

**US DEPARTMENT OF ENERGY
OAK RIDGE OPERATIONS OFFICE**

**MENTORING
PROGRAM DESCRIPTION**



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A. DOE-ORO MENTORING PROGRAM OVERVIEW

1. Introduction

Mentoring is an effective way to provide professional development and to enhance learning in the workplace. The purpose of the Department of Energy, Oak Ridge Operations Office (DOE-ORO) and the Department's Mentoring Program is to prepare employees for future leadership positions at ORO and within the Department. The mentoring relationship is a special relationship built on trust, encouragement, and targeted development. A Mentor is a teacher, coach, and advisor who provides guidance and opportunities for learning and professional growth to another employee.

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

A mentoring relationship is the result of a deliberate pairing of a more skilled and/or experienced person with a lesser skilled and/or experienced person with demonstrated potential. Through the mentoring relationship, the Mentor has the opportunity to coach and share experiences and knowledge that will contribute to the Protégé's growth. Mentoring relationships will vary according to the needs and interests of the Protégé and the organization. These relationships require time, commitment, and clear plans of action.

2. Program Objectives/Goals

The DOE-ORO Mentoring Program is designed to foster leadership development, expand employees' knowledge, skills, and abilities, and broaden understanding of DOE and its missions and programs. The primary goal of this program is to help develop and prepare a diverse, high performance workforce by utilizing the Office of Personnel Management's Executive Core Competencies/Qualifications through organizational succession planning. The program features Senior Executive Service (SES) level employees serving as Mentors for a select number of GS- 13, 14, or 15 (or equivalent) level employees (i.e., "Protégés") who have demonstrated the potential for assuming more challenging roles. Mentoring should be viewed as a critical aspect of each SES's job responsibilities. The specific objectives and/or goals of the program are to:

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

3. Benefits of the Mentoring Program

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

Benefits to the Protégé:

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

Benefits to the Mentor:

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

Benefits to the Department of Energy:

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

4. Program Framework

The program will be open to DOE-ORO employees, GS- 13-15 (or equivalent) as Protégés, with Senior Executive Service employees serving as Mentors. Research and best practices indicate that first-line supervisors should not serve as Mentors for their direct reports. A Protégé cannot select their Assistant Manager as their Mentor; however, other senior managers in the chain of command can be selected. Mentoring relationships work best when individuals are able to meet face-to-face regularly; therefore, with few exceptions, Mentors

and Protégés should be geographically co-located or be in positions that otherwise bring them into frequent contact. The intent of the Mentoring Program is to create valuable learning experiences and developmental opportunities for Protégés. **Participation in the program does not guarantee Protégés a promotion or selection into a future position.**

The Mentoring Pilot Program will run for twelve (12) months. Participation in the program requires that the Protégé and Mentor 1) complete and sign a Mentoring Action and Agreement Plan (see Appendix 4) along with the Protégé's supervisor; and 2) submit quarterly program progress reports. In addition, Protégés and Mentors will be expected to attend orientation and core training sessions, meet on a regular basis for the duration of the program, participate in a closing ceremony, complete program evaluation forms, and help refine the program for future years.

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

5. Selection of Protégé/Mentor

At DOE-ORO, Senior Executive employees are Mentors and will mentor one but no more than two Protégés at any one time. Protégés will request specific Mentors and will be required to designate three (3) Mentors (in priority order). The information contained in the Protégé Profiles will be used by an Evaluation Panel consisting of at least three (3) diverse SES employees to determine the best-qualified applicants to be mentored. Also, the ORO Diversity Manager will be a member of the Evaluation Panel but will not be a rating official. The Manager will select the Evaluation Panel's Members.

The number and availability of Mentors will determine the number of Proteges selected, as no Mentor will mentor more than two (2) Protégés during the duration of the mentoring relationship (one-year). For example, if there are nine (9) Mentors, then up to eighteen (18) Protégés {1 or 2 Protégés for each Mentor receiving the highest scores may be selected for the program.}

As mentioned above, Protégés receiving the highest summary scores, based on the number and availability of Mentors, will be selected for mentoring. The aforementioned process will also be used to determine the Mentor/Protégé pairings when Protégés' Mentor selections exceed Mentor's availability, i. e., numerous Protégés select same Mentor(s). No Protégés will be required to be paired outside their original designated three (3) Mentors unless they agree to do so; however, due to availability, choosing not to be paired outside the original three choices may prevent the Protégés from participating in the Mentoring Program.

The Mentoring Program Manager will notify Protégés of their selection or non-selection for the Mentoring Program. Protégés not selected for the current Mentoring Program will need to

reapply for future programs. Protégés selected for mentoring will receive instructions for program entry and execution.

6. Pairing of Protégé/Mentor

Based on the specified preferences of Protégés, Mentors and Protégés will be paired based on requests, if possible, and other information provided as outlined below. If the aforementioned is not possible, the process established in **Selection of Protégé/Mentor** will be used.

The one-page Mentor Profile (see Appendix 1) will include the following information:

- Summary of current and past experience;
- Skills/ /expertise/strengths the Mentor can contribute to the relationship;
- Summary of competency development; and
- Time commitment the Mentor is willing to make.

Protégés:

*The one-page Protégé Profile (see Appendix 2) will include the following information:

- Summary of current and past experiences;
- Skills/expertise/strengths the Protégé is interested in developing/enhancing;
- Description of career goals;
- Summary of competency development needs (Utilization of OPM Executive Core Competencies recommended);
- Program expectations; and
- Three Mentor preferences.

*Current Performance Appraisals, Individual Development Plans, Awards Data and other pertinent information must be ATTACHED to the Profile Sheet before submission.

Immediate supervisors will be notified for completion and submission of the Assessment of Protégé's Potential Form (see Appendix 3).

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

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

7. Roles and Responsibilities of Key Players

Protégés benefit from the expertise and career knowledge of Mentors. Mentors serve as coaches for the Protégés. The most successful Mentors take an active and personal interest in the career development of those with less experience. They are supportive and engaged with their Protégés and serve as role models. Protégés and Mentors contribute equally to the mentoring relationship. The expectations for the DOE-ORO Manager, Mentors, Protégés, Mentoring Program Manager, Supervisors of Protégés, and Director, HRD are as follows:

DOE-ORO Manager:

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

Mentors:

- Complete mandatory training;
- Share their experiences and knowledge with the Protégé;
- Assist the Protégé in developing current job skills, interests, and to set realistic career goals;
- Provide information that will assist the Protégé in learning about the culture and values of DOE;
- Offer positive feedback and constructive criticism;
- Help Protégé expand his or her personal network within government and industry and recommend shadowing experiences, etc.;
- Coach the Protégé on effective problem-solving techniques; and
- Teach by example and serve as an unbiased coach, confidant, and advisor.

Protégés:

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

Mentoring Program Manager:

The Mentoring Program Manager is responsible for ensuring that the varying components of the program are implemented and that program evaluation takes place.

Responsibilities include the following:

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

Supervisors of Protégés:

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

A Protege's supervisor is required to complete an assessment of his/her employee's potential for this program via use of the Assessment of Protégé's Potential Form, Appendix 3. **If he/she feels that the employee does not possess the potential to enter or complete this program he/she must 1) document their reasons and methods for improving in writing; 2) Contact the Mentoring Program Manager for advice; and meet with the employee to explain his/her decision and to give feedback as to how he/she may improve performance to be considered for future programs.**

Director, HRD:

- Serve as (or appoint) the Mentoring Program Manager for DOE-ORO;
- Work closely with the DOE-ORO Mentoring Program to ensure that there is site-wide program coordination;
- Promote the program and assist in the identification of potential Mentors;

- Identify and arrange for activities, speakers, instructors, etc., in support of quarterly program activities; and
- Provide input for program evaluation.

8. Program Activities

Structured mentoring and coaching activities will be carried out throughout the one-year program, including the mandatory CBT courses: Effective Mentoring for Mentors and Achieving Success with the Help of a Mentor for Protégés. In addition, one-half day orientation session for both the Mentors and Protégés to “meet and greet,” to explain the structure and design of the program, and to discuss roles and responsibilities may be held to include DOE training and information sessions. For example, quarterly meetings/activities may be held to foster group cohesion and obtain feedback on the program. Both the Mentors and Protégés will work in concert to complete within one month (30 calendar days) following selection to complete a Mentoring Action and Agreement Plan (Appendix 4). The Mentoring Action and Agreement Plan will outline the relationship and commitment that both parties have vis-a-vis the program and activities and interaction between both parties during the year. This goal-oriented document will add focus to the program. In short, structured coaching, training, and group activities will be provided to assure that both the Mentors and Protégés have a successful and positive experience.

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

DOE-ORO Mentoring Program

MENTOR PROFILE FORM

Name: _____

Position: _____

Organization: _____

Contact Info: _____

Current & Past Experience:

Skills/Expertise/Strengths:

Mentor Available Time:

- Less than 1 hour per week
- More than 1 hour per week
- Other (Specify)

DOE-ORO Mentoring Program

PROTÉGÉ PROFILE FORM

Name: _____

Position: _____

Organization: _____

Contact Info: _____

Supervisor: _____

Current & Past Experience:

Skills/Expertise/Strengths:

Career Goals:

Competency Development Needs (Utilization of OPM Executive Core Competencies recommended – see page 14 of this document)

Program Expectations:

Mentor Choices:

1 _____

2 _____

3 _____

DOE-ORO Mentoring Program

ASSESSMENT OF PROTÉGÉ'S POTENTIAL FORM

Name of Protégé: _____

Position: _____

Organization: _____

Contact Info: _____

Mentor Choices:

(1) _____ (2) _____ (3) _____

Name of Assessment Supervisor: _____

Period of time you have supervised this employee: _____

Part A: Document an assessment that focuses on indicators of the Protégé's leadership potential. Indicators may include effective performance, educational pursuits, formal training, task force participation, self-study, special assignments, and involvement in voluntary civic/community activities demonstrating leadership qualities. (300 words or less)

Part B: Enter a number (1-lowest to 20-highest) that best describes the Protégé's overall potential for assuming more challenging roles and/or leadership positions.

Score: _____

Assessment Supervisor Signature/Date Signed: _____

DOE-ORO Mentoring Program

MENTORING ACTION AND AGREEMENT PLAN
(TO BE COMPLETED BY MENTOR AND PROTÉGÉ)

Mentor's Name: _____

Protégé's Name: _____

Position: _____

Organization: _____

Contact Info: _____

*Mentors and Protégés are to keep in mind the five (5) Executive Core Competencies/Qualifications for Senior Executives, annotated below, when completing this form. Also, agree ONLY to those competencies that may be accomplished in the one (1) year period covered by the agreement.

The Protégé and his/her supervisor are further reminded that the costs associated with this program are the responsibility of the Protégé's organization.

Competency Development Needs	Development Activities	Target Date

During the 12-month program, face-to-face meetings will be scheduled for every _____ (enter frequency).

Each face-to-face meeting will last for _____ (enter minimum-maximum minutes).

The Mentor agrees to be honest and provide constructive feedback to the Protégé and the Protégé agrees to be open to feedback and attempt to incorporate suggestions into his/her behavior. Other agreement factors are recorded below:

Signature of Mentor/Date Signed: _____

Signature of Protégé/Date Signed: _____

Signature of Protégé's Supervisor/Date Signed: _____

Signature of DOE-ORO Mentoring Program Manager/Date Signed: _____

***Executive Core Competencies/Qualifications**

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 competency 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.

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.

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.

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.

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.