

*Headquarters, USMC
Civilian Mentor Program*

**QUICK
REFERENCE GUIDE**



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Chapter 1: Introduction

Introduction

Headquarters, U.S. Marine Corps has authored and published the current Civilian Career and Leadership Development Mentoring Handbook. As the title indicates, mentoring activities have been closely tied to the correlating Civilian Leadership Development (CLD) program. MCO 12410.24 describes the policies delineated for the mentoring and CLD program at local activities. Local activities are mandated to:

1. prepare a plan to implement the CLD framework at their command
2. announce the CLD program to their employees
3. solicit activity employees to serve as Mentors
4. arrange for appropriate Mentor training
5. assist the employee in choosing a Mentor after receipt of a 360 degree assessment
6. assist the Mentor, the employee, and the employee's supervisor in developing the employee's Individual Leadership Development Plan
7. provide a semi-annual report (30 April and 30 October) of the number of CLD Participants, the number of Mentors, the number of CLD Participants who have taken the CLD skills assessment, the number of CLD Participants who have been promoted, and the number of CLD Participants who have been selected for supervisory/managerial positions.

Civilian Workforce Campaign Plan

This Mentor Program is part of a greater Civilian Leadership Development effort outlined in the Marine Corps' Civilian Workforce Campaign Plan (CWCP). Published in January of 2003, the CWCP outlined 6 strategic goals:

1. nurture, build, and grow Civilian Marines through the integration of our value proposition throughout the entire work life cycle
2. establish an integrated Total Force management approach, including assessment and adjustment processes, for proactively shaping the workforce of the future
3. provide flexible developmental opportunities throughout the entire work life cycle to shape the workforce
4. create leaders at every level to reinforce the value proposition
5. fortify workforce management expertise in military and civilian managers as well as Human Resources professionals
6. structure the Civilian Marine performance evaluation system to foster teamwork and accountability and to reward high performance

This Mentor Program Quick Reference Guide is intended as an easy-to-use Mentor Program overview for Coordinators, Mentors, Participants, and anyone wishing to learn more or participate in the Marine Corps Civilian Career Mentor Program.

The Quick Reference Guide is color-coordinated for easy reference.

Chapters particularly pertinent to Mentors or potential Mentors are marked with a red triangle.



Chapters particularly pertinent to Participants or potential Participants are marked with a yellow circle.



Chapters providing reference to program policy, implementation guidelines, general civilian personnel career development, or other outside resource or reference information are marked with a green square.



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Chapter 2: Key Mentor Program Components

Introduction

In 1990, the National Mentor Working Group identified program components shared by successful mentoring programs¹. When implementing a Mentor Program, work to incorporate the following characteristics:

1. a statement of purpose and long-range plan
2. a recruitment plan for both Mentors and Participants
3. an orientation for Mentors and Participants
4. eligibility screening for Mentors and Participants
5. a readiness and training curriculum for all Mentors and Participants
6. a matching strategy
7. monitoring and evaluation processes
8. a support, recognition, and retention component
9. closure steps
10. garner strong leadership and workforce support
11. link the Mentoring program to other organizational initiatives
12. customize the program to fit the unique culture of the organization
13. establish channels of communication and interaction

Definitions of each of these characteristics, as well as Marine Corps policies and practices, are identified below.

1. Statement of Purpose and Long-Range Plan

A Statement of Purpose for the Marine Corps Civilian Career Mentor Program has already been established and is as follows:

“Enhance the leadership and technical/functional skills and competencies of all Civilian Marines.”

2. Develop a Recruitment Plan for both Mentors and Participants

Recruiting Mentors and Participants is critical to the success of the Mentor Program. Standardizing recruitment policy is closely tied with standardizing eligibility criteria, which allows for program participants to move between geographic locations without change in program policy or practice. A successful recruitment plan should:

- be tied to larger organizational goals and objectives
- be centralized to locally-based programs to capitalize on service-wide efforts
- employ consistent recruiting methods and practices

Many different USMC Mentor Program recruiting practices and processes already in use are described in detail through:

- the Civilian Marine web site
- the CCLD Quarterly Newsletter
- electronic messages and local web sites at local commands
- conferences, publications, symposia, and online information published by Communities of Interest (COI) leaders

At a minimum, recruiting messages will include information about the benefits to all involved (see chapters 4, 5 and 6, Role of the Mentor, Participant and Organization, for commonly recognized program participation benefits).

3. Orientation Program for Mentors and Participants

Role of the Mentor Program Coordinator

As part of the recruitment process, initial orientation information shall be disseminated. Orientation should also include:

- an introduction to and description of the role of the local Mentor Program Coordinator. The Mentor Program Coordinator for each Base/Station locally manages Mentor Program implementation for his or her respective Civilian

Marine populations. Functions and responsibilities of the Program Coordinator include:

- acting as a central resource for program participants at the program execution level
 - assisting with the matching process by providing assistance during the selection of Mentors and Participants
 - monitoring the relationships, fixing ailing pairings by helping to find new partners for Mentors or Participants that are mismatched or experiencing unforeseen difficulties
 - collecting evaluations, focused on both individual relationship progress and overall organizational impact
 - analyzing the evaluation results and working with USMC to refine the program, based upon the “lessons learned” and the results of the reports
 - assisting the Mentor-Participant partnerships by offering advice and distributing templates to create viable Mentoring Action Plans
 - promoting the program by offering program information and assistance to potential recruits
 - helping to maintain the Civilian Leadership Development website, writing pieces in newsletters, advertising or posting new program information, training and educational opportunities, and reporting success stories
- what program participants can expect from a mentoring relationship
 - (see chapters 4, 5 and 6, Role of the Mentor, Participant and Organization, for program expectations)
 - information about program time commitment guidelines (for both Mentor and Participant)
 - at a minimum, Mentors and Participants should expect to meet at least quarterly, either in person or via telephone

4. Eligibility Screening for Mentors and Participants

Due to the geographical mobile nature of many Mentor Program Participants, it is critical that eligibility policy is consistent between all USMC activities.

Eligibility criteria for the Mentor Program:

A Mentor:

- can be either military or civilian
- must be someone other than the individual's first or second level supervisor
- must be at least two grade levels above the individual (Military personnel may be one grade equivalent above the individual)
- may be from another organization within the same geographic proximity as the Participant
- may mentor more than one Participant with approval from the mentor's immediate supervisor to preclude adverse impact on normal duties

A Participant:

- can be of any Civilian Marine grade level
- must have volunteered for the program
- must have supervisory approval to participate
- must be willing to complete a self-assessment
- must be willing to enter into a Mentor and Participant agreement
- may have up to two Mentors – one for leadership development, and one for technical/functional community of interest development

5. Readiness and Training Curriculum for Mentors and Participants

It is essential to provide both introductory and advanced workforce training sessions to develop and improve the necessary Mentor and Participant knowledge and skills. The Civilian Leadership Development Mentor Train-the-Trainer course provides the core content and resources to perform classroom-based training within Communities of Interest or at Bases/Stations for introductory purposes.

Advanced workforce training is provided based on the training needs of the individuals participating in the Mentor program through the Civilian Career Leadership Development framework.

During the completion of a Leadership Effectiveness Inventory and an Individual Development Plan (See chapter 3, Mentor Program Process), areas of improvement shall be identified that are linked to appropriate developmental activities, that could include formal training. Formal training opportunities will be dependent upon the funding available for training at the Base/Station or within each Community of Interest. Informal and no-cost training opportunities are identified in the Individual Development Plan template provided in chapter 8, Mentor Program Templates.

6. Matching Strategy

A pre-defined strategy for matching Mentors and Participants is one of the most critical components of any Mentor Program, with several processes and theories available for consideration. See chapter 7, Mentor-Participant Matching Guidelines, for important matching strategy considerations.

7. Program Monitoring and Evaluation Processes

It is essential to monitor the program progress in order to measure the impact and validate the benefits of the Mentoring

process. Activities essential to monitoring and evaluating a Mentor Program include:

- creation of tracking systems, including log books, spreadsheets, databases, and Program Participant files (including Development Plans and Action Plans)
- solicitation of program evaluations at the end of each Mentor-Participant cohort (annually), from both the Mentor and the Participant
- review and report program evaluation findings. Note that MCO 12410.24 requires provision of a semi-annual report (30 April and 30 October) of the number of CLD Participants, the number of Mentors, the number of CLD Participants who have taken the CLD skills assessment, the number of CLD Participants who have been promoted, and the number of CLD Participants who have been selected for supervisory/managerial positions. A quarterly report also allows for input into quarterly CLD newsletters

8. Support, Recognition, and Retention Component

It is very important to recruit experienced and expert Mentors as program participants. In order to accomplish this goal, it is essential to offer a series of advertised incentives to inspire qualified Mentors to apply. As Mentors in the Marine Corps Mentor Program can be military or civilian, thought must be given to which incentives will be most career-enhancing for the individual. Specific incentives can include:

- awarding Mentors with credit toward general career development goals to gain promotions, raises or honors
- offering educational benefits, including Mentor Certificates (organizationally generated) or Mentor Certification Programs (university continuing education credits)

- appeals to psychological factors, including sense of fulfillment, contributing to the USMC community and learning and practicing good leadership skills
- hosting formal award ceremonies and events recognizing Mentor participation, including “Mentor of the Month” recognition in newsletters, local and central CLD websites, and command announcements
- organizing networking opportunities, including brown bag lunches, Mentor-Participant meetings, question and answer sessions, or regularly-scheduled luncheons
- documenting success stories, including promotions, educational accomplishments, and career achievements of Mentors and their Participant partners

9. Closure Steps

Most Mentor programs typically include a defined program period and specific activities within that period that translate into focused program goals and activities in consonance with business management best practices. Without a specific timeframe in which to accomplish them, many goals and objectives of Participants may never come to fruition. Establishing a program timeframe also may expand both the Mentor and Participant pool, as candidates understand the program requires a set (rather than indefinite) commitment.

A standard timeframe for a Mentor-Participant relationship is generally one year². Specific milestones within this timeframe help to shape Mentor-Participant progress and allow for feelings of success, such as:

- an annual reception event that introduces program participants and their supervisors to senior-level personnel either at the Base/Station or within their Community of Interest
- at least quarterly Mentor/Participant meetings

- a Mentor Program semi-annual and annual meeting with the Mentor Program Coordinator
- a group project developed by Participants that ties their leadership or technical development goals to the activities of the organization or functional community, respectively
- a graduation event for those who have successfully completed the program goals identified in the IDP

10. Garner Strong Leadership and Workforce Support

Through the Civilian Workforce Campaign Plan identified at the beginning of this Quick Reference Guide, as well as many other senior-level activities, publications and events, the Marine Corps Civilian Career Mentor Program enjoys significant support from its leadership, both military and civilian. Key activities that can be scheduled at a local level that will continue to encourage support from the civilian workforce include:

- soliciting workforce input by conducting interviews with workforce members to gain insights into their current status, perceived needs, and future challenges
- enhancing the current CCLD website to include updated local program activity and recently-developed or updated program tools and techniques
- encouraging and helping the local workforce learn all they can about the roles of Mentors-Participants by regularly publishing success stories and events in the Quarterly CCLD Newsletter, command announcements, messages and in career development centers
- arranging a series of “brown bag” lunches or other informal local gatherings to discuss the organization of the Mentoring Program and to inspire interest by soliciting active duty USMC participation as well as Civilian Marines

11. Link Mentoring Program to Other Organizational Initiatives

Create and advertise a visible integration strategy upfront by linking the Mentor Program to existing organizational initiatives, such as locally-sponsored professional development programs, leadership events, or specific activities sponsored by functional Communities of Interest. It is important that program participation incentives are clearly visible to Mentor Program Participants, by showing that the mentoring experience can also achieve career advancement or professional rewards.

To achieve these organizational linkages, it is important that local Program Coordinators remain in close contact with each other, Communities of Interest leaders, and Headquarters, Marine Corps Civilian Leadership Development (CLD) points of contact.

12. Customize the Program to Fit Organizational Culture

In considering program options and choices, USMC organization and culture must be taken into consideration above all else. The Marine Corps culture lends itself to general Mentor Program guidelines as follows:

- The culture of the USMC lends itself to following a **centralized** command, so successful local programs lend themselves to a centralized and standardized approach.
- Within the unique USMC culture, **volunteers** are inspired to contribute to the advancement of USMC goals, so local programs will do well to recognize that philosophical motivation, through internal recognition and fulfillment of organizational missions, is a powerful motivator. Local programs should do all they can to publicly recognize and reward program participants.
- The USMC culture embraces **orderliness and efficiency**, so structured Mentor-Participant matching and reporting

systems help organize the program in the most efficient manner and also have the capability to report the results.

- The continued **loyalty** of the USMC community is renowned, so local programs should cast a wide net to recruit qualified Mentors, including military, civilian and retired Marines, as available

13. Establish Channels of Communication and Interaction

By creating fundamental channels of communication and collaboration, USMC is able to conduct recruitment campaigns, advertise Mentor events, educate the workforce regarding the concept of Mentoring, and provide access to resources to assist and train Mentors and Participants. Specific communication channels available to all Program Coordinators, Mentors and Participants include:

- online “Collaboration Zone” available through the central CCLD website:
<https://inweb1.manpower.usmc.mil/CCLD/index.htm>
- this online site includes:
 - recruiting techniques and updates
 - advertising of program resources
 - program goals and latest events
- quarterly CCLD Newsletter, which includes:
 - mentor program updates
 - mentor tips
 - award announcements
 - lessons learned
 - training and educational opportunities
 - upcoming events
 - Mentor-Participant success stories



Chapter 3: Mentor Program Process

Introduction

The Mentoring process consists of four basic steps, as outlined below³.

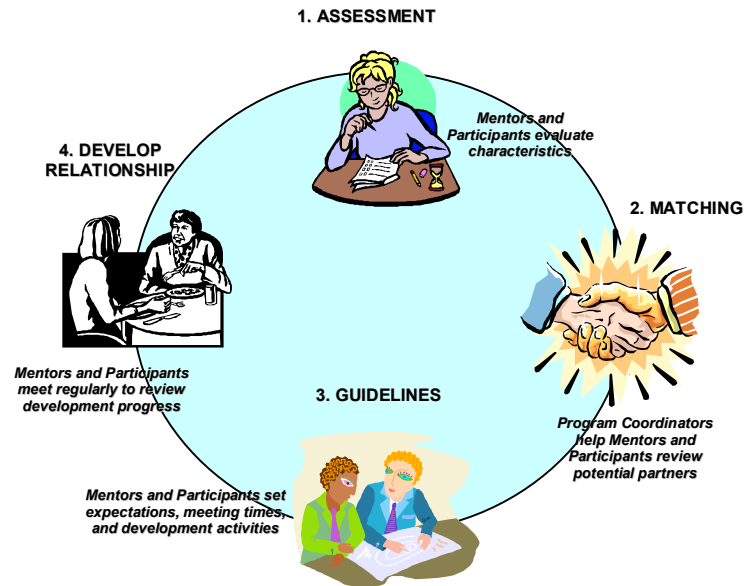


Figure 3-1. Mentor Program Process

Step 1: Assessment

- Complete a self-evaluation (both Mentors and Participants).
- Check your traits against ideal Mentor or Participant characteristics.
- Ask yourself: can you commit to a mentoring relationship?
- Work to perfect your traits and abilities.

Step 2: The Match

- Review completed Mentor or Participant applications and assessments with your local Mentor Program Coordinator.
- Review applicant characteristics against “what to look for” lists (see chapters 4 and 5, Role of the Mentor and Role of the Participant).
- Conduct an introductory meeting to ensure match is a comfortable one.

Step 3: Establish Guidelines

- Meet together to discuss expectations and goals.
- Set up a standard and regular meeting time and venue.
- Begin creating an Individual Development Plan (IDP). See chapter 8, Mentor Program Templates, for a sample IDP.

Step 4: Develop the Relationship

- Keep regularly scheduled meeting times.
- Flesh out IDP activities with a Mentor Action Plan (MAP). See chapter 8, Mentor Program Templates, for a sample MAP.
- Document program progress using a Progress Chart. See chapter 8, Mentor Program Templates, for a sample Progress Chart.

Expectations, responsibilities, and support for each of these steps are outlined throughout this Quick Reference Guide, notably in chapters 4, 5 and 6: Role of the Mentor, Participant, and Organization.

In addition to four basic process steps, there are four stages within the Mentor-Participant relationship program Participants can expect to encounter⁴ (these stages typically occur during Process Step 3: Guidelines and Process Step 4: Develop Relationship as depicted above).

Step 1: Prescriptive Stage

The initial Mentor-Participant stage is necessary when the Participant has little or no experience on the job. This stage is characterized by:

- Mentor directing and advising
- significant Participant dependency
- Mentor giving substantial attention, praise and detailed procedural information
- Mentor giving examples of how to handle specific situations

Step 2: Persuasive Stage

During this stage, the Mentor may need to persuade the Participant to:

- find answers
- seek challenges (with direction)
- take risks
- make new discoveries

Step 3: Collaborative Stage

During this stage, the Mentor and Participant work together to solve problems. The Participant is actively involved in fulfilling and expanding his or her Individual Development Plan.

Step 4: Confirmative Stage

During this final stage, the Participant seeks Mentor wisdom and insight into more complex concepts, such as organizational policies and people.

- Mentor acts as a sounding board.
- Mentor watches, creates or negotiates opportunities for Participant.

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Chapter 4: Role of the Mentor

Introduction

The term “mentor” has its origin in Homer's Odyssey when a wise and learned man named Mentor was entrusted with the education of Odysseus' son Telemachus. Today, mentoring in the general sense is simply the advice from a respected, experienced person provided to someone who needs help.

In the professional context, a Mentor is a person who oversees the career and development of another (usually junior) person. Mentors help others clarify professional, and often personal, goals.

Mentor Eligibility Criteria

A Marine Corps **Mentor**:

- can be either military or civilian
- must be someone other than the individual's first or second level supervisor
- must be at least two grade levels above the individual (Military personnel may be one grade equivalent above the individual)
- may be from another organization within the same geographic proximity as the Participant
- may mentor more than one Participant with approval from the Mentor's immediate supervisor to preclude adverse impact on normal duties

Benefits

There are several tangible and intangible benefits to mentoring. Most Mentors report:

- sharpened management and leadership skills

- expanded professional contacts
- personal satisfaction and fulfillment
- pride in another person's achievement
- increased career and educational opportunities
- opportunity to contribute to USMC community
- exhibiting good citizenship
- formal recognition of effort

Responsibilities

Initially, a Mentor is generally responsible for guiding the Mentor-Participant relationship. A Mentor also has many overarching responsibilities to consider. Specifically, a Mentor must continually strive to:

- set realistic expectations
- maintain contact with his or her Participant
- listen with empathy and provide feedback
- provide support and encouragement
- foster the relationship
- follow through on commitments
- keep alert for development opportunities
- share successes and failures

Expectations

Most Mentor Program Participants expect:

- encouragement
- support
- honesty
- candid organizational information
- advice or suggestions
- availability
- guidance
- help with "vision"
- information on career opportunities

- help in setting up rotational assignments
- help in developing professional development plan of action

Special Note: Many potential Mentors are concerned with the amount of time a Mentor-Participant relationship may require. As a rule, Mentors and Participants should meet, at a minimum, once a quarter. Mentor-Participant relationships, however, have been managed successfully across the United States and overseas, so long as each partner maintained a continued interest in the partnership.

Characteristics

Central qualities of mentoring include “nurturing,” “insightful,” and “supportive.” Drawing further from literature the mentoring role can be labeled with a variety of terms, including guide, supporter, advisor, specialist, coach, consultant, encourager, and befriender. Additionally, ideal Mentors:

- are patient
- are respected
- are respectful of others
- are people-oriented
- are good motivators
- are effective teachers
- are self-confident
- are achievers
- value the Marine Corps

In determining whether a potential Mentor-Participant relationship will be successful, refer to chapter 7, Mentor-Participant Matching Guidelines, to review “What to Look for in a Mentor” and “What to Look for in a Participant.”

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Chapter 5: Role of the Participant

Introduction

Traditionally, the focus of a Mentor Program is on the Participant, or the “less seasoned” individual within a Mentor-Participant relationship. Successful Participants are legendary: most famous sports figures, Olympic athletes, military and civilian leaders, and artists credit a senior person with his or her success. In order to enjoy a successful Mentor-Participant experience, however, the Participant must focus not only on the benefits of his or her Mentor’s experience, but must also actively pursue targeted developmental opportunities and focus on goals and timeframes.

Mentor Eligibility Criteria

A Marine Corps Mentor Program **Participant**:

- can be of any Civilian Marine grade level
- must be a volunteer
- must have supervisory approval to participate
- must be willing to complete a self-assessment
- must be willing to enter into a Mentor and Participant agreement
- may have up to two Mentors – one for leadership development, and one for technical/functional community of interest development

Benefits

As discussed, there are many tangible and intangible benefits to being a Participant in a Mentor program. Participants can look forward to:

- increased confidence
- enhanced career satisfaction
- greater number of career opportunities

- smoother career transitions
- stronger leadership competencies

Responsibilities

While a Participant can expect to reap many professional and personal rewards by working with a Mentor, each Participant should enter a Mentor-Participant relationship ready to work. Specifically:

- prepare for Mentor meetings
- work to develop targeted skills
- be flexible and listen to all options
- seek advice when needed
- focus on set goals

Expectations

When evaluating a potential Participant, Mentors will consider the following:

- professional competence
- ambition
- desire to learn
- commitment to the organization
- initiative
- desire and ability to accept greater levels of responsibility
- similar perceptions of work and the organization
- ability to establish alliances
- ability to work as a team player
- ability to learn and demonstrate organizational savvy
- positive attitude

In determining whether a potential Mentor-Participant relationship will be successful, refer to chapter 7, Mentor-Participant Matching Guidelines, to review “What to Look for in a Mentor” and “What to Look for in a Participant.”



Chapter 6: Role of the Organization

Introduction

Organizations sponsoring Mentor Programs are among the biggest beneficiaries of such an investment. Although informal Mentor Programs have been in existence for a long time, the recruiting, retention and other intangible benefits of sponsoring a Mentor Program have become increasingly visible and interesting to organizations outside military services, particularly teaching organizations (universities and school districts in particular), international governments, and community youth programs. The Marine Corps Mentor Program is a compilation of best practices, processes, and tools derived from both public and private sector organizations.

Benefits

The skills of the Marine Corps workforce, both military and civilian, are critical components necessary to meet organizational requirements. Mentoring provides a method of cultivating these individual skills to achieve larger organizational objectives. Over time, Mentoring Programs at both private and public organization have been shown to achieve the following organizational results:

- leadership development
- employee recruitment and retention strategy⁵
- competency development
- succession planning
- conservation of corporate memory
- career development⁶
- promoting workplace diversity
- proficiency for new hires
- technology transfer
- preserving intellectual capital
- improve productivity
- enhanced skills and job performance
- cost savings - avoiding waste and mistakes

The primary reason many organizations implement a Mentor Program is to increase the rate of employee retention, thereby increasing productivity and reducing time needed for new employee training. On a percentage basis, here are the top six benefits sought as a result of implementing a Mentor Program⁷:

- increase employee retention (73%)
- improve leadership skills (71%)
- new hire orientation (66%)
- enhance career development (62%)
- promote diversity (48%)
- improve employee technical knowledge (30%)

USMC Mentor Program Organization Components

Civilian Leadership Development (CLD)

To organize available career development resources and to provide guidance for developing Civilian Marines, MCO 12410.24 established a structured program entitled Civilian Leadership Development (CLD). A voluntary program, CLD resources and support are available to all Civilian Marines who want to participate in a planned skills development progression, similar to progression paths of military personnel.

The cornerstone of Civilian Leadership Development is mentoring, training, and developmental assignments (such as job rotations, specific in-house training, or off-duty personal development activities). As outlined in chapter 3, Mentor Program Process, each CLD participant will work with program coordinators to find a suitable Mentor.

Communities of Interest (COIs)

Civilian career groups have been broken up into 21 Communities of Interest (COI), each led by a senior civilian. Attributes of each COI include⁸:

- functional commonality
- unique core competencies critical to the mission

- common knowledge, skills and experience
- common core training curriculum
- common culture and professional identity
- identifiable career path
- senior leadership advocate
- links to professional organizations
- centralized management of information and standards

The 21 COIs are:

- Engineering and Science
- Acquisition Program Management
- Information Technology Management
- Logistics
- Education and Training
- Contracts
- Human Resources
- Financial
- Legal
- Facilities
- Environmental
- Administration
- Community Support
- Analysts
- Intelligence
- Industrial Trades
- Manufacturing and Production
- Medical
- Security and Law Enforcement
- Media and Public Relations
- Safety and Occupational Health

COIs are integral to a comprehensive career and leadership development program, including supporting establishment of standards for Mentors and Participants, as well as advising on suitable professional goals and developmental activities.

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Chapter 7: Mentor-Participant Matching Guidelines

Introduction

Finding the appropriate Mentor or Participant is the single most important element of any Mentor Program. Matching Mentors and Participants can be a highly technical process, using advanced software assessment and database applications, or more informal, based on written program applications and self-selection. As outlined in chapter 3, the Mentor Program Process, matching Mentors and Participants is the second step of a complete mentoring cycle (the first step, also discussed below, is the Assessment step).

Important Mentor-Participant Relationship Characteristics

When evaluating a potential Mentor or Participant, consider the potential for five specific characteristics:

1. respect
2. trust
3. partnership building
4. realistic expectations and self perception
5. available time

What to Look For in a Mentor

Mentors help others develop professionally by sharing their knowledge and experiences, both through structured mentor programs and informal professional relationships. Mentors in the Civilian Marine Career Mentor Program can be military or civilian. When evaluating a potential Mentor, consider the following:

- Do your work and communication styles match the prospective Mentor's?

- Does the Mentor have knowledge and experience in areas related to your career goals?
- Is the Mentor's grade or rank within two or three levels above your own?
- Is the Mentor professionally capable?
- Is the Mentor a good role model?
- Is the Mentor an achiever?
- Is the Mentor a good teacher, coach, motivator?
- Is the Mentor supportive and respectful?
- Will the Mentor be available to meet with you regularly?
- Do you feel comfortable talking with him or her?
- Will the Mentor give you honest feedback about you and your developmental needs?
- Is the Mentor enthusiastic about mentoring?
- Does the Mentor have an ability to develop organizational alliances?
- Will the Mentor give you candid information about the organization?
- Can the Mentor help you find opportunities to demonstrate your capabilities?
- What do other employees say about the Mentor as a Mentor?

What to Look for in a Participant

- competence, credibility
- ambition
- desire to learn
- commitment to the organization
- initiative; eagerness to learn
- desire and ability to accept more senior level responsibilities
- loyalty
- similar perceptions of work and the organization
- ability to establish alliances
- ability to work as a team player
- ability to learn and demonstrate organizational savvy
- candid information and feedback; conduit of organizational information

- ability to keep confidences
- positive attitude

Matching Process Steps

Step One:

In order to match Mentors and Participants, first determine preferences by identifying the general scope of compatibility criteria:

- position/department
- location
- technical/functional specialty
- gender

Step Two:

Next, determine Mentor and Participant personal goals and objectives, choosing from lists of possibilities outlined in “What to Look for in a Mentor/Participant,” above.

Step Three:

Consistency in matching is be accomplished by using a standardized assessment that collects demographic information and task level information. This assessment can be paper-based or an online assessment.

Note: locally-based Marine Corps Mentor Programs use a variety of assessments, but many activities support a “360 Degree Assessment Tool,” which consists of a comprehensive series of questions designed to identify personal and professional gaps suitable for targeting by a professional development plan.

The assessment information is used to further identify requirements, strengths and weaknesses of both the Participant and Mentor, in order to make a successful match with a Mentor who can best meet the Participant’s needs.

Based upon potential Mentor-Participant answers, the matches are then correlated to ensure the development of vital competencies. As mentioned in chapter 2, Key Mentor Program Components, correlation is usually done by a Program

Coordinator and can occur via a number of methods. Several steps should be taken to assure a valid matching process.

- First, the Mentor Coordinator is responsible to solicit and collect potential Participant and Mentor resumes.
- Second, a standardized assessment test should be administered to potential program participants and the results should be correlated.
- Third, if a standardized assessment test is used, it is recommended to add another step: an assessment, matching the specific organizational skills and competencies as well as partner preferences of each applicant as well.

Online assessments are preferable to paper assessments, since the collected data can be stored electronically, easily accessed and further used to conduct additional matches or to issue organizational reports. Recent development and prototyping of the Civilian Leadership Development Assessment (CLDA) tool by the Department of the Navy satisfies this requirement.

Once an appropriate Mentor-Participant match is identified, the match can progress to process Step 3, Establishing Guidelines, and process Step 4, Developing the Relationship.



Chapter 8: Mentor Program Templates

Introduction

The purpose of Development Plans, Mentoring Action Plans, Progress Charts, and other pre-formatted forms is to allow Mentors and Participants to focus on a structured plan to take the Participant through a professional development path. There are several different versions of templates, but the components of each plan are very similar. This chapter identifies more common Plan formats; others are available through many different sources as identified in chapter 13, Additional Resources.

Mentor-Participant Agreement

A Mentor-Participant Agreement is developed and signed once a Mentor and Participant have been matched together. This Agreement forms the basis of guidelines for the rest of the Mentor-Participant relationship, and is similar to a “rules of engagement” contract. A sample Mentor-Participant Agreement is included in this chapter.

Mentoring Action Plan

A Mentoring Action Plan is different from an IDP in that it is broader in nature and strives to link Participant goals back to larger organizational objectives⁹, especially with regard to developing leadership competencies. (For a thorough description and definition of leadership competencies, see chapters 9 and 10, Civilian Leadership Development Continuum and Competency Definitions). A sample Mentoring Action Plan is also included in this chapter.

Individual Development Plan

An Individual Development Plan (IPD) is a written plan designed to meet employee’s short and long-term goals for development. An IDP is a tool to aid in planning for training and experience in

order to develop knowledge, skills and abilities (KSA's) to do a job proficiently. It is a plan that enables employees to set goals and objectives while providing a forum for supervisors/managers to communicate with their employees about their goals and objectives¹⁰.

Examples of developmental career plans suitable for an IDP are:

- temporary assignments to other positions, departments or organizations (rotations)
- observation experience, or “shadowing”
- involvement in organizational change efforts
- chairing Process Action Teams or Working Groups
- participating in professional societies
- authoring professional publications
- attending conferences
- community service
- assuming project lead responsibilities

A sample Individual Development Plan is also included in this chapter.

Mentor and Participant Agreement

Participant's Name: _____

Mentor's Name: _____

Terms of Agreement

Confidentiality. All information between the Participant and the Mentor shall be confidential and only shared with other parties if both agree.

Expectations. It is expected that the Mentor will provide professional and educational development advice, guidance, professional contacts and networking connections as appropriate. The Participant will discuss with the Mentor professional development options and both parties will work together to develop the Participant's Individual Development Plan.

Meetings. The Participant and Mentor shall meet at least quarterly at a time and place mutually agreed upon.

Length of Relationship. The Participant and Mentor agree that the professional relationship will be evaluated yearly as to the benefit of continuing the agreement. If either party has circumstances that preclude the continuation of the agreement, they will notify the other party as soon as possible to terminate the agreement. We understand that either party has the option of discontinuing the relationship for any reason providing the terminating party notifies the other.

This document reflects the agreements that we enter into at this point in time. We understand that the terms of this agreement may be changed at any time and that we agree to document such terms in writing.

Mentor Signature Date

Participant Signature Date

Mentoring Action Plan

<p>Participant's Name _____ Mentor's Name _____</p> <p>Organization/Department _____ Year _____</p> <p>1. I plan to focus on the following principle(s) of Leadership Effectiveness and/or Functional/ Technical development to enhance my professional growth this year:</p> <p>2. These are the goals I have set for myself within these principles. (Refer to the statements of required knowledge, dispositions, and performances for the principle you have chosen to assist you.)</p> <p>3. This is how I believe the successful accomplishment of my goals will lead to improved leadership and/or functional/technical development.</p> <p>4. This is how I plan to evaluate my progress toward reaching my goals. (How, checkpoints, indicators of success, etc.)</p> <p>We agree to work together as a collaborative team to implement this plan.</p> <p>Participant's signature _____</p> <p>Mentor's signature _____</p> <p>Please give a copy of this plan to the mentor coordinator by _____</p> <p>Keep the original for your files. You will be asked to evaluate and reflect on your progress twice during the year: mid year, and at the end of the year.</p>

Individual Development Plan (IDP)

**Civilian Career and Leadership
Individual Development Plan (IDP)**

Employee's Name _____ Performance Period _____ to _____

Supervisor's Name _____ Mentor's Name _____

Date IDP developed _____

Competency	Developmental Activity (ies)	Target Date	Complete Date	Supervisor's Initials	Mentor's Initials

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Chapter 9: Civilian Leadership Development Continuum

Introduction

The Civilian Leadership Development Continuum is a professional development pathway borne out of the federal leadership competency model known as the Leadership Effectiveness Framework. Broken down more clearly:

Step 1. The Leadership Effectiveness Framework consists of core competencies, or skills, defined by the Office of Personnel Management (OPM) and applied to the U.S. federal workforce. Skills (competencies) included in the framework are those determined to be most critical to career success in the federal government, and include traits such as “flexibility,” “innovative thinking,” and “self-direction”¹¹. This framework was designed to suit *all* federal employees and a Marine Corps specific framework was included in the Civilian Marine Mentoring Handbook in 1996. A list of Civilian Marine leadership competencies and their definitions is included in chapter 10, pages 10-1 through 10-5.

Step 2. The Civilian Leadership Development Continuum reflects Leadership Effectiveness Framework competencies *across four different career levels*: foundational, supervisory, managerial, and executive. For example, at the foundational career level, it is important to master broad skills such as “oral communication” and “problem solving.” At the executive level, Civilian Marines should build from their existing competencies and work to develop “strategic vision” and “joint service perspective” (among others). A graphic depiction of the Civilian Leadership Development Continuum is displayed on the next page.

Step 3. A strong working relationship between Mentor and Participant, along with a well-thought-out Individual Development Plan, are the most effective tools to help Civilian Marines master the competencies identified in the Civilian Leadership Development Continuum.

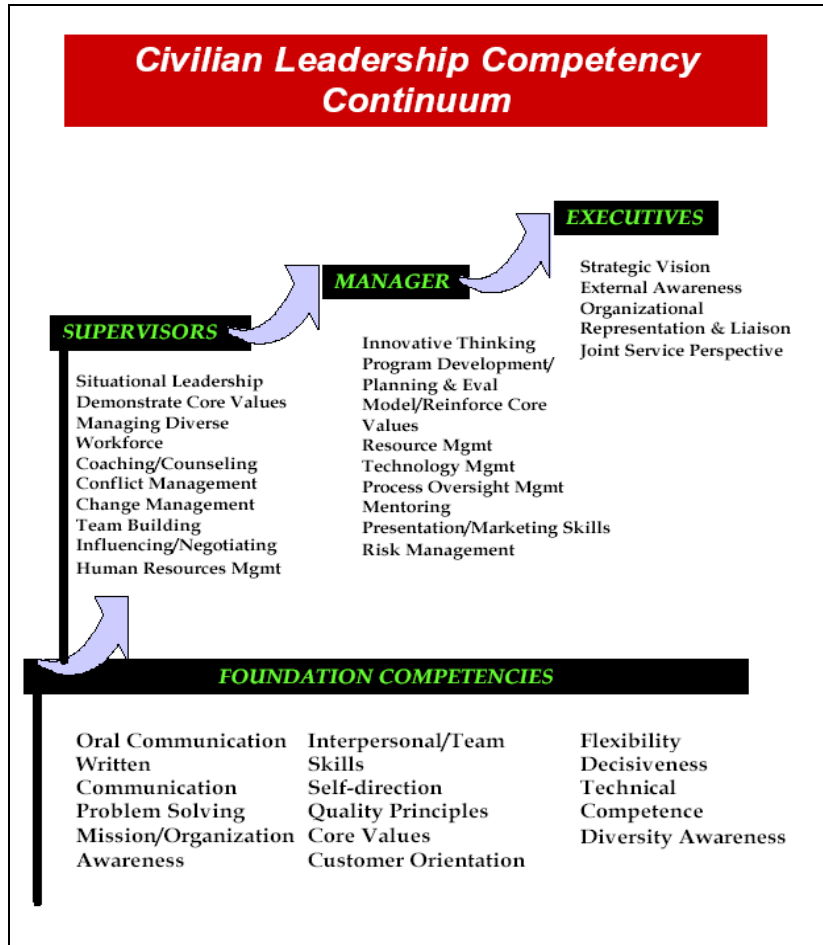


Figure 9-1. Civilian Leadership Development Continuum¹²



Chapter 10: Civilian Leadership Development Competency Definitions

Introduction

The following table is based on those skills (competencies) determined by the Office of Personnel Management (OPM) to be most critical to federal employee career success¹³. This list of competencies was adapted for the Marine Corps and included in the Civilian Marine Mentor Handbook in 1996.

Once identified, these skills were mapped to specific career levels in the Civilian Leadership Development Continuum. A depiction of competencies appropriate for each career level is included in chapter 9, page 9-2.

Table 10-1. Civilian Leadership Development Competency Definitions

<i>Civilian Leadership Development Competency Definitions</i>	
LEADERSHIP COMPETENCY	DEFINITION
Change Management	Serves as a positive agent for changes in the organization's structural alignment, climate, or operational processes. Learns about and proactively advocates and influences the adoption of promising new ideas, methods, services, and products from knowledge of best practices in government and industry.
Coaching/Counseling	Develops skills in observation, listening, and one-on-one teaching; applies them to assist others to learn and continually improve their performance; and provides effective feedback.
Conflict Management	Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner.
Customer Orientation	Actively seeks customer input; ensures customer needs are met; continuously seeks to improve the quality of services, products, and processes.

Civilian Leadership Development Competency Definitions	
LEADERSHIP COMPETENCY	DEFINITION
Decisiveness	Takes action and risks when needed; makes difficult decisions when necessary.
Diversity Awareness	Respects and values the differences and perceptions of different groups/individuals.
DON Mission/Organization Awareness	Possesses knowledge of the mission and organization of the Department of the Navy (DON) including an understanding of how the organization fits into the entire DON.
External Awareness	Stays informed on laws, policies, politics, Administration priorities, trends, special interests, and other issues; considers external impact of statements or actions; uses information in decision-making.
Flexibility	Adapts to change in the work environment; effectively copes with stress.
Human Resources Management	Ensures effective recruitment, selection, training, performance appraisal, recognition, and corrective/disciplinary action; promotes affirmative employment, good labor relations, and employee well-being.
Influencing/Negotiating	Networks with, and provides information to, key groups and individuals; appropriately uses negotiation, persuasion, and authority in dealing with others to achieve goals.
Innovative Thinking	Develops insights and solutions; fosters innovation among others.
Interpersonal/Team Skills	Considers and responds appropriately to the needs, feelings, capabilities and interests of others; provides feedback; treats others equitably.
Joint Service Perspective	Demonstrates an understanding of the role of the Department of Defense and the importance of the support roles and missions of all the Military Departments and Defense agencies and how they contribute to the success of DOD overall.

Civilian Leadership Development Competency Definitions

Civilian Leadership Development Competency Definitions	
LEADERSHIP COMPETENCY	DEFINITION
Managing Diverse Workforce	Recognizes the value of cultural, ethnic, gender, and other individual differences; provides employment and development opportunities for a diverse workforce.
Mentoring	Develops the ability to counsel others to help them to achieve personal & professional growth.
Marine Corps Values	Exhibits through personal performance the principles of honor (ethical behavior), commitment (technical excellence and quality of work), and courage (mental strength to do what is right).
Oral Communication	Listens to others; makes clear and effective oral presentations to individuals and groups. (NOTE: For persons who are deaf or hard-of-hearing, use of a sign language interpreter may be appropriate.)
Organizational Representation & Liaison	Establishes and maintains relationships with key individuals/groups outside immediate work unit and serves as spokesperson for the organization.
Presentation/Marketing Skills	Demonstrates the ability to clearly articulate, present, and promote ideas and issues before a wide range of audiences, including senior officials, in such a manner as to ensure program credibility.
Problem Solving	Recognizes and defines problems; analyzes relevant information; encourages alternative solutions and plans to solve problems.
Process Oversight Management	Develops/demonstrates the ability to examine systems and workflows within the organization to facilitate process improvement.
Program Development/Planning & Evaluating	Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.

Civilian Leadership Development Competency Definitions	
LEADERSHIP COMPETENCY	DEFINITION
Quality Principles	Understands and applies quality principles such as teamwork, quantitative decision-making, and continuous process improvement to meet or exceed customer expectations.
Resource Management	Prepares and justifies budget; monitors expenses; manages procurement and contracting.
Risk Management	Identifies potential risks to product/program/processes early and implements effective abatement or control measures; defines evaluation criteria early and continuously collects, assesses, shares, and responds to data appropriately.
Self-Direction	Realistically assesses own strengths, weaknesses and impact on others; seeks feedback from others; works persistently towards a goal; demonstrates self-confidence; invests in self-development; manages own time efficiently.
Situational Leadership	Demonstrates and encourages high standards of behavior; adapts leadership style to situations and people; empowers, motivates, and guides others.
Strategic Vision	Creates a shared vision of the organization; promotes wide ownership; champions organizational change.
Team Building	Fosters cooperation, communication, and consensus among groups.
Technical Competence	Demonstrates technical proficiency and an understanding of its impact in areas of responsibility.
Technology Management	Encourages staff to stay informed about new technology; applies new technologies to organizational needs; ensures staff is trained and capable.
Written Communication	Communicates effectively in writing; reviews and critiques others' writing.



Chapter 11: Executive Core Qualifications (Definitions)

Introduction

The Office of Personnel Management defines Executive Core Qualifications (ECQ's) as the competencies and characteristics needed to build a federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization¹⁴. The Executive Core Qualifications are required for entry to the Senior Executive Service and are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions. The OPM list of ECQs has been slightly modified for the Marine Corps: ECQ 6, "Broad Defense Perspective," is unique to Department of Defense services and agencies.

ECQ 1: Leading Change

This core qualification encompasses the ability to develop and implement an organizational vision that integrates key national and program goals, priorities, values, and other factors. Inherent to this ECQ is the ability to balance change and continuity; to continually strive to improve customer service and program performance within the basic government framework; to create a work environment that encourages creative thinking; and to maintain focus, intensity and persistence, even under adversity.

ECQ 1 is linked to the following leadership competencies (see chapter 9, Civilian Leadership Development Continuum, for a complete competency list).

- change management
- innovative thinking
- external awareness

- flexibility
- resilience
- strategic vision

ECQ 2: Leading People

This core qualification involves the ability to design and implement strategies that maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals.

ECQ 2 is linked to the following leadership competencies (see chapter 9, Civilian Leadership Development Continuum, for a complete competency list).

- conflict management
- managing diverse workforce
- core values
- team building

ECQ 3: Results Driven

This core qualification stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

ECQ 3 is linked to the following leadership competencies (see chapter 9, Civilian Leadership Development Continuum, for a complete competency list).

- customer orientation
- decisiveness
- problem solving
- process oversight management
- technical competence

ECQ 4: Business Acumen

This core qualification involves the ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the organization's mission, and the ability to use new technology to enhance decision making.

ECQ 4 is linked to the following leadership competencies (see chapter 9, Civilian Leadership Development Continuum, for a complete competency list).

- resource management
- program development/planning and evaluating
- human resources
- technology management

ECQ 5: Building Coalitions/Communications

This core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner and to negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations and to identify the internal and external politics that impact the work of the organization.

ECQ 5 is linked to the following leadership competencies (see chapter 9, Civilian Leadership Development Continuum, for a complete competency list).

- influencing/negotiating
- interpersonal skills
- oral communications
- organizational representation and liaison
- written communication

ECQ 6: Broad Defense Perspective

This core qualification is unique to the Department of Defense (has been added to the OPM list of ECQs). Broad Defense Perspective involves knowledge of the operational aspects of more than one major Defense organization (Departments of the Army, Navy and Air Force and Defense Agencies) and an understanding of the world geo-political/military environment in planning, coordinating and communicating toward mission accomplishment. It also involves the ability to incorporate joint service principles.

ECQ 6 is linked to the following leadership competencies (see chapter 9, Civilian Leadership Development Continuum, for a complete competency list).

- joint service perspective
- mission/organization awareness



Chapter 12: Mentor Program Definitions (Glossary)

Civilian Leadership Development

MCO 12410.24 established a structured program entitled Civilian Leadership Development (CLD). A voluntary program, the cornerstone of Civilian Leadership Development is mentoring, training, and developmental assignments (such as job rotations, specific in-house training, or off-duty personal development activities).

Civilian Leadership Competencies

Civilian Leadership Competencies are those specific skills determined by the Office of Personnel Management (OPM) to be most critical to federal employee career success. The group of competencies is referred to as the Leadership Effectiveness Framework. This list of competencies was adapted for the Marine Corps and included in the Civilian Marine Mentor Handbook in 1996.

Civilian Leadership Development Continuum

The Civilian Leadership Development Continuum is a professional development pathway borne out of the federal leadership competency model known as the Leadership Effectiveness Framework.

Communities of Interest

Civilian career groups are divided into 21 Communities of Interest (COI), each led by a senior civilian. COIs are integral to a comprehensive career and leadership development program, including supporting establishment of standards for Mentors and Participants, as well as advising on suitable professional goals and developmental activities.

Individual Development Plan

An Individual Development Plan (IPD) is a written plan designed to meet employee's short and long-term goals for development. An IDP is a tool to aid in planning for training and experience in order to develop knowledge, skills and abilities (KSA's) to do a job proficiently. It is a plan that enables employees to set goals and objectives while providing a forum for supervisors/managers to communicate with their employees about their goals and objectives.

Leadership Effectiveness Framework

The grouping of Civilian Leadership Competencies established by OPM is referred to as the Leadership Effectiveness Framework.

Mentor

A Mentor is a person who oversees the career and development of another (usually junior) person. Mentors help others clarify professional, and often personal, goals.

Mentoring

Mentoring is the process of linking less experienced and more experienced professional for career development.

Mentoring Action Plan

A Mentoring Action Plan is a broad statement of development objectives linking Participant goals back to larger organizational objectives, especially with regards to developing leadership competencies.

Mentor Participant Agreement

A Mentor-Participant Agreement is developed and signed once a Mentor and Participant have been matched together. This Agreement forms the basis of guidelines for the rest of the Mentor-Participant relationship, and is similar to a "rules of engagement" contract.

Participant

Sometimes called a mentee, mentoree, protégé, associate, subordinate, colleague, partner, or follower, this is the individual in the mentoring relationship developing skills, knowledge and attitudes from the observation and assistance of a Mentor.

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Chapter 13: Additional Resources

Introduction

The body of knowledge developed around mentoring, Mentor-Participant relationships, and Mentor-enhanced career development for Civilian Marines is vast, but currently some public and private sectors are more advanced in Mentor Program Development than others, and therefore provide excellent sources of information for burgeoning local Marine Corps efforts.

In particular, academic institutions, such as universities and school districts, typically have well-established mentor programs for new teachers. Community groups centered around developing youth skills and desirable behaviors also are worth noting (although less so, due to the age group of program participants). Certain other branches of the U.S. government outside the Defense Department have made considerable progress documenting program practices and policies, although at this writing efforts are highly decentralized.

Finally, it is worth noting that the International Mentoring Association (IMA) has sponsored a Task Force to identify and codify literature available about Mentoring into a single document, the Mentoring Body of Knowledge (MBOK)¹⁵. Once complete, this effort (similar to the Project Management Institute's PMBOK - Project Management Body of Knowledge documentation), will present foundational mentoring principles and guidelines.

Specific Resources

Although many texts have been written on the subject, most current Mentor Program documentation is produced via the internet. (Research indicates that while texts highlight basic mentor principles, implementation procedures and industry best practice information is more current online). Accordingly, list of primary online mentor resources is presented below:

1. <https://Inweb1.manpower.usmc.mil/CCLD/index.htm>

The official Marine Corps Civilian Leadership Development web site. This site identifies current events, quarterly newsletters, policy, and mentor program practices for Civilian Marines, as well as the Civilian Marine Career and Leadership Development Handbook. This site also links to training and educational opportunities readily available to Civilian Marines.

2. <https://www.cnet.navy.mil/cnet/cld/cldbroad.html>

The Navy Department Civilian Leadership Development web site, including the Navy Department Mentor Handbook, as well as Skills Assessment and Competency Development information.

3. <http://www.mentoring-association.org>

The International Mentoring Association website. Although some areas are for members only (membership is \$65 per year), this site contains not only valuable and current mentor program industry information, but also a sizable list of links to other mentoring resources.

4. <http://ntcntweb.cr.usgs.gov/mentoring/mentorindex.html>

The U.S. Geologic Survey Mentor site, with an excellent list of publicly available training opportunities.

5. <http://www.opm.gov/ses/ecq.html>

The Office of Personnel Management (OPM) site highlighting leadership competencies especially for Senior Executive Service (SES) civilians. This site also then links to training opportunities, as well as other levels of civilian leadership.

6. <http://www.stcatlanta.org/mentor.htm>

The Society for Technical Communication Mentor Program web site. This site is especially valuable for those civilians belonging to more technical (engineering, computers) Communities of Interest.

Program Contact Information

Mentor Program contact information at the Headquarters, Marine Corps is identified below. Program Coordinators are also available at the local level to support existing and prospective Mentors and Participants, and to answer questions. Local contact information is available through two venues:

1. the Civilian Marine career website:

https://inweb1.manpower.usmc.mil/CCLD/about/about_cclid_field_offices.htm

2. The Mentor Program training course that provided this Reference Guide

Location	Name	Address	Phone & Email
HQMC	Dollie McCormick	3280 Russell Road MPC-30 Quantico, VA 22134	703-432-9428 Dollie.mccormick@usmc.mil
Local CLD Administrator: (fill in)			
Local CCLD Coordinator: (fill in)			

Quick Reference Guide Source Information

This Quick Reference Guide was developed using multiple sources internal and external to the Marine Corps. Source information used in development of this Quick Reference Guide (endnotes) is provided below.

¹ "Mentoring: Elements of Effective Practice," National Mentoring Working Group, 1991. Specific recommendations about implementing successful mentor program components (identified throughout chapter 2) are based on this National Mentoring Working Group report.

² A standard Mentor-Participant relationship duration of one year is based on successful mentor programs in many different organizations and industries and academic institutions, including the University of Tennessee College of Education mentor program; Stonybrook University "2003-2004 Year of Community: Mentoring for Success" mentor program; Capital One bank mentor program; and Science Applications International (SAIC) "21st Century Leadership" mentor program, among others.

³ Chief, Naval Education and Training, *Civilian Leadership Development Mentor Program Information*, 1996. (Note: this is a separate document from the Department of the Navy *Mentor Handbook*, also published 1996).

⁴ Headquarters, United States Marine Corps, *Civilian Marine Career and Leadership Development Mentoring Handbook*, 1996. This Handbook not only identifies stages of mentoring, but also Mentor and Participant eligibility requirements, suggested time commitment, and Mentor-Participant matching considerations.

⁵ A survey of over 60 Fortune 500 firms found that only 16 percent (16%) of mentor program participants intended to quit within the following 12 months compared with a rate of 35 percent (35%) for employees who had not been mentored. Additionally, in a survey of US companies with structured mentoring programs, 77% indicated that mentoring improved both employee retention and performance ("Emerging Workforce Study," *Interim*, 1999).

⁶ A survey of Fortune 500 CEO's found that 75 percent (75%) cited mentoring as one of the top three key factor in their career. 96 percent (96%) cited mentoring as an important developmental tool ("Management Workforce Study," *Workforce*, March 1998).

⁷ Manchester Consulting Services, "Tight Labor Market Causing More Companies to Develop Employees Through Coaching and Mentoring," *Modis Professional Services*, March 1999.

⁸ Message, 242117Z AUG 01, DMS HQMC Washington, DC to DMS Manpower Archive, 24 August 2001. This message identified Communities of Interest purpose, focus and categories.

⁹ Mentor Action Plans are used by all organizations as part of developing a workable Participant professional development roadmap. The difference between a Mentor Action Plan and an Individual Development Plan as identified in this document is based on Mentor Action Plan background information from the Recruitment and Retention Program at Western Oregon University.

¹⁰ As with Mentor Action Plans, Individual Development Plans are widely used as a critical component of a professional development plan. The definition of an Individual Development Plan used here is from the Civilian Marine website.
https://1nweb1.manpower.usmc.mil/CCLD/files/SAMPLE_IDP.doc

¹¹ This definition of the Leadership Effectiveness Framework is based on training program information provided by the U.S. Department of Agriculture graduate school, *Training Programs and Services Guide*, on-line, Internet, available from www.register.grad.usda.gov/programs_services/lda/lei_dlc.cfm.

¹² Civilian Leadership Competency Continuum graphic provided by the *Civilian Marine Career Leadership Development Mentoring Handbook*, enclosure 3.

¹³ Office of Personnel Management, *Guide to Senior Executive Service Qualifications: Appendix A: Leadership Competency Definitions*, 1999. Amplifying information about OPM competency definitions and updates is also provided via the U.S. Department of Agriculture graduate school *Training Programs and Services Guide*, on-line, Internet, available from www.register.grad.usda.gov/programs_services/lda/lei_dlc.cfm. Note this list of competencies has been adapted to the Marine Corps via the *Civilian Marine Career Leadership Development Mentoring Handbook*.

¹⁴ Office of Personnel Management, *Guide to Senior Executive Service Qualifications*, 1999. As indicated in the text, SES Executive Qualifications (ECQs) have been adapted to the Marine Corps via the *Civilian Marine Career Leadership Development Mentoring Handbook*.

¹⁵ The International Mentoring Association, "The Mentoring Body of Knowledge: a Glimpse for Non Members of IMA", on-line, Internet, available from www.mentor-association.org/MBOKNonMemb.html.