



Policy Statement 410.8
Policy Area:

3/1/2017

POLICY STATEMENT

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CSOSA Dir

Dir

Signed by: NANCY WARE

MENTORING PROGRAM

I. COVERAGE

This Policy Statement applies to all eligible employees of the Court Services and Offender Supervision Agency for the District of Columbia (“CSOSA” or “Agency”), excluding volunteers, consultants, contractors, or employees of the Pretrial Services Agency for the District of Columbia (PSA).

II. BACKGROUND

Mentoring is a proven organizational and career development tool that fosters employee retention and increases institutional knowledge. In the Federal government, it has been identified as an effective method to produce positive developmental and organizational outcomes. CSOSA is implementing this Mentoring Program (also referred to as “Program”) to help improve its retention rate and improve employee morale and skill levels.

III. POLICY

This Policy Statement establishes guidance and standards for management of, and participation in, the CSOSA Mentoring Program. The CSOSA Mentoring Program’s goal is to link employees with experienced and qualified staff members who provide consistent support, guidance, and concrete career development assistance on an individual basis. The Mentoring Program is a structured, one-to-one relationship that focuses on the needs of the mentee.

The CSOSA Mentoring Program will facilitate short-term interpersonal relationships, formally lasting up to one year. The emphasis of the Program is placed on the overall professional development of each employee. The Program is designed to assist each participant in setting and achieving professional goals and outline steps necessary for career advancement.

IV. AUTHORITIES, SUPERSEDURES, REFERENCES, AND ATTACHMENTS

A. Authorities

5 CFR §§ 410 & 412

B. Supersedures

None

C. Procedural and Other References

PS 410.5 Career Development Program

PS 410.6 Executive Development

PS 410.9 Job Shadowing

PS 1012 Equal Employment Opportunity and Diversity

D. Attachments¹

Appendix A - Definitions

Appendix B - Responsibilities

Appendix C - General Procedures

Appendix D - Suggested Developmental Activities

Appendix E - Mentor Evaluation of Mentee Form

Appendix F - Mentee Evaluation of Mentor Form

Appendix G - Mentoring Contract

Appendix H - Mentor Application Form

Appendix I - Mentee Application Form

Appendix J - Supervisor's Evaluation of Mentee Form

¹ Appendices E through J are presented as examples. CSOSA reserves the right to make changes to these forms in the interest of enhancing the "Mentoring Program". For example, to enhance the program, CSOSA may make versions of these forms available through an online process. Such a process may require minor changes to the content/presentation of these forms, and may also require the creation of a different form to ensure signatory approval. Any content or process changes must be consistent with the intent of this Policy Statement, which is to ensure the enrichment of professional development for CSOSA's employees.

Appendix A

Definitions

Developmental Activity: Any activity approved by the Mentoring Program Manager (MPM) that allows the mentee to achieve developmental goals and objectives (see Appendix D – “Suggested Developmental Activities”).

Job Shadowing: An arrangement in which a mentee is allowed to work closely with and observe a mentor perform daily work duties, facilitating the transfer of knowledge. Job shadowing provides the mentee with an opportunity to model the performance of the mentor. For the purposes of this Policy Statement, Job Shadowing is an activity that could be performed during a Mentoring relationship. Although similar to the experience within the Agency’s Job Shadowing Program (as described in Policy Statement 410.9), the mentoring program is distinct in that it is not a formal assignment of two to five business days, but rather an activity to be scheduled between the mentor, mentee, and their respective supervisors, as part of the mentee’s professional development.

Mentee: An employee who is engaged in a mentoring relationship with a mentor for the purposes of gaining new experience and knowledge.

Mentor: An employee who has demonstrated strong interpersonal, self-management, leadership, and/or communication skills (or who provides a unique/valuable skill-set) who is able to provide guidance effectively for the purposes of imparting information to a mentee to facilitate her/his professional development. A mentor typically holds a higher (or more senior) position than the mentee and is usually outside the mentee’s chain of supervision. The Mentor utilizes techniques including coaching, role modeling, career development advice, etc., to foster the mentee’s individual growth and career development. Except in very limited circumstances (e.g., where the mentor is bringing to the organization very unique skills/abilities), the mentor has been an employee at CSOSA for at least one year.

Executive Staff: The Agency’s Director, Deputy Director, Associate Directors, and any Senior Executive Services personnel.

Subject Matter Expert: Any CSOSA employee whom the Agency has designated to have sufficient expertise in a specific area to impart information to mentees or others interested in the specific area.

Appendix B

Responsibilities

A. Executive Staff

The CSOSA Director, Deputy Director and Associate Directors will have the authority to approve or disapprove any mentoring match as deemed necessary.

B. Associate Director of Human Resources

The Associate Director for Human Resources is responsible for the implementation, overall oversight, and program review process of the Mentoring Program. The Associate Director of Human Resources may delegate duties/tasks to staff, as deemed necessary.

C. Mentoring Program Manager

The Mentoring Program Manager (MPM) is selected by the Associate Director of Human Resources and is responsible for the following:

1. Coordinating all phases of the Mentoring Program and acting as the initial conduit for mentee and potential mentor surveys after designing and conducting informational sessions for the Program.
2. Ensuring that the Program is evaluated quarterly and the results submitted to the Associate Director of OHR.
3. Making suggestions for Program enhancement as needed.
4. Providing confidential, individual guidance as needed to mentors and mentees.
5. Collecting, maintaining, and submitting diversity information on Program participants as required by EEO law, and when requested by either the Associate Director of Human Resources and/or other Executive Staff.
6. Providing progress reports to the Associate Director of Human Resources on a quarterly basis.
7. Meeting with the Associate Director of Human Resources on a quarterly basis to discuss any Program issues.

D. Mentor

The mentor is primarily responsible for providing guidance and advice to the mentee through regular meetings, shadowing assignments, or periodic online, in person, or telephonic contacts. The mentor is also responsible for attending a mentoring training session and carrying out the conditions of the mentoring contract (e.g., maintaining meeting frequency as prescribed in the contract, etc.), where possible. In addition, the mentor is responsible for completing Program paperwork (evaluations, questionnaires, etc.), including the Mentor Evaluation of Mentee Form (Appendix E), the Mentoring Contract (Appendix G), and the Mentor Application (Appendix H).

E. Mentee

The mentee is responsible for attending the informational session and carrying out the conditions of the mentoring contract (e.g., maintaining meeting frequency and completing developmental projects agreed upon at meetings). The mentee is also responsible for completing Program paperwork (e.g., evaluations, questionnaires), including the Mentee Evaluation of Mentor Form (Appendix F), the Mentoring Contract (Appendix G), and the Mentee Application (Appendix I). The mentee may maintain a mentoring journal (optional).

F. Supervisors

The supervisors of mentees provide feedback when asked regarding the mentee's developmental needs, as well as other relevant factors. Supervisors are responsible for releasing mentors and mentees to attend scheduled meetings when operational conditions allow. The supervisors of mentees assist the mentee with accomplishing on-the-job developmental activities suggested by the mentors, when possible. Supervisors will ensure that mentors/mentees have a performance level of "Fully Meets Expectations" or higher and do not have any pending disciplinary or performance actions. The supervisors shall make themselves available as resources upon mentor's/mentee's request, and as work schedules permit. After the requisite time has elapsed after the mentee's participation in the Mentoring Program, supervisors are responsible for completing the Supervisor's Evaluation of Mentee (Appendix J).

Appendix C

General Procedures

A. Eligibility

1. The purpose of mentoring is to enhance professional development, share knowledge, develop skills, and learn about the work of different components of the Agency. The purpose of mentoring is ***not*** to address performance issues or expectations, provide coaching on the employee's current work tasks/performance, address employee misconduct (including attendance issues), or complement the role of the employee's supervisor. To be eligible for participation in the Mentoring Program, a mentor or mentee must have a demonstrated record of acceptable performance *and* conduct.
2. To be eligible to participate in the Program as a mentee, an employee must meet established performance standards.
 - a. Mentees accepted into the CSOSA Mentoring Program must be considered to be maintaining performance at the "Fully Meets Expectations" level (or higher) for each element in the mentee's performance plan. Failure to maintain "Fully Meets Expectations" (or higher) performance on any element will result in immediate suspension or termination of the Mentoring Program, as that employee shall be provided with additional coaching and support on the specific performance deficiencies from his/her supervisor. If a Mentoring Program relationship is suspended due to identified performance deficiencies, the Mentoring Program may resume if and when ***all*** of the following are met: 1) the employee maintains "Fully Meets Expectations" (or higher) performance on all elements for a period of 90 days, 2) the employee's supervisor approves the re-commencement of the mentoring relationship, and 3) both the participating mentor and mentee voluntarily agree to resume the Program.
 - b. Mentors accepted into the CSOSA Mentoring Program must have, at a minimum, a "Fully Meets Expectations" performance rating for all elements on the most recent appraisal period, and must be considered to be maintaining performance at the "Fully Meets Expectations" level (or higher) for each element in the performance plan. If a mentor fails to maintain "Fully Meets Expectations" (or higher) performance on any element, the mentoring relationship will be immediately suspended or terminated. The Mentoring Program may resume if and when ***all*** of the following are met: 1) the mentor maintains "Fully Meets Expectations" (or higher) performance on all elements for a period of 90 days, 2) the mentor's supervisor approves the re-commencement of the mentoring

relationship, and 3) both the participating mentor and mentee voluntarily agree to resume the Program. If the mentor is placed on a performance improvement plan (PIP), that employee cannot serve as a mentor until one (1) year following the date of the PIP, assuming all of the above conditions are met.

3. To be eligible to be a mentor, the employee must have strong skill sets in program-specific competency areas. See “Mentor Application” (Appendix H).
4. Generally, an employee will not be able to serve as a mentor until the employee has at least one (1) year of service at CSOSA. However, limited exceptions will be permitted if a new employee brings special or unique skills/abilities that could benefit a mentee. These limited exceptions must be approved by the AD of the employee serving as mentor.
5. To be eligible to participate in the Program as a mentor or mentee, employees must consistently demonstrate the highest standards of conduct and integrity as befitting a law enforcement agency. To be eligible for participation in the Mentoring Program, an employee must not have been subject to a disciplinary action within the prior twelve (12) months of the Program’s application deadline. Additionally, a pending or completed disciplinary action while in the Program shall result in immediate suspension or termination from the Mentoring Program. If any attendance issues are identified before or during participation in the Mentoring Program, the employee will not be eligible for the Program until one year following the date of the last documented issue.

B. Planning and Advertisement

1. The MPM solicits interest for both mentors and mentees through Agency-wide advertising using a variety of media (posters, intranet website announcement, pamphlets, etc.). The MPM will reinforce advertising efforts by sending an Agency-wide e-mail, encouraging interest in the Program.
2. MPM will respond to those interested in becoming mentors or mentees in an e-mail by inviting them to an informational Program overview to be conducted by the MPM.
3. Supervisors of both potential mentors and mentees for the Mentoring Program will receive an informational Program overview invitation and are encouraged to attend the overview with their employees.
4. The MPM will conduct informational Program overviews as necessary to accommodate employees who express interest in the Program. The informational sessions are intended to provide participants and/or their supervisors with the opportunity to:

- a. receive training on the benefits of mentoring and being mentored, and to be briefed on the Program details, timelines and participant responsibilities/time commitment;
 - b. decide whether they want to formally volunteer for the Program;
 - c. complete their application forms; and
 - d. learn about the advantages of the Program to both the employee and the organization, including encouraging supervisors to support the mentoring relationship to the extent possible without disrupting unit operations.
5. All selected mentors will be strongly encouraged to attend a mentoring training session, which will focus on individual communication styles and on the most effective methods for providing reciprocal feedback. This training will focus on individual communication styles and on the most effective methods for providing reciprocal feedback.

C. Formation of Mentoring Pairs

1. The MPM schedules initial meetings with the mentee and mentor.
2. The MPM reviews mentor and mentee surveys and evaluates those surveys for pairing, focusing on mentee and mentor preferences, mentee interests/developmental needs, and mentor backgrounds and expertise.
 - a. Matching will be based on the mentee's goals and on the most suitable mentor.
 - b. As a general rule, the MPM will avoid forming pairs in the same supervisory chain. Selecting a mentoring pair in the same supervisory chain will be an exception to the general practice.
 - c. If no mentor or mentee can be identified for an employee desiring to participate, the MPM will inform the employee of that fact.
 - d. The MPM will send the selected mentor-mentee pairs e-mails identifying their Program match.

D. The Mentoring Contract

1. Mentors and mentees complete the Mentoring Contract, located in Appendix G.
2. The mentoring contract outlines the protocol of the mentoring relationship, including the duration of the relationship, the duration and frequency of mentor-mentee meetings, and the terms of confidentiality and closure.

3. The contract also identifies the mentee's learning objectives and the strategies that will be used to achieve those objectives.
4. When both parties are satisfied with the conditions of the contract, it is signed by both parties and forwarded to the MPM by the mentor.
5. To be considered as formal participants in the Mentoring Program, each pair must have a mentoring contract on file with the MPM.

E. The Program Cycle

1. Mentoring pairs meet and complete paperwork to formalize the mentoring relationship. A tentative meeting schedule is also set at this time.
2. Throughout the year, mentoring pairs meet and complete developmental activities. The MPM collects evaluations from mentors and mentees to assess progress and makes necessary adjustments, if mismatches have occurred. The MPM forwards the results of the evaluation to the Associate Director of Human Resources along with any concerns or recommendations.
3. Ongoing mentoring contact meetings are held throughout the one-year Program cycle.
4. MPM provides confidential progress reports for both mentors and mentees to complete on their partners. The purpose of these progress reports is to promote personal growth and to facilitate adjustments in the mentoring relationship.
5. MPM distributes final Program evaluations to the OHR Associate Director and organizes and holds a twelve-month "graduation" celebration.
6. MPM shall submit the end of Mentoring Program cycle report to the Associate Director of OHR within 30 days of Program completion.
7. The 12-month mentoring cycle will begin upon completion of the mentor training and upon signing of the mentoring contract.

F. Program Evaluation

The effectiveness of CSOSA's Mentoring Program will be evaluated using the Kirkpatrick Four-Level Model. This model will examine the benefits, deficiencies and overall effectiveness of the Program from the perspective of the mentee, the mentor, the mentee's supervisor, and Executive Staff. The following summarizes the four levels of the Kirkpatrick model:

1. Phase 1: Measures how the mentee feels about the training and/or learning experience. Evaluation at this level occurs when the mentee completes an evaluation or survey upon completion of the Mentoring Program (See Appendix F).
2. Phase 2: Determines whether there has been an increase in knowledge by assessing whether knowledge was transferred, whether skills were developed or improved, and whether attitudes were changed. This level consists of a self-assessment by both the mentee and the mentor after the mentee and the mentor complete their mentoring relationship (See Appendices E and F).
3. Phase 3: Assesses the effectiveness of learning and changes in behavior since completing the Mentoring Program. In this level, the mentee's supervisor is surveyed six months after the mentee has completed the Program to determine the mentee's overall level of improvement (e.g., job performance, communication skills) (See Appendix J).
4. Phase 4: Assessment at this level measures how the mentee perceives and reacts to the mentoring process. This level is often measured with attitude questionnaires that are passed out after completion of mentoring activities. Mentees are often keenly aware of what they need to know to accomplish a task. If the mentoring process fails to satisfy a mentee's needs, the MPM will review available data to determine whether a Program evaluation should be made. Based on this assessment, the MPM may make recommendations to improve the Program. With the approval of the AD of OHR, the MPM may implement changes that respond to feedback and are aimed at enhancing the Program.

G. Confidentiality

During a mentoring experience, both the mentor and mentee may be exposed to sensitive information outside of what he/she may normally be exposed to. Confidentiality between the participants is a critical part of a successful mentoring program. Therefore, it is critical that mentoring program participants (both mentor and mentee) understand that portions of their conversations may be confidential. By signing the mentoring contract, the participants certify that sensitive information obtained during the mentoring experience will not be disclosed to others unless permission is explicitly granted by the other participant. The duty to maintain confidentiality continues to apply even after the formal mentoring relationship ends. If sensitive or confidential information is disclosed by a mentoring program participant (during or after the assignment), that participant may be subject to disciplinary action.

Exception: All participants are required to report any allegations of illegal or unethical conduct, prohibited personnel practices, fraud, waste, and/or abuse, or other violations of Agency policy to the Office of General Counsel and/or Office of Professional Responsibility.

Appendix D

Developmental Activities

Below are some suggested activities that mentors are encouraged to use to gain the maximum benefit of the Mentoring Program. This list is not exhaustive, and creativity among participants is encouraged. It is not a requirement that all or any of these activities be used. These are only suggested activities.

- A. **Help the mentee develop decision-making skills.** Have the mentee write in a column all of the positives that could result from a particular decision and in another column all of the negatives. This may help the mentee clarify the issue, sort out the possible consequences of the decision and evaluate the appropriateness of the decision.
- B. **Assist the mentee in organizing work and developing time management skills.** The mentor can demonstrate how to use a business planner; Microsoft Outlook and other organizational tools. Allow the mentee to assess his/her own time and develop a plan for maximizing his/her potential.
- C. **Mentee can attend important meetings with the mentor.** Important insights are gained when a mentee shadows the mentor firsthand. Mentors are encouraged to allow mentee to attend meetings, if feasible and practical.
- D. **Engage the mentee in an activity.** Mentors and mentees may have general conversations to discuss different non-personal topics, eat lunch together and/or jointly attend special events at CSOSA.
- E. **Brainstorm/Evaluate activities.** Present the mentee with an item (annual report, statistical report, news report, policy, object, etc.), and allow the mentee to study it. Have the mentee present on the item (its use, importance, big picture, etc.).
- F. **Develop communication skills.** Select videos/movies that the mentee can watch to identify positive and negative communication tactics. Practice assertiveness. Conclude with a mock session/interview, where the mentee can exercise those skills.
- G. **Listening skills exercises.** Have the mentor present a verbal report or video and have the mentee recite/summarize what was said. Repeat these exercises to improve the mentee's ability to listen and accurately interpret information. Analyze and display on a graph the mentee's growth, so he/she can visualize his/her progress.
- H. **Lessons in Life.** Have the mentee interview a variety of professionals that are internal and external to the agency to expose the mentee to various roles both inside and outside of

CSOSA. Have that professional explain the responsibilities, the positive aspects, and the challenges of his/her position. Encourage the mentee to draw an organizational chart that reflects how the professional's role is aligned to the agency. Task the mentee with evaluating the position and discuss what he/she would implement to resolve the challenges facing the visiting professional's position.

- I. **Community Service/Final Project.** Mentor and mentee can select a project to collaborate on. Task the mentee with researching the project, and with developing a plan of action which highlights the tasks, targeted population, and desired results. The mentee can develop a journal and even prepare a presentation. Give the mentee the lead responsibility, so he/she can develop leadership/project management skills, and can build self-confidence.
- J. **Career Day.** Take the mentee to other sites to meet professionals from various fields/higher pay grades. The goal is for the mentee to evaluate how those professionals interact, communicate, perform, and to develop networking skills.
- K. **Create a Road Map to Success.** Ask the mentee to assess himself/herself and develop a road map of the steps needed to achieve the mentee's goals. Empower the mentee by allowing the mentee to do the research, identify obstacles/problem areas, and formulate solutions.
- L. **Assist mentee in revising/updating a professional resume.**
- M. **Conduct mock interviews.**
- N. **Panel discussion.** Let the mentee plan a panel discussion, from organizing/ scheduling the event to selecting the speakers, and facilitating the discussion.
- O. **Leadership Skills Development Project.** Allow the mentee to identify a project that he/she wants to complete that is based on improving a work product, procedure or morale. Assess the mentee's leadership, guidance, motivation skills, etc. during the various phases of the project.
- P. **Report writing.** Introduce the mentee to the various reports utilized in the agency (PSI, Statistical, Financial, Training Summary, etc.). Provide mentee with scenarios that he/she can use to develop similar reports.
- Q. **Review and/or assist Mentee in developing their Individual Development Plan (IDP)** and discuss how the mentee can reach his/her goals as outlined in the IDP.

Appendix E



CSOSA Mentoring Program
Mentor's Evaluation

Date:

Your Name:					Name of Employee Mentored:				
1. <i>The Mentoring Program Manager/Coordinator provided me with adequate support to enable/sustain the mentoring relationship.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
2. <i>Mentoring Program contact meetings were helpful and relevant.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
3. <i>I had the resources needed to provide meaningful developmental activities for my mentee.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
4. <i>My mentee upheld her/his responsibilities as defined in the Mentor/Mentee Contract.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
5. <i>My mentee regularly attended meetings with me and promptly rescheduled any meeting he or she could not make.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
6. <i>My mentee consistently carried out the developmental activities we agreed upon during meetings.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
7. <i>My mentee achieved the developmental objectives as stated in the Mentor/Mentee Contract.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
8. <i>I would describe the level of learning my mentee achieved in the Program as:</i>									
<input type="checkbox"/>	5 (Excellent)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Good)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Poor)
9. <i>Please elaborate on any answers to Question 1 through 8 in the space below:</i>									
10. <i>Please make any recommendations for overall Program improvements in the space below. Please feel free to provide other thoughts and/or comments.</i>									

Appendix F

Mentee's Evaluation



**CSOSA Mentoring Program
Mentee's Evaluation**

Date:

Your Name:					Mentor's Name:				
1. <i>The Mentoring Program Manager/Coordinator provided me with adequate support to enable/sustain the mentoring relationship.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
2. <i>Mentoring Program contact meetings were helpful and relevant.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
3. <i>I had the resources needed to learn and grow as a mentee.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
4. <i>My mentor upheld her/his responsibilities as defined in the Mentor/Mentee Contract.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
5. <i>My mentor regularly attended meetings with me and promptly rescheduled any meeting he or she could not make.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
6. <i>My mentor consistently assisted me in achieving my objectives by providing relevant developmental activities, which enhanced my understanding and skills.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
7. <i>I achieved the developmental objectives as stated in the Mentor/Mentee Contract.</i>									
<input type="checkbox"/>	5 (Strongly Agree)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Neutral)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Negative)
8. <i>I would describe the level of my learning achieved from the Program as:</i>									
<input type="checkbox"/>	5 (Excellent)	<input type="checkbox"/>	4	<input type="checkbox"/>	3 (Good)	<input type="checkbox"/>	2	<input type="checkbox"/>	1 (Poor)
9. <i>Please elaborate on any answers to Question 1 through 8 in the space below:</i>									
10. <i>Please make any recommendations for overall Program improvements in the space below. Please feel free to provide other thoughts and/or comments.</i>									

Appendix G

Mentoring Contract Form



CSOSA MENTORING CONTRACT

Prospective Mentor's Name:	
Prospective Mentee's Name:	
<p>This is to acknowledge that we are voluntarily entering into a Mentoring relationship with the intent of benefiting both parties, as well as CSOSA. In an effort to make this experience as rewarding as possible, we will spend our time together engaged in substantive developmental activities. We agree on the following ground rules to optimize our Mentor and Mentee relationship.</p>	
1. Meeting Expectations:	
Frequency:	
Length:	
Guidelines for Rescheduling Meetings:	
<p>2. Confidentiality Agreement: During a mentoring experience, both the mentor and mentee may be exposed to sensitive information outside of what he/she may normally be exposed to. Confidentiality between the participants is a critical part of a successful mentoring program. Therefore, it is critical that mentoring program participants (both mentor and mentee) understand that portions of their conversations may be confidential. By signing this mentoring contract, you certify that sensitive information obtained during the mentoring experience will not be disclosed to others unless permission is explicitly granted by the other participant. The duty to maintain confidentiality continues to apply even after the formal mentoring relationship ends. If sensitive or confidential information is disclosed by a mentoring program participant (during or after the assignment), that participant may be subject to disciplinary action. In the box below, please list any areas that may be discussed which are of a sensitive/confidential nature (note: there is no expectation that this list will be all-encompassing). Exclusion: A participant cannot be bound by the terms of a confidentiality agreement if the other participant shares information that suggests the occurrence of illegal or unethical activities, that suggests a possible violation of the Agency's Standards or Conduct, or that suggests any activities that might harm the Agency or any of its employees.</p>	
<p>3. Termination Agreement: This is a voluntary relationship. If at any time before the agreed-upon conclusion date either party wishes to terminate this agreement, he/ she will consult with the Mentoring Program Manager. If a mutually acceptable solution cannot be reached, the parties agree to terminate the mentoring relationship.</p>	

4. Other conditions governing the mentoring relationship: List any other items you both wish to document as part of the agreement prior to the onset of the formal relationship:		
5. Agreed-upon Objectives of the Mentoring Relationship (List Three Initial Objectives):		
<u>Objective 1:</u>		
<u>Objective 2:</u>		
<u>Objective 3:</u>		
6. Mentoring Action Plan:		
<u>Objective 1</u>		
Competency/Skill Addressed	Learning Activity	Projected Completion Date

<u>Objective 2</u>		
Competency/Skill Addressed	Learning Activity	Projected Completion Date
<u>Objective 3</u>		
Competency/Skill Addressed	Learning Activity	Projected Completion Date

7. Certification			
<p>By signing this Agreement, we agree to the procedures, goals, objectives, and confidentiality, of the Mentoring Program. We acknowledge that our participation is entirely voluntary and understand that the Agency assumes no liability for any unauthorized actions of any Mentor or Mentee participating in this Program. Should a problem arise relating to our participation in this Program, we agree to bring the dispute to the attention of the Mentoring Program Coordinator for resolution. If the issue cannot be resolved by the Mentoring Program Coordinator, we agree to submit the dispute to the Agency's Alternative Dispute Resolution Program for resolution. We commit to meeting <i>at least 2</i> hours each month and understand that the Program is designed for a year-long Mentoring relationship.</p>			
Mentor's Signature:		Date:	
Mentee's Signature:		Date:	

Appendix H



CSOSA MENTORING PROGRAM
MENTOR APPLICATION

Name:	
Current Position:	
Team or Unit:	
Background Information (e.g., education, professional experience, and positions held):	

Mentor Availability (Mentors and Mentees must be available to meet at least 2 hours per month)	
Work Schedule (Day, Evening, RDO, Etc.):	
How frequently could you meet with your mentor?	<input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other <input type="text"/>

Competencies: Read through the competencies below and on a scale of 1-5 (5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor) please indicate the areas in which you feel most capable to mentor a CSOSA colleague.	
Rating: <input type="checkbox"/> Communication Skills <ul style="list-style-type: none"> Expresses self clearly both orally and in writing; and produces, clear, concise documents Develops clear and convincing presentations Speaks effectively to an audience or group 	Rating: <input type="checkbox"/> Self-Management Skills <ul style="list-style-type: none"> Effectively manages personal time and multiple projects Sets personal and professional goals Manages career Politically navigates effectively throughout the Agency Effectively balances work/personal issues
Rating: <input type="checkbox"/> Leadership Skills <ul style="list-style-type: none"> Influences others Motivates self and others by setting an example of excellence Energizes self and others Diffuses negativity 	Rating: <input type="checkbox"/> Interpersonal Skills <ul style="list-style-type: none"> Strong team player with colleagues and stakeholders Deals with difficult customers Effectively manages conflict & negotiates win/win solutions

Mentor's Signature: I certify that I will be committed to meeting the program requirements and diligent in assisting in an employee's career development. I understand that it's my responsibility to schedule (or re-schedule) mentor meetings and activities so that they do not conflict with when I am needed in the office.

Signature: _____ **Date:** _____

Supervisor/ AD Approval: The Supervisor must only sign if the prospective mentor has a performance level of 3 or higher on *all* critical elements and is not pending any disciplinary/performance actions. Additionally, the supervisor must only sign if (s)he believes that the employee has the sufficient experience, skills, and demonstrated performance to be a quality mentor. If the employee is not approved to be a mentor, the supervisor and/or AD must explain the reasons for the disapproval.

Supervisor's Signature: _____ **Date:** _____

AD's Signature: _____ **Date:** _____

Comments:

Appendix I



CSOSA MENTORING PROGRAM
MENTEE APPLICATION

Name:	
Current Position:	
Team or Unit:	
Background Information (Include education, professional experience, and positions held):	

Availability	
(Mentors and Mentees must be available to meet at least 2 hours per month)	
Work Schedule (Day, Evening, RDO, Etc):	
How frequently could you meet with your mentor?	<input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Other <input style="width: 50px; height: 20px;" type="text"/>

Competencies: Read through the competencies below and rank them 1-4 in order of importance to strengthening during your mentoring relationship (1 = Most Important)			
Rank:	Communication Skills	Rank:	Self-Management Skills
	<ul style="list-style-type: none"> <input type="radio"/> Expresses self clearly both orally and in writing; and produces, clear, concise documents <input type="radio"/> Develops clear and convincing presentations <input type="radio"/> Speaks effectively to an audience or group 		<ul style="list-style-type: none"> <input type="radio"/> Effectively manages personal time and multiple projects <input type="radio"/> Sets personal and professional goals <input type="radio"/> Manages career <input type="radio"/> Politically navigates effectively throughout the Agency <input type="radio"/> Effectively balances work/personal issues
	<ul style="list-style-type: none"> <input type="radio"/> Influences others <input type="radio"/> Motivates self and others by setting an example of excellence <input type="radio"/> Energizes self and others <input type="radio"/> Diffuses negativity 		<ul style="list-style-type: none"> <input type="radio"/> Strong team player with colleagues and stakeholders <input type="radio"/> Deals with difficult customers <input type="radio"/> Effectively manage conflict & negotiates win/win solutions

MENTEE GOALS:	
Please identify the initial goals you wish to achieve through your mentoring relationship (these goals may include developing job specialty competencies).	
1.	
2.	
3.	
4.	
PAIRING PREFERENCE:	
If known, list top three mentor preferences by name:	
1.	
2.	
3.	

Mentee's Signature: I certify that I will be committed to meeting the program requirements and diligent in identifying and accomplishing my goals.



Signature: _____ *Date:* _____

Supervisor / AD Approval: In order for a mentee to participate in the program, (s)he must have his/her supervisor's and AD's support. By approving the application, the supervisor indicates the mentee will be permitted to meet with his/her mentor and participate in related program activities. It is the mentee's responsibility to schedule (or re-schedule) mentor meetings and activities so that they do not conflict with times when (s)he is needed in the office.

On the rare occasion that a supervisor does not approve a mentee's request to participate in the mentoring program, (s)he must clearly articulate the reasons for his/her decision. The Supervisor may only sign if the mentee has a performance level of 3 or higher on all critical elements and is not pending any disciplinary/performance actions. Supervisors and employees must work together to ensure meetings are scheduled on days and times that do not conflict with the needs of the office.

I will support the mentee in his/her commitment to and investment of time in the mentoring program.

At this time, I do not believe the applicant would be an appropriate mentee because:

Supervisor's Signature: _____ *Date:* _____



AD's Signature: _____ *Date:* _____

Appendix J



CSOSA Mentoring Program
Supervisor's Evaluation of Mentee Form (6-Month Follow-up)

Date:

Your Name:		Name of Employee Mentored:	
<p>1. <i>I have more confidence in the performance of my employee after he/she completed the Mentoring Program.</i></p> <p><input type="checkbox"/> 5 (Strongly Agree) <input type="checkbox"/> 4 <input type="checkbox"/> 3 (Neutral) <input type="checkbox"/> 2 <input type="checkbox"/> 1 (Negative)</p>			
<p>2. <i>To what extent do you agree that the performance of your unit has improved as a result of your employee participating in the Mentoring Program?</i></p> <p><input type="checkbox"/> 5 (Strongly Agree) <input type="checkbox"/> 4 <input type="checkbox"/> 3 (Neutral) <input type="checkbox"/> 2 <input type="checkbox"/> 1 (Negative)</p>			
<p>3. <i>I believe the Mentoring Program has provided him/her with the knowledge, skills, and attributes to enhance the execution of job responsibility and mission performance.</i></p> <p><input type="checkbox"/> 5 (Strongly Agree) <input type="checkbox"/> 4 <input type="checkbox"/> 3 (Neutral) <input type="checkbox"/> 2 <input type="checkbox"/> 1 (Negative)</p>			
<p>4. <i>I believe the Mentoring Program has provided him/her with the knowledge, skills, and attributes to employ clear, concise and effective communications.</i></p> <p><input type="checkbox"/> 5 (Strongly Agree) <input type="checkbox"/> 4 <input type="checkbox"/> 3 (Neutral) <input type="checkbox"/> 2 <input type="checkbox"/> 1 (Negative)</p>			
<p>5. <i>Please elaborate on any answers to Question 1 through 4 in the space below:</i></p> <div style="background-color: #e6f2ff; height: 150px;"></div>			
<p>6. <i>Please make any recommendations for overall Program improvements in the space below. Please feel free to provide other thoughts and/or comments.</i></p> <div style="background-color: #e6f2ff; height: 150px;"></div>			