



DEPARTMENT OF THE NAVY
NAVY RECRUITING DISTRICT, NEW ORLEANS
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NAVCRUITDISTNOLAINST 1000.1E
01A
10 Apr 15

NAVCRUITDIST NEW ORLEANS INSTRUCTION 1000.1E

From: Commanding Officer, Navy Recruiting District New Orleans

Subj: COMMAND MENTORING PROGRAM

Ref: (a) OPNAVINST 1040.11D
(b) COMNAVCRUITCOM 1000.3D (HDQ)

Encl: (1) Formal Mentor Guidance for Protégé Worksheet
(2) Formal Mentor/Protégé Worksheet
(3) Quarterly Mentor Mentor/Protégé Worksheet
(4) Mentor Program Audit
(5) Mentor Session Tracker

1. Purpose. To provide guidance for the development and management of a Command Mentoring Program for the Sailors of Navy Recruiting District New Orleans as per references (a) and (b).

2. Cancellation. NAVCRUITDISTNOLAINST 1000.1D

3. Discussion. Mentoring is the act of providing guidance; assessing strengths and developmental areas; providing honest and specific feedback; designing opportunities to develop new skills and assist in establishing career plans; providing vision and goals; sharing knowledge and experiences.

4. Objective. To establish a program designed to assist all assigned officer and enlisted personnel with their personal and professional development. Mentoring will ultimately prepare each individual for specific and general responsibilities they may be required to assume during the course of their career. Several programs exist to help the Mentor with the subordinate's professional development. These include, but are not limited to, career counseling, fitness reports and evaluations, professional military education, technical education, academic education, assignment opportunity, recognitions programs, core values, Navy history/heritage, and professional ethics.

5. Definitions. The following are common terms associated with the NAVCRUITDISTNOLA mentoring program:

a. Mentor. A mentor is a trusted counselor or guide who is involved in the development and support of one who is less experienced in professional development and not necessarily based on rank or pay-grade. The mentor/protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization.

b. Protégé. A protégé, or mentee, is the junior inexperienced person in professional development, being mentored by his/her mentor.

c. Formal mentoring. Consists of mentorship pairings (mentor-protégé) automatically assigned based on supervisor-to-subordinate relationships. Only one mentor is assigned per protégé under this formal setting. Goals are established from the beginning with progress towards goal attainment tracked through Mentor/Protégé worksheet documentation. Command training and support is provided by the command throughout the entire program.

d. Informal mentoring. Informal mentoring occurs when a mentorship pairing is established without the assistance or guidance from the command. Mentees typically find mentors on their own, without the requirement to document meetings or progress. The protégé may have as many informal mentors as needed.

6. Records. The Mentor Guidance and Protégé Worksheet, enclosures (1) and (2), shall be used to document formal mentorship within 30 days of protégés' initial check-in. A copy shall be forwarded to the Command Mentorship Coordinator and made available for the Command Master Chief to review as warranted. In addition, both the mentor and protégé will keep a copy on file until the protégé reaches his/her EAOS/PRD. Enclosure (3) shall be updated by the mentor and protégé' quarterly and maintained in the protégé's training jacket under the mentor tab. Enclosure (4) shall be used to audit the mentorship program in each division in conjunction with "Division In The Spotlight" (DITS) inspections. Audit results and a Plan Of Attack/Milestones (POAM) to correct deficiencies shall be forwarded to the Command Mentorship Program Coordinator (CMPC).

The CMPC shall monitor/ensure deficiencies are corrected and provide a summary report of compliance to the Commanding Officer via the Executive Officer and Command Master Chief. Audit results, POAM and the summary of compliance report will be filed with the results of the DITS inspection.

7. Responsibilities and Action.

a. Commanding Officer. Define program requirements and overall direction.

b. Department Heads/Division Officers. Monitor the effectiveness of mentoring program and mentoring relationships. Develop and promote a robust mentoring program within their particular department/division.

c. Command Master Chief. Monitor the program to ensure success to include the following:

(1) Oversee program implementation for enlisted personnel and ensure all enlisted personnel have designated mentor.

(2) Ensure a Command Mentorship Program Coordinator is assigned.

d. Command Mentoring Program Coordinator. Overall responsible for the maintenance of the program to include:

(1) Establish and maintain an effective program within the command.

(2) Coordinate mentoring indoctrination with newly reporting Sailors.

(3) Coordinate a continuing mentor-training program.

(4) Assist Department Heads, Division Officers (DIVO), Division Leading Chief Petty Officers (DLCPO), and Leading Chief Petty Officers/Leading Petty Officers (LCPO/LPO) with establishing mentor/protégé relationships.

(5) Use enclosure (1) as a guide for developing and maintaining the program.

e. Supervisors (HQ Department Heads, Division Officers (DIVO) Divisional Leading Chief Petty Officers (DLCPO,)).
Responsible for the following:

(1) Maintain an effective mentor/protégé process within their specific division, work center, etc.

(2) DLCPO will act as initial mentor for newly reported Sailors. At the initial session, the DLCPO will ensure the Sailor understands a formal mentor will be selected NLT 30 days from check-in.

(3) Have direct involvement in the professional development of subordinates.

(4) Distinguish between Sailors' individual goals, career aspirations, and realistic expectations. Determine if Sailor requires a short-term mentor (for a specific goal achievement such as physical fitness improvement) as well as a long-term mentor to guide a Sailor throughout their tour.

(5) Continually challenge and encourage subordinates to improve.

(6) Ensure all Sailors receive initial mentoring indoctrination brief.

f. Mentors. Will act as trusted counselors, or guides, who assist the mentored Sailor in setting and achieving goals. Specifically, they will:

(1) Be a member of NRD New Orleans.

(2) Discuss short and long-range personal, professional, and educational development goals and ways to achieve them.

(3) Provide guidance, support, and encouragement throughout the time of mentorship agreed upon.

(4) Assess protégé developmental needs, help prepare at intervals sufficient to assess the protégé progress towards achieving objectives.

(5) Mentors will be available to meet with protégé at intervals sufficient to assess the protégé's progress toward achieving their objectives.

(6) Mentors will attend CDB's with protégé' as scheduled. Face to face is preferred. Phone conference is acceptable if mentor is on leave, liberty, TAD/TDY etc. The most recent enclosure (3) will be provided for reference during the CDB.

(7) Mentors will ensure protégé's are contacted quarterly and results of each session are inserted into protégé's training jacket under the mentor tab, for review by Chain of Command using enclosure (3).

(8) Mentors may, and are encouraged to, maintain a record of contact using enclosure (5).

8. Protégé's. Shall maintain and initiate active communication with their mentors. In the event they are not satisfied with their current mentor they shall seek out a mentor to better assist them in attaining their goals.

9. Action. Maintain an effective Command Mentoring Program and provide constructive feedback and successes to the Command Master Chief.

/s/
C. A. WYNTER

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Formal Mentor Guidance For Protégé Worksheet

1. The mentor is the strength and the key to a successful program. Ensure you pass the knowledge and experience that made you successful along to your protégé. This responsibility ensures that our service members and ultimately our Navy, remains the finest in the world.

2. Basic Responsibilities:

- a. Act as a source of information.
- b. Tutor specific skills and behaviors.
- c. Give feedback regularly.
- d. Coach activities that add to current experience and skill levels.
- e. Serve as a confidant when requested.
- f. Assist the protégé in planning a career path.
- g. Maintain the integrity of the relationship.

3. Key Behavior for Mentors:

- a. Ask questions to help the protégé think through complicated projects or situations.
- b. Provide feedback valuing your own experiences and lessons learned, to help protégé's in similar situations.
- c. Work with and alongside the protégé.
- d. Provide guidance to improve the quality of their work.
- e. Train to improve inter-personal relationships so protégé's know how they can better communicate with others throughout the command.
- f. Discuss with the protégé on career interests and desired job assignments and develop a plan to accomplish these goals.

g. Mentor protégé's concerning non-traditional education and community volunteer work opportunities. Assist them in attaining goals set as agreed by both mentor and protégé.

4. Simply having a mentor does not guarantee success. The protégé is primarily responsible for their progress and success. However the following potential rewards are worth the effort:

- a. Productivity and performance increases.
- b. Job satisfaction increases.
- c. Technical and organizational knowledge aspects of the command improves.
- e. Goals are achieved more quickly.
- f. The likelihood of success increases.
- g. Increased organizational awareness is attained.
- h. Willingness to assume responsibility for growth and development increases.
- i. Professional advancement increases (promotions in pay grade).
- j. Protégé seeks more challenging assignments.

5. General Focus points of mentoring:

- a. Junior Enlisted Personnel
 - (1) Financial responsibility
 - (2) Goal setting and achievement
 - (3) Team building
 - (4) Career planning
 - (5) Professional watch-standing qualifications
 - (6) Education opportunities

(7) Advancement

b. Mid-Grade Enlisted Personnel

(1) Leadership

(2) Management

(3) Professional qualifications

(4) Team building

(5) Career planning

(6) Educational advancement

(7) Financial responsibility

c. Senior Enlisted Personnel

(1) Leadership

(2) Advanced management

(3) Team building

(4) Educational advancement

(5) Career planning

d. Junior Officers

(1) Leadership

(2) Management

(3) Professional development

(4) Career planning

(5) Educational advancement

(6) Financial responsibility

e. Mid and Senior-Grade Officers

- (1) Leadership
- (2) Management
- (3) Educational advancement
- (4) Progress to career milestones
- (5) Specialty development

Formal Mentor/Protégé Worksheet

_____ Protégé Name/Rate	_____ Report Date
_____ Mentor Name/Rate	_____ EAOS/PRD Date of Protégé

Goals (Short, Mid and Long-term)

Qualification Milestones (e.g., watch standing qualifications, in-rate qualifications, review PQS progress)

Achieved Highest Qual Currently Qualifying Other
(Check one)

Advancement Milestones (e.g., examinations dates, examination requirements, review Profile Sheets, develop study plan)

1st time eligible PNA'd Previous Not eligible Other
(Check one)

Current and desired education (e.g. college, professional courses SAT, ACT, review enrollment forms, class/course schedule)

- Enrolled/Attending On-line/In-class CLEP NKO
 Enrolled not attending None Other
(Check all that apply)

Comments

Protégé (signature) (Date)

Mentor (signature) (Date)

QUARTERLY MENTOR SESSION WORKSHEET

Protégé Name/Rate

EAOS/PRD Date of Protégé

Mentor Name/Rate

Date Mentor Assigned

Progress/Accomplishments since last meeting (e.g. ualifications, milestones and advancement achieved, education progress)

<p>1st Quarter (JAN-MAR)</p> <p><input type="checkbox"/> Qualification <input type="checkbox"/> Milestone <input type="checkbox"/> Advancement <input type="checkbox"/> Education <input type="checkbox"/> Other (Check all achieved that apply)</p> <p>_____ Goals for the next quarter</p> <p>_____ Protégé Mentor (Signatures) Date:</p>	<p>2nd Quarter (APR-JUN)</p> <p><input type="checkbox"/> Qualification <input type="checkbox"/> Milestone <input type="checkbox"/> Advancement <input type="checkbox"/> Education <input type="checkbox"/> Other (Check all achieved that apply)</p> <p>_____ Goals for the next quarter</p> <p>_____ Protégé Mentor (Signatures) Date:</p>
<p>3rd Quarter (JUL-SEP)</p> <p><input type="checkbox"/> Qualification <input type="checkbox"/> Milestone <input type="checkbox"/> Advancement <input type="checkbox"/> Education <input type="checkbox"/> Other (Check all achieved that apply)</p> <p>_____ Goals for the next quarter</p> <p>_____ Protégé Mentor (Signatures) Date:</p>	<p>4th Quarter (OCT-DEC)</p> <p><input type="checkbox"/> Qualification <input type="checkbox"/> Milestone <input type="checkbox"/> Advancement <input type="checkbox"/> Education <input type="checkbox"/> Other (Check all achieved that apply)</p> <p>_____ Goals for the next quarter</p> <p>_____ Protégé Mentor (Signatures) Date:</p>

MENTOR PROGRAM AUDIT

NORS/NRS: _____

DIVO: _____

DLCP0: _____

LPO: _____

INSPECTOR: _____

Date: _____

1. Does the Mentor and Protégé's maintain routine contact with each other? Is it documented using Enclosure (3)?

2. Is Enclosure (3) current and on file in the Protégé training binder?

3. Is there evidence that the DH/DIVO/DLCP0 are involved in the mentor program?

4. Does the Protégé have a current CDB? Was the Mentor involved?

5. Are the Mentor Session worksheets (Enclosures (1) and (3) valid and are realistic/challenging goals defined?

6. Are Protégé's making reasonable progress toward attaining goals? If not, why?
