology

Ability to Communicate (Written, Oral and Unspoken)

Department mission and history

## Closing Ceremony/Graduation (Required Activity)

Who: Mentees, Mentors, their Supervisors, and OCHO Leadership and colleagues

When: Month Nine

What: During this ceremony, the Chief Human Capital/Chief Learning Officer staff and a representative mentee, mentor, and mentee supervisor will make brief presentations of their experience during the mentor program.



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# Appendix 1B: SAMPLE MONTHLY SCHEDULE FOR MENTOR/MENTEE PARTNERSHIP

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## ***Month One - Orientation***

Mentors, mentees, and others will attend an orientation event, which will be facilitated by the organization's Mentoring Program Manager. Supervisors may depart following the signing of the mentoring agreements. Mentors and mentee will then participate in a structured workshop. Mentees and mentors will conduct their first in-person, one-on-one meeting. They may want to focus on the following:

Get acquainted/asking questions/informal icebreaker

What is your current job?

What are your responsibilities?

How long have you been with the Department?

Why did you become a part of the mentoring program?

Complete the competency assessment tool for targeted mentoring pairs.

Discussing the mentoring process

What are the roles and responsibilities of mentors and mentees?

What does a successful mentoring relationship look like from your point of view?

What are the mentor's and mentee's goals for the program experience?

What should we do in preparation for our next full meeting (i.e., review the mentoring process, review the Department's strategic plan, discuss the mentee's IDP, etc.)?

Sorting out schedules

How often should we meet? Where should we meet?

What is the best way to reach each other? Email? Telephone?

## ***Month Two – First one-on-one Meeting with Mentor and Mentee***

Getting reacquainted

What are your impressions following last month's orientation session?

What are your short-term (one to five years) and long-term (over five years) career goals? Why?

What skills would you like to develop during the mentoring program?

What are up to three goals we might work towards during the program?

How can we work together to accomplish your goals?

Review results of the competency assessment tool for targeted mentoring pairs.

Sorting out schedules

When should we schedule our next meeting?

Does this meeting format and scheduling method work, or should we try another approach?

## ***Month Three – Finalize IDP***

The focus of Month Three is the Individual Development Plan (IDP), which is the primary guiding document that will ensure mentees gain maximum benefit from the mentoring program.

### Update one another

How are your regular work assignment duties/activities progressing?

What are you doing differently now than done prior to beginning the mentoring program?

### IDP Development

Mentors and mentees discuss how to help mentee meet the goal and objectives of the IDP.

Set up to three goals to work on during the mentoring program.

Identify one goal to focus on during the coming month.

### Sharing online learning

Mentors and mentees may decide to take an OLC class, watch a video on DVU, explore a OLWD-sponsored webinar, or read an online e-Book or article prior to their in-person meeting.

How was your most recent class, training experience or reading?

What were the most helpful elements?

How are you continuing to integrate lessons learned from the program to your job?

Which of these lessons will be most difficult to implement? Why?

### Information Seminar

Topic: One of the eight development topics will be the theme of this month's information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

### Sorting out schedules

When should we schedule our next meeting?



## **Month Four – Professional Development Goal #1**

Month Four is the time to focus on the first professional development goal identified in the IDP.

### Updating one another

How is the program progressing?

How are you incorporating lessons learned thus far into your day-to-day work?

Have you identified any new challenges in your day-to-day work or in other areas of your life?

In what ways are you more aware of the organizational role within the Department?

### IDP-

What are the latest advancements around your professional development goals?

How are things going regarding the one goal we identified as your priority?

In what way is the IDP a “living” document (i.e., ever-changing) ?

How might we refine the IDP?

What competencies do you need to develop to meet your one goal?

What specific actions might you take to begin developing particular competencies consistent with this goal?

Consider exploring CLO-sponsored webinars related to IDP creation and continual learning.

### Finding practical applications

What is the next opportunity you might have to begin practicing this competency on the job or in your personal life?

### Working on specific challenges

Are there other work-related issues that you would like to work on together (e.g., work-life balance, difficult manager/co-worker)?

### Sharing online learning

Mentors and mentees may decide to take an OLC class, watch a video on DVU, explore a CLO sponsored webinar or read an online e-Book or article prior to their in-person meeting.

How was your most recent class, training experience or reading?

What were the most helpful elements?

How are you continuing to integrate lessons learned from the program to your job?

Which will be most difficult to implement? Why?

### Information Seminar

Topic: One of the eight development topics will be the theme of this month’s information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

### Sorting out schedules

When should we schedule our next meeting?

## **Month Five – Strategize to Meet Goals**

Month Five is a critical juncture during the program because it is an opportunity for in-depth exploration surrounding professional development of goal one, as well as finalization of a second goal.

### Updating one another

How are you incorporating the mentoring program into your day-to-day work?

Have you identified any new challenges in your day-to-day work or in other areas of your life?

In what ways are you more aware of the organization's role within the Department?

What are you doing differently?

### IDP Goals

Mentees and mentors continue discussion on how mentees can practice strategies to address the one goal identified during Month Three.

Did you test any of the development ideas that we discussed during our last meeting? If so, what was effective? Ineffective?

Last month we discussed competencies. How have you moved toward mastering them during the last month?

When is your next opportunity to practice these competencies?

How will you know whether you have made progress around your one goal? How can we measure the progress?

Begin to discuss and identify a second goal.

### Sharing online learning

Mentors and mentees may decide to take an OLC class, watch a video on DVU, explore a OLWD-sponsored webinar, or read an online e-Book or article prior to their in-person meeting.

How was your most recent class, training experience or reading?

How are you continuing to integrate lessons learned from the program to your job?

Which will be most difficult to implement? Why?

### Information Seminar

Topic: One of the eight development topics will be the theme of this month's information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

### Sorting out schedules

When should we schedule our next meeting?

## ***Month Six – Assessing the Mentoring Program Goal #2***

Month Six is a key milestone during the mentoring program process, as the first and second developmental goals are examined and the program to date is evaluated.

### Updating one another

How is the mentoring program progressing?

How are you incorporating lessons learned thus far into your day-to-day work?

Have you identified any new challenges in your day-to-day work or in other areas of your life?

In what ways are you more aware of organizational role within the Department?

What are you doing differently?

### Program progress review

Do you need additional guidance – from me, the mentoring program, the management team or your



colleagues to help you overcome these challenges?

What thoughts do you have with regard to long-term career goals and the strategies that we discussed during earlier meetings?

#### IDP Goals

What are some specific strategies for addressing your second goal?

Have you begun considering specific actions you might take to advance this goal?

What competencies do you need to develop to meet your second goal?

What specific actions might you take to begin developing particular competencies consistent with this goal?

What are some opportunities to practice this competency on the job?

How are you progressing with the one goal we identified?

#### Sharing online learning

Mentors and mentees may decide to take an OLC class, watch a video on DVU, explore a OLWD-sponsored webinar, or read an online e-Book or article prior to their in-person meeting.

How was your most recent class, training experience or reading?

What were the most helpful messages?

How are you continuing to integrate lessons learned from the program into your job?

Which will be most difficult to implement? Why?

#### Information Seminar

Topic: One of the eight development topics will be the theme of this month's information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

How was the networking aspect?

#### Sorting out schedules

When should we schedule our next meeting?

### ***Month Seven- Professional Development Goal #3***

Month Seven is the time to make course corrections based on the feedback from the mid-program evaluations and to finalize the third goal.

#### Updating one another

How is the mentoring program progressing?

How are you incorporating lessons learned thus far into your day-to-day work?

Have you identified any new challenges in your day-to-day work or in other areas of your life?

In what ways are you more aware of organizational role within the Department?

#### IDP Goals

Mentees and mentors continue discussion on how mentees can practice strategies to address the one goal identified during Month Three.

Did you test any of the development ideas that we discussed during our last meeting? If so, what was effective? Ineffective?

Last month we discussed competencies. How have you moved toward mastering them during the last month?

When is your next opportunity to practice these competencies?  
How will you know whether you have made progress around your one goal? How can we measure the progress?

#### Sharing online learning

Mentors and mentees may decide to take an OLC class, watch a video on DVU, explore a OLWD-sponsored webinar, or read an online e-Book or article prior to their in-person meeting.

How was your most recent class, training experience or reading?

What were the most helpful elements?

How are you continuing to integrate lessons learned from the program into your job?

Which will be most difficult to implement? Why?

#### Information Seminar

Topic: One of the eight development topics will be the theme of this month's information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

#### Sorting out schedules

When should we schedule our next meeting?

### ***Month Eight – Finalizing work on three professional development goals***

#### ***The finish line is in sight***

The focus of Month Eight is to explore how recent minor adjustments in the implementation of the program impact the IDP and the mentoring program experience.

#### Updating one another

Would you like to discuss networking opportunities during and following the mentoring program closing?

#### IDP Goals

What progress have you made towards meeting your three goals?

What are some specific strategies for addressing your three goals?

What specific actions might you take around these goals?

What are some opportunities to practice competencies on-the-job to help you meet your three goals?

#### Information Seminar

Topic: One of the eight development topics will be the theme of this month's information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

#### Sorting out schedules

When should we schedule our next meeting?

## **Month Nine – Conclusion**

### ***Sustaining mentoring program beyond this formal program conclusion***

Month Nine is time of reflection and celebration. It is just the beginning to a new way of thinking and working. In addition, it is designed to focus the mentee's thoughts on how to best measure the mentoring program's success, an opportunity to explore how to set a course for ongoing, lifelong learning and development beyond the mentoring experience, and to mark the completion of the mentoring formal program.

#### Updating one another

Would you like to discuss the mentoring program experience thus far and how to maintain it beyond the formal nine month timeframe?

#### IDP Goals and continuous improvement

How can the IDP, your three goals, and future goals continue to guide your development?

How can you make the successes stick?

What is next?

When should you revise your IDP?

How would you rate your overall progress toward each of your professional development goals?

What, if any additional actions – on-the-job experience, mentoring/shadowing or training – are necessary to support your continued professional development?

How can you pursue these?

How has this program and our work together helped you advance your long-term career goals?

How do you plan to continue working towards these goals after the mentoring program is complete?

What is your greatest take-away from this program?

Do you feel that you have some concrete strategies for continuing your professional development upon completion of the mentoring program?

For targeted mentoring pairs, the mentee completes the competency assessment tool and reviews the results with the mentor.

#### Information Seminar

Topic: One of the eight development topics will be the theme of this month's information seminar.

How was the most recent information seminar?

What were the most helpful messages?

How might you integrate lessons from the seminar into your work?

#### Sorting out schedules

Some mentees and mentors may decide to continue their work together informally, but others may decide that it is time for the mentee to strike out on his or her own – and serve as a mentor to someone else.

How often, if at all, do we want to be in contact with one another in the future?

#### Closing

What would you consider the most valuable elements of the mentoring partnership?

What would you recommend that the mentoring program do to strengthen the mentoring program?

All mentees, mentors, their supervisors, and others will gather to mark the successful completion of their mentoring program.

***This marks the end of a cycle of the organization's official mentoring program.***

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## Appendix 2: COMMUNICATION MODEL

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The DOE Mentoring Program communication strategy identifies outreach objectives through a variety of strategies including: face-to-face meetings; focused training; marketing articles on the web page; manager's talking points; brochures; and electronic messaging campaigns. This reference also proposes current methods for communicating to your targeted audience as well as measures for success. If your organization has already approved and adopted an effective communication plan, consider the following criteria for integrating your organization's mentoring program:

- Determine how to use the communication plan for the mentoring program
- Determine how you will promote and advertise the mentoring program
- Determine how you will provide information and updates to your workforce
- Determine if communications delivered in person, print, web, email, or any combination of them is best for your organization
- Establish who in your organization needs to receive reports on the progress and success of the program and how you will deliver reports

### ***Communication Types***

The following is a list of sources that can be used within the communication strategy. This list is not extensive and will grow throughout the life of the program.

- Email
- Informal word of mouth
- Team/Staff meetings
- Conference calls
- Executive communication to managers
- Brochures
- Web
- DVU
- DOECAST
- Internal distribution (i.e., "Ten O'clock News")

### ***Communication with Target Audiences***

The DOE Mentoring Program, and your organization's mentoring program, will introduce accountability for success factors, which will serve to integrate mentoring as part of the learning culture. Senior Executive Service (SES) members and GS-15 level, and in some cases GS-14 level employees will be encouraged to serve as mentors to employees at the GS-13 level and below.

Each organization will leverage the DOE Mentoring Program, communications/ marketing strategies, tools, resources, forms, evaluation techniques, and other elements available to ensure program success.

Emphasis will be placed on mentoring components deemed essential to support the Department's strategic goals and knowledge transfer strategies, i.e., STEM, Leadership, Veterans Mentoring, Onboarding, and IT.

## ***Measures of Success***

- Mentors and mentees will have a clear understanding of the program guidance, process and procedures.
- Mentees' development will be supported in specific areas to facilitate successful completion of the program.
- SES Executives, leadership, and management will be encouraged to commit to supporting the mentoring program.
- Mentoring program will be aligned with the Department's business strategy for high performance.
- Leadership, coaching, interpersonal skills, and professional growth opportunities for our workforce are available and highly visible.
- Knowledge and skill of less experienced workers contribute to the growth and health of the organization.
- The workforce is supported in awareness and understanding of the organization's values, vision, mission, and goals.
- Senior and experienced staff shares skills and knowledge with less experienced staff.
- New employees are supported in locating and accessing organizational resources and staff.
- A climate of open communication and dialogue is fostered.
- A network of professionals is established, cultivated, and strengthened.
- Innovation and technologies are promoted, and designed to enhance the workforce and goals of the Department.
- Support for knowledge transfer and the interchange/exchange of information between members of different organizations is promoted.



## Communication Strategy - Risks Management

Risk	Mitigating Response
Uncoordinated communication campaign	<ul style="list-style-type: none"> <li>• Be vigilant in linking and/or sequencing activities</li> <li>• Pay attention to timelines and lead-time to ensure actions are taken in a timely manner</li> </ul>
No budget	<ul style="list-style-type: none"> <li>• Downsize expectations</li> <li>• Get creative with no-cost options</li> <li>• Partner with other elements to share resources</li> <li>• Use similar, funded PR platforms (newsletters, symposia, etc.) and “piggyback”</li> </ul>
Late decisions and missed deadlines	<ul style="list-style-type: none"> <li>• Communicate the risk to senior management the implications of missed deadlines and unmade decisions</li> </ul>
Senior managers/champion/sponsor does not send messages	<ul style="list-style-type: none"> <li>• Communicate to senior management the importance of executive support for meeting stated goals</li> <li>• Assist senior management with drafting communications</li> <li>• Leverage strategic forums, such as L&amp;D Board of Directors meetings, internal Team/Staff Meetings, Training Managers Meetings, DVU, etc.</li> </ul>
Employees are unmotivated to participate in the Mentoring Program; PR campaign is stalling	Highlight the role of mentoring to the staff and its importance





# MENTORING PROGRAM

## Guidance and Program Plan



U.S. DEPARTMENT OF  
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