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MENTORING:

Building Our Members

EDUCATION & TRAINING
MENTORING PROGRAMS

Contributors:

Mentoring Steering Committee

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Part I: Introduction to Mentoring

Foreword

Mentorship is a powerful ingredient in the success people can achieve in their lives. ***Effective mentorship unleashes the potential locked inside our people, allowing them to grow and achieve not just success but their dreams and aspirations.*** I have experienced this on a personal level – I would not be in my current position of responsibility if it weren't for an individual investing his time and effort into inspiring, empowering, and motivating me to pursue my dreams.

Yes, investment is the appropriate term to use. ***Are you willing to invest yourself in a member of Civil Air Patrol? If so, you can make a profound difference.*** You can help this person to succeed in her or his assigned duties or in their Civil Air Patrol career path.

There is an even deeper, more powerful aspect of mentoring, though. ***Mentorship, the act of proactively investing in caring and helping a person, meets a fundamental need that this person has as a human.*** Although you may never know, your acts as a mentor may come at just the point in time in a person's life where the positive difference is much more than helping with a skill set. ***You may very well help to save a person's life.***

I know this because I received this very gift through mentorship. The power of mentorship is real, and I am here as proof of its power. ***Want to make a difference?*** Want to help people and, by extension Civil Air Patrol to be successful? Then join me on this powerful quest of mentorship.

Major General Mark E. Smith, CAP
National Commander

"Mentoring is a brain to pick, an ear to listen, and a push in the right direction."

John C. Crosby, politician

Preface

This publication provides guidance on how to establish a mentoring strategy that is effective for CAP senior members at any stage in their career. This pamphlet applies to all senior members - officers and enlisted.

Overview

Prepared by the National Mentoring Steering Committee with the intent to synthesize relevant military and civil service doctrine, this pamphlet is organized into six parts, outlining the responsibilities, benefits, guidelines, and additional criteria of the CAP mentoring program for the three primary stakeholders: organizations, mentors, and mentees. Readers will understand the concept and intrinsic value of mentoring, how to become a successful mentor/mentee, how to find mentors, how to cultivate an effective mentoring relationship, and more.

"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you."

Bob Proctor, author & speaker

Chapter 1: Responsibilities

1.1. The Chief of Education & Training is the Office of Primary Responsibility; Mentoring Programs establishes mentoring guidance as reflected in this CAP Pamphlet. Members recommending changes to this publication should utilize their chain of command and CAPF 1-2, *Recommendation for Change to Publication*.

1.2. CAP leaders facilitate the mentoring process at all echelons to provide senior members with the ability to develop to their full potential. Leaders are expected to administer an effective mentoring program for senior members and implement mentoring opportunities, as described in this handbook.

1.3. Senior members should follow the process outlined in this pamphlet and become an active partner in their career development and management.

"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves."

Steven Spielberg, director/producer/writer

Chapter 2: Definition

2.1. Mentorship is a type of professional relationship in which a person with greater experience and knowledge guides another person to develop both

personally and professionally. This approach helps achieve mission success and motivates members to achieve their goals.

2.2. Mentoring promotes a climate of inclusiveness, which encourages the development of diverse strengths, perspectives, and capabilities of all members. CAP's mission is enhanced by diversity and inclusion among its personnel allowing for excellence to propagate.

2.3. Mentoring in Civil Air Patrol is essential and uses formal and informal mentoring to professionally develop members based on the needs of the mentee.

2.4. The mentor and mentee relationship is a collaborative effort relying on two-way communication and feedback to reach the mentee's goals and objectives.

"If your mentors only tell you that you are awesome, it's time to find other mentors."

Cosette Gutierrez, non-profit executive

Chapter 3: Guiding Principles

3.1. Mentoring is an essential ingredient in developing well-rounded, professional, and competent future leaders. The overall goal of mentoring is to help senior members maximize their full potential. Mentors should focus on mentee development with the goal of giving the mentee the ability to manage their own development and learning.

3.1.1. To effectively mentor senior members and lift them to a higher level, mentors should have the ability to create positive interactions with mentees by being:

3.1.1.1. **Supportive**. A mentor is one who supports the needs and aspirations of a mentee. This servant leadership attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

3.1.1.2 **Patient**. A mentor is accommodating and willing to invest time in performing mentoring responsibilities. A mentor provides adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

3.1.1.3. **Respected**. A mentor is someone who has earned the respect of peers and is relevant to the broader CAP community. It is important that this person has the attributes of a positive role model and sets the standard for others to recognize.

3.1.2. Mentoring is meant to be learning-focused, so mentees can increase their capacity to accomplish individual and professional goals through their own volition.

3.2. Civil Air Patrol fosters a mentoring culture by encouraging and expecting members to be mentors and mentees. This practice enhances morale and discipline. This improves the operational environment by maintaining respect for authority.

3.3. Mentoring is an inherent responsibility of leadership. A key aspect to the mentoring

process is the direct involvement of commanders, directors, and supervisors in the professional development of their subordinates. They should continually challenge their members to achieve their individual and/or professional goals.

3.4. Mentoring promotes professional development at every echelon and activity. Mentoring is a continuous process for building a professional relationship that fosters communication concerning careers, competencies, behavior, and organizational missions.

3.5. Mentors and mentees should be aware of the Civil Air Patrol policy regarding diversity, inclusion, and the benefits of a diverse and inclusive approach to leadership and mentorship. CAPR 36-1, *Civil Air Patrol Nondiscrimination Program* and CAPP 1-10, *Suggested Practices for Including Individuals with Special Needs* are the relevant texts for these policies.

"Mentoring brings us together - across generation, class, and often race - in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.'s words, that 'we are caught in an inescapable network of mutuality, tied to a single garment of destiny.' In this way, mentoring enables us to participate in the essential but unfinished drama of reinventing community, while reaffirming that there is an important role for each of us in it."

Marc Freedman, author & entrepreneur

Part II: The Organization

Chapter 4: Organizational Benefits

4.1. Professional mentoring enables senior members to prepare for increased responsibility. This program is not designed to ensure the mentee is selected for a promotion.

4.2. Some specific benefits are:

4.2.1. Improved morale and unit cohesion.

4.2.2. Enhanced professional and individual development.

4.2.3. Increased mastery of the competencies associated with the institution, specialty tracks, and qualifications.

4.2.4. Enhanced capacity to translate CAP's Core Values and strategies into productive actions.

4.2.5. Greater commitment and retention of senior members with the right experience needed in support of mission requirements.

"My mentor said, 'Let's go do it,' not 'You go do it.' How powerful when someone says, 'Let's!'"

Jim Rohn, author & speaker

Chapter 5: Organizational Goals

5.1. Create a positive environment by promoting professional and individual growth through CAP's Education & Training Program to enhance institutional and occupational competencies.

5.2. Expand familiarization with the organization's mission through increased understanding of history, heritage, Core Values, and leadership expectations.

5.3. Provide a catalyst for leaders and subordinates to leverage tactical, operational, and strategic knowledge.

5.4. Establish lines of communication to enable timely information sharing and assistance when needed.

"What I think the mentor gets is the great satisfaction of helping somebody along, helping somebody take advantage of an opportunity that maybe he or she did not have."

Clint Eastwood, actor/director/writer/producer

Part III: The Mentor

Chapter 6: Mentor Guidelines

6.1. Mentors are advisors or guides who share knowledge and experience to help mentees achieve their career goals.

6.2. Mentors should be diligent in their role by understanding the time required to ensure effective mentoring.

6.3. Effective mentoring creates a balanced relationship that focuses on the unique needs of the mentee.

6.4. Mentors assist mentees in discovering career direction by providing for individual growth and maturity.

6.5. Mentors can assume a variety of roles that are dependent on situational factors such as the mentee's learning style, the task(s) at hand, and more. These roles include:

6.5.1. **Teacher.** This role requires you to outline the "nuts and bolts" of the position and to share your experiences as a seasoned professional.

6.5.1.1. To teach the fundamentals of the position, the mentor first needs to determine what knowledge and skills are necessary to successfully meet the requirements of the position. Once these are identified, the mentor must then identify what strengths the mentee already has and those that require development. The mentor then concentrates effort on helping the mentee develop these areas.

6.5.1.2. The most important developmental method the mentor can use is to answer the mentee's questions. Mentors should recognize that they are not required to be the "expert" on everything.
A good mentor knows when to direct the mentee to a knowledgeable source, such as a subject-matter expert or other relevant materials.

6.5.1.3. As a teacher, it is important that the mentor share the wisdom of past mistakes. A mentee will learn from these errors and realize that no one is perfect. By making a point to relate these learning experiences, special anecdotes, and "trials" whenever appropriate, the mentor will strengthen the mentoring relationship.

6.5.2. **Guide.** The mentor helps the mentee navigate through the inner workings of the organization and decipher the "unwritten rules." This information is usually the "kernels of knowledge" that one only acquires through time and experience.

6.5.2.1. The inner workings of the organization are simply the "behind the scenes" dynamics or office politics that are not always apparent but are crucial to know. These "unwritten rules" can include the special procedures a unit follows, the guidelines that may not always be documented, and policies under consideration.

6.5.2.2. It is critical that the mentor explains the inner workings and "unwritten rules" to the mentee. Brief the mentee on who

performs what function, the critical responsibilities that each holds, and the various personalities involved.

6.5.3. **Counselor.** The mentor must establish a trusting and open relationship. In order to do so, the mentor must stress confidentiality and show respect for the mentee. This includes not disclosing personal information that is shared and listening actively while the mentee is talking.

6.5.3.1. To establish a trusting and open relationship, the mentor must make the mentee feel comfortable. Non-verbal signals can help create an acceptable level of comfort with the mentee. Non-verbal signals may include:

6.5.3.1.1. **Eye Contact.** Use appropriate eye contact while remaining sensitive to cultural and individual tendencies. In some cultures, direct eye contact is considered appropriate during listening and speaking. Other cultures consider dropping or averting the eyes during listening as showing respect while direct eye contact during speaking is appropriate.

6.5.3.1.2. **Gestures.** The mentor should supplement speech with facial and hand gestures. One way to use hand gestures is to express enthusiasm including nodding their approval, smiling, or shaking the other person's hand.

6.5.3.1.3. **Open Body Posture.** The mentor can maintain an "open" body posture by resting their arms casually at the sides or on a surface and leaning forward as if eager to hear the next word.

6.5.3.1.4. **Appropriate Space.** The mentor must consider how space can relate to power. A large desk might be seen as a barrier between mentor and mentee. The mentor should position chairs next to each other rather than across from one another to bridge the distance while talking. Maintain proper physical distance from people when talking with them. Most people feel that it is an attack on their personal space if someone stands within six inches of them while speaking.

6.5.3.2. The counselor role requires a mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on the mentor to provide a solution. These skills can be developed by encouraging the mentee to attempt to solve the problem before seeking the mentor's assistance.

6.5.4. **Motivator.** The mentor may need to invigorate the mentee at times. Motivation is an internal or external drive that compels a person to succeed. In general, most mentees are enthusiastic about their jobs. After all, mentees tend to be characterized as highly motivated individuals with a desire for success.

This role may be necessary when the mentor needs to inspire the mentee to complete a difficult assignment or to pursue an ambitious goal. Through encouragement, support, and incentives, the mentee can be motivated to succeed.

6.5.4.1. **Encouragement**. Positive feedback is a great "morale booster" that removes doubt, builds self-esteem and results in the mentee feeling a sense of accomplishment. Concentrate on the areas mentee is doing well in and highlight these successes. Consider doing so in a public setting to boost the mentee's morale.

6.5.4.2. **Support**. An open-door policy is perhaps the best way to show your support. An open-door policy means that the door is always open to the mentee and not just open when it is convenient for the mentor. A mentee will not be afraid to ask questions and seek guidance when they know the mentor is always available.

6.5.4.3. **Incentives**. To create an incentive, you need to explain what the mentee can gain from completing a task or improving their skillset. Supervisors may consider an opportunity to work on an interesting project or appropriate awards.

6.5.5. **Sponsor.** A sponsor creates opportunities for the mentee that may not otherwise be made available, which can relate directly to the job or indirectly to the mentee's overall professional development. The mentor's goal is to provide as much exposure for the mentee as possible with a minimum of risks.

6.5.5.1. Opportunities should challenge and instruct without slicing away the mentee's self-esteem by setting them up for failure. New opportunities can increase the visibility of your mentee, but the mentor must be careful in selecting these opportunities by knowing when the mentee is ready. This will be apparent when the mentee has mastered all the required tasks and seeks new responsibilities.

6.5.6. **Coach.** Coaching can help a mentee overcome performance difficulties. This is a complex and extensive process that requires the mentor to discern if the mentee has the capacity to do the job, if coaching will upgrade their skills, and if there is sufficient time to coach.

6.5.6.1. Coaching involves clear, concise feedback as the situation demands. Positive feedback reinforces behavior the mentor wants to continue. Constructive feedback improves behavior the mentor wishes to change. Both types of feedback are critical to your mentee's professional growth.

6.5.6.4.1 There are four factors to consider when providing feedback:

6.5.6.4.1.1. **Frequency.** The mentee will have a clear understanding of his or her progress with timely feedback.

6.5.6.4.1.2. **Economical.** The mentee will appreciate the feedback more if the feedback is of high quality.

6.5.6.4.1.3. **Specific.** The mentor should focus the feedback on how, when, and why.

6.5.6.4.1.4. **Direct Observation.** Mentors should not discuss matters heard secondhand.

6.5.6.4.2. When giving constructive feedback, the mentor should :

6.5.6.4.2.1. Describe the behavior observed without exaggeration or judgment.

6.5.6.4.2.2. Avoid using labels such as "immature" or "unprofessional."

6.5.6.4.2.3. Phrase the issue as a statement, not a question. Concentrate on the behavior that the mentee should sustain or improve.

6.5.6.4.3. Mentors should not give feedback when:

6.5.6.4.3.1. They do not have situational awareness regarding the circumstances of the behavior.

6.5.6.4.3.2. The time, place, or circumstances are inappropriate (for example, within the presence of others is usually inappropriate for constructive feedback).

6.5.7. **Advisor.** This role requires the mentor to help the mentee develop professional interests and set realistic career goals. These goals should follow the commonly-used SMART format (Specific, Measurable, Attainable, Relevant, and Time-based).

6.5.7.1. The mentor may want to create several potential career goals to eliminate the mentee feeling "trapped"; however, these goals should be limited in number.

6.5.7.2. The mentor should keep in mind that goals must be flexible enough to accommodate changes in the unit and the mentee's interests. Goals shouldn't be so rigid that adjustments cannot be made. Sometimes changes in CAP or life will require alterations in the mentee's goals.

6.5.7.3. The mentor should think of how the mentee will reach his or her career goals. There are several career-building alternatives, which include:

6.5.7.3.1. **Enrichment.** Enhancing the individual skills and responsibilities of the mentee's current duty assignment, specialty track, and/or qualification.

6.5.7.3.2. **Reassignment.** Moving to another position with the same or new duties, without a change in echelon or authority.

6.5.7.3.3. **Additional Duty (ADY).** A temporary assignment with the mentee returning to their regular duties at the end.

6.5.7.3.4. **Promotion.** Changing to a position at a higher echelon or involving a greater scope of responsibility.

6.5.8. **Referral Agent.** Once career goals are set, the mentor is likely to assume the role of referral agent. As a referral agent, a mentor works with the mentee to develop a plan of action outlining the knowledge, skills, and abilities a mentee needs to meet their goals. There are several steps that mentors and mentees should follow when developing this plan:

6.5.8.1. **Target the areas that require development.** Research the requirements of the future position. After identifying the critical knowledge, skills, and abilities that are required of the future position, weigh them against those which the mentee already possesses. Plan to develop those that require improvement.

6.5.8.2. **Select developmental activities.** Choose or recommend activities or tasks the mentee can undertake to develop the critical knowledge, skills, and abilities required of the future position. Examples of developmental activities include:

6.5.8.2.1. Assigning job enrichment responsibilities.

6.5.8.2.2. Participating in a temporary assignment.

6.5.8.2.3. Attending workshops, conferences, or seminars.

6.5.8.2.4. Enrolling in continuing education courses.

6.5.8.2.5. Participating in cross-training to an additional specialty track or augmenting a duty position as an assistant.

6.5.8.3. **Determine success indicators.** The mentee needs a clear vision of the desired results of the developmental activity. It's not important what indicators are used, except that these indicators must be measurable and meaningful to the mentee.

6.5.9. **Role Model.** A role model is the living example of the Core Values, ethics, and professional practices of Civil Air Patrol. Most mentees imitate their mentors. Learning by example may be the mentor's most effective teaching tool. The mentee will learn a lot by observing how their mentor handles situations and interacts with others. For this reason, the mentor should be careful about how they come

across to the mentee by striving for high standards of professionalism, solid work ethics, and a positive attitude. The mentor should endeavor to provide the mentee an opportunity to learn the positive qualities of an experienced professional.

6.5.10. **Door Opener.** The mentor will help the mentee establish a network of contacts within the unit or wing, as well as outside of CAP, such as relevant external agencies. A mentee needs a chance to meet other people to spur professional as well as social development. The mentor should introduce the mentee to many of their own contacts to help build the mentee's network structure.

6.5.10.1 Networking is directly related to the number of people from whom one can seek assistance or advice. To increase the mentee's awareness of personal contacts, they should consider the number of people they know within CAP, who they talk to frequently at CAP activities, who they socialize with outside of CAP activities, and who in CAP they can discuss problems and concerns.

6.6. The Mentoring Toolkit in Attachment 2 and other mentoring resources are available to ensure mentees receive every benefit the mentoring relationship can provide. They assist in identifying strengths and areas for improvement.

6.7. Mentors ensure their senior members are aware of mentoring options offered within their organization. It is important for mentors to

communicate with their mentees even if they are assigned to a different wing or region to provide an opportunity to participate in a mentoring relationship.

6.8. One area mentors clearly can address is learning. To this end, mentors should be familiar with the CAP Education & Training Program in order to adequately discuss the learning opportunities with their mentees. Additional topics mentoring can encompass are listed in paragraph 13.

6.9. Mentors recommend developmental tools for mentees to assess their capabilities, encourage mentees to provide assessment results to assist in building mentoring plans, and aid mentees in reaching their goals.

6.10. Mentors should enhance their mentoring skills by seeking out training, best practices, conversations with their own mentors, etc.

6.11. Mentors should not manage mentees as their supervisors (unless they are assigned as such) or do mentees' work for them. Mentors should be engaged in the mentor/mentee relationship without being domineering.

6.12. Mentors should endeavor to mentor, not just those senior members who come from the same demographics as themselves.

"In order to be a mentor, and an effective one, one must care. You must care. You don't have to know how many square miles are in Idaho, you don't need to know what is the chemical makeup of chemistry, or of blood or water. Know what you know and care about the person, care about what you know and care about the person you're sharing with."

Maya Angelou, author & civil rights activist

Chapter 7: Mentor Expectations

7.1. Exemplify CAP's Core Values (reference CAPP 80-3, *Character and Leadership: Applying Core Values for Senior Members*).

7.2. Provide practical counsel by offering guidance, providing feedback, and acknowledging accomplishment.

7.3. Support mentees' career planning and goal setting by using a developmental plan, such as the Mentoring Plan (reference Table A2.2).

7.4. Advise mentees to cultivate their leadership and specialty track capabilities through a wide variety of activities available through CAP.

7.5. Share relevant knowledge, experience, and resources with mentees.

7.6. Identify and help mentees resolve potential issues they face in development.

7.7. Facilitate opportunities for mentees to gain new experiences and build their skillset.

"What you want in a mentor is someone who truly cares for you and who will look after your interests and not just their own. When you do come across the right person to mentor you, start by showing them that the time they spend with you is worthwhile."

Vivek Wadhwa, technology entrepreneur & academic

Part IV: The Mentee

Chapter 8: Mentee Guidelines

8.1. Mentees should be actively involved in their personal education and development. They should develop a mentoring plan that clearly identifies their educational and professional goals, as discussed in paragraph 13.4.2.

8.2. Mentees should actively participate in creating an appropriate environment that allows for professional development, appropriate mentoring discussions, and regular meetings as schedules permit.

8.3. Mentees should work with their mentors in creating their personal plans. The plans should be challenging but within the mentees' capabilities.

8.4. Mentees should request assistance when needed, be fully engaged, and be active listeners.

8.5. Mentees should possess a learning attitude, be open to feedback, and be willing to accept new challenges.

8.6. Mentees should be familiar with the information in the Mentoring Toolkit, Attachment 2. They should use the resources for further development.

"One who refuses to seek the advice of others will eventually be led to a path of ruin. A mentor helps you to perceive your own weaknesses and confront them with courage. The bond between mentor and protege enables us to stay true to our chosen path until the very end."

Daisaku Ikeda, Buddhist Philosopher

Chapter 9: Mentee Expectations

9.1. Mentees manage the mentoring relationship through collaboratively scheduling the sessions, creating an agenda, executing developmental activities, and following up/briefing the mentors.

9.2. Mentees work with mentors in developing a career roadmap by identifying and clarifying current and future career goals.

9.3. Mentees demonstrate commitment and are able to communicate needs and concerns.

9.4. Mentees gain an in-depth understanding of the mission, goals, and structure of Civil Air Patrol.

9.5. Mentees accept responsibility for learning and developmental needs.

9.6. Mentees enhance institutional and functional competencies.

9.7. Mentees leverage opportunities for career advancement as desired.

9.8. Mentees expand leadership abilities through service learning, which includes academics, hands-on application, and reflection.

9.9. Mentees are receptive to feedback.

"Mentors are not there to make us 'happy'. They are there to guide us to the best of their knowledge."

Samira DeAndrade, business executive

Chapter 10: Finding A Mentor

To find a mentor, senior members should:

10.1. Submit a mentee registration form electronically to CAP Education & Training/Mentoring Programs via the National website for potential mentor assignment.

10.1.1. Senior members interested in serving as a mentor should submit an application form, also found on the National webpage under Education & Training/Mentoring. The application is reviewed by the mentoring committee, and a phone interview is required. Each mentor will complete the Mentor Training module in AXIS. The mentor is then added to the National database and paired with mentee(s) requesting their skillset.

10.2. Consider requesting more than one mentor at the same time if deemed prudent based on goals and needs. For an organization such as CAP, where members may pursue vastly different specialty tracks, sometimes one mentor may not be sufficient.

10.3. Think about the personal and professional areas where they want to improve.

10.4. Look strategically for mentors (alumni associations, professional associations, peer recommendations, etc.). Examples include but are not limited to: the CAP Alumni Association, Air Force Association (for activities such as CyberPatriot), and Air Force Sergeants Association.

10.5. Decide on expectations for mentors to help in enhancing developmental needs.

10.6. Make a list of qualities you desire in a mentor and submit on the mentee registration form.

10.6. Network. Communicate to others that you are looking for a mentor.

"Mentoring is a two-way street. You get out what you put in."

Steve Washington, musician

Part V: The Mentoring Relationship

Chapter 11: Successful Mentoring Mindset and Relationships

11.1. While mentoring can be immensely satisfying in a personal and professional sense, mentors must willingly enter a mentoring relationship without the expectation of receiving anything in return.

11.2. Mentor and mentee should practice active listening and maintain mutual accountability.

11.3. Mentors and mentee should develop mutual respect, maintain trust and honest expressions, and establish a collaborative partnership. If the relationship is not working as the mentor or mentee had envisioned or any issues come up, the Director of Mentoring Programs should be contacted for resolution.

11.3.1. Mentors and mentees should establish boundaries and expectations for the professional mentoring relationship.

> 11.3.1.1. Mentorship discussions should be kept professional, and care should be taken to ensure they do not cross over into non-work related personal advising or counseling. This should not preclude the discussion of matters relating to work-life balance.
>
> 11.3.1.2. Mentors and mentees should discuss confidentiality expectations. Confidentiality in a mentoring relationship is critical to establishing trust. They need to understand that discussions between them are to remain confidential. This confidentiality does not extend to the responsibility to report unlawful actions by either party.

11.3.1.3. Trust is built in a mentoring relationship by being open, honest, respectful, and accountable, aligning expectations, and having integrity.

11.3.2. Mentor and mentee should discuss and agree on meeting logistics which should include meeting location, frequency, type, duration, and times (reference Table A2.2)

11.4. Mentees should possess a learning attitude, remain open to feedback, and have a desire to develop by investing time in the relationship.

11.5. Respect, responsiveness, and accountability are critical for a successful mentoring relationship.

11.6. Positive relationships involve training of mentor and mentee. This pamphlet forms the basis for such training.

11.7. Effective feedback on the mentoring relationship should be provided by the mentor.

11.7.1. Feedback by the mentor is specific by providing information on observed behavior and not on perceived attitudes or judgment. Mentors should discuss aspects that are most important, ask questions to help the mentee find their own solutions, and to take ownership, comment on strengths as well as areas for improvement.

11.7.2. Before providing feedback, consider if the feedback would be of value to the mentee.

11.8. Mentors set the proper climate for the feedback session, plan carefully what is to be communicated, set the appropriate context for the sessions, and allow mentees opportunities to listen and respond.

11.9. Obstacles in a Mentoring Relationship.

11.9.1. Indicators for potential trouble in the mentoring relationship are:

11.9.1.1. Frequent switches in direction.

11.9.1.2. Frequent arguments.

11.9.1.3. Frustration at lack of progress.

11.9.1.4. Excessive questioning of each decision or action taken.

11.9.1.5. Floundering.

11.9.2. Some obstacles that could confront the mentor are:

11.9.2.1. **Conflicting Styles.** A mentor's style of mentoring may not always match the needs of the mentee; this will result in frustration. The mentor and mentee must understand each other's style and be flexible. Mentors must also adjust their techniques to keep in sync with the mentee's evolution.

11.9.2.2. **Time Constraints.** Some mentors cannot devote enough time to the mentee due to other commitments in the mentor's schedule. By sacrificing mentoring time, the mentee may lose faith in the mentor, causing the relationship to suffer. The mentor may also expect too much progress from the mentee in an unrealistic amount of time. The mentor must give the mentee time to grow professionally and to make mistakes along the way.

11.9.2.3. **Mentee's Supervisor Feels Excluded.** It is imperative that the mentor does not undermine the authority of the mentee's supervisor. An effective technique to include them in the mentoring relationship is to keep the supervisor updated by discussing the mentee's achievements, progress, goals, and action plan.

11.9.2.4. **Hidden Agendas.** A hidden agenda is an ulterior motive for forming the relationship. For example, the mentee seeks out a high-level, respected mentor with the misguided intent of only furthering their own career, thus overlooking the other significant benefits of mentoring. Hidden agendas are harmful to the mentoring relationship because this relationship is built on deceit.

11.9.2.5. **Mentee's Attitude.** Some mentees expect too much from mentors, demanding more time and attention than they actually need. Others may expect to control their mentors, requiring a mentor to be firm about commitments and

responsibilities. Mentors should not accept poor excuses for failure to meet standards.

11.9.3. Obstacles for the Mentee.

11.9.3.1. **Peer Jealousy.** Mentees may encounter jealous peers who do not have a mentor, such as those who see the mentee getting key assignments and advancing rapidly. Mentors should show their mentee how to act as an advisor so that they can gain leadership experience and perhaps diffuse some of the jealousy. If this does not work, the mentor should advise the mentee to look at this as an opportunity for learning and to develop their interpersonal skills to deal with the situation. The mentee should also refer those seeking mentorship to the CAP Mentoring Program in order to request a mentor.

11.9.3.2. **One Party Overstepping Professional Boundaries.** This occurs when one party wants the relationship to become more personal; this is more common in cross-gender mentoring relationships. Mentoring involves a close and confidential relationship, which could result in this obstacle. This should not deter mentors and mentees from cross-gender mentoring relationships, but both parties must be sensitive to the perceptions of each other.

11.9.3.3. **Changing Relationship Dynamics.** This obstacle requires careful reflection when situational factors render the mentoring relationship no longer viable. The mentee should discuss the issue of contention with the mentor for resolution.

11.9.3.3.1. Examples include:

11.9.3.3.1.1. The mentee outgrows the mentor.

11.9.3.3.1.2. The mentor's availability or suitability changes.

11.9.3.3.1.3. The mentee is ready for a new mentor who can provide different skills or perspectives.

11.9.3.3.1.4. The mentee's availability changes, and they have to take a break from CAP duties.

11.9.3.3.2. Only after all other efforts to remedy the problem have been tried should both parties consider ending the mentoring relationship for adverse reasons. The mentee may request another mentor through the CAP Mentoring Program.

"One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination."

John C. Maxwell, author & speaker

Chapter 12: Preparing a Mentoring Plan

12.1. Mentees should create a career development vision statement, which is a future state of achievement.

12.2. Mentees should understand the different mentoring relationships, purpose of mentoring sessions, current personal and professional conditions, and environment.

12.3. Mentees formulate solid short- and long-term goals, using the SMART model (Specific, Measurable, Achievable, Relevant, Time-bound). Mentees must ensure they are fully committed to achieving each goal.

12.4. Goals should be realistic and bring a level of excitement.

12.5. Mentees should identify checkpoints for each goal to assess progress, as well as milestones to indicate achievement.

12.6. Mentors provide feedback throughout the mentee's goal achievement process.

12.7. Mentors and mentees track progress, evaluate the status of the overall plan, and revise the plan as necessary.

"A lot of people have gone further than they thought they could because someone else thought they could."

Zig Ziglar, author & speaker

Chapter 13: Mentoring Discussion Topics

13.1. **Education and Training.** Every senior member benefits by being an adaptive, self-directed, life-long learner. Education and training resources are abundant.

13.1.1. Civil Air Patrol Doctrine, Operational Capabilities, History, and Heritage. This includes not only CAP publications but also relevant Air Force Instructions (AFIs) that govern Civil Air Patrol.

13.1.2. **CAP Core Values.** CAP Core Values include Integrity, Volunteer Service, Excellence, and Respect. Engage in discussion on how personal values align with CAP Core Values.

13.1.3. **Diversity and Inclusion.** Civil Air Patrol is enhanced by diversity among its personnel. Members working in a diverse and inclusive environment learn to maximize individual strengths and combine individual abilities and perspectives for better performance by teams and the organization.

13.1.4. **CAP's Institutional Competencies.** Institutional competencies are the professional building blocks to develop leaders across all specialties and organizational levels. Institutional competency assessment identifies professional leadership strengths and areas for improvement.

13.2. Professional Reading.

13.2.1. **CAP Topics.** The CSAF Professional Reading List, Air University, and the Air Force Institute of Technology are all good sources for professional readings. Other potential subjects include aerospace-related topics, emergency services opportunities, youth development topics, and more.

13.2.2. **Leadership, management, and business topics.** A mentoring session is a good time to discuss authors, leaders, and speakers who have had a positive influence on your career or life.

13.3. Functional Development.

13.3.1. **Occupational Competencies.** Occupational competencies are specific to duty positions and specialty tracks that focus on building depth of functional experience and specific technical areas of expertise that enable individuals to successfully perform their unique duties.

13.3.2. Occupational competency assessment identifies strengths and areas for improvement. Applicable references include specialty track guides.

13.4. Career Planning.

13.4.1. **Aspiration.** It is important for mentors to distinguish between individual goals, career aspirations, and realistic expectations. Each senior member defines a successful CAP career differently, and there are numerous paths to meet individual goals. First and foremost, however, individuals should focus on CAP's strategic needs, unit requirements, and mission accomplishment.

13.4.2. **Mentoring Plan.** In discussing the Mentoring Plan, mentors should pay particular attention to assignment and job levels as mentees move from junior grade to mid-grade to senior grade.

13.4.5. **Promotion.** Mentors should understand the grade systems for their mentees. Applicable references for senior members include:

13.4.5.1. CAPR 35-5, *CAP Officer and NCO Appointments and Promotions* explains the grade system for senior members.

13.4.5.2. CAPR 40-1, *CAP Senior Member Education & Training Program*, prescribes the requirements that members complete from the level of the individual to the squadron to the group, wing, region, and beyond.

13.5. Educational Opportunities.

13.5.1. The role of the Education and Training Program is to provide senior members with the skills required for CAP mission accomplishment. The opportunities offered through this program build mission-related skills in order to prepare senior members for

increased responsibility appropriate to their grade and to enhance their contribution to Civil Air Patrol.

13.5.1.1. Education enhances performance in each phase of professional growth and builds on the foundation of leadership abilities shown during the earlier stages of a Senior Member's career.

13.5.1.2. Mentors must be familiar with Education & Training programs managed through Volunteer University in order to provide the best guidance to their mentees regarding their potential options for development.

"We can help a person to be himself by our own willingness to steep ourselves temporarily in his world, in his private feelings and experiences. By our affirmation of the person as he is, we give him support and strength to take the next step in his own growth."

Clark Moustakas, psychologist

Part VI: Supplemental Information

Attachment 1: GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

A Note About Quotes

Quotes throughout this pamphlet were sourced online for their value to mentors and mentees. Every effort has been made to ensure their veracity.

Bibliography

Air Force Handbook 36-2643, *Air Force Mentoring Program*, 2019 CAP

Pamphlet 50-7, *Mentoring: Building Our Members*, 2004 CAP

Pamphlet 50-8, *Mentor's Guide*, 2013

Department of Transportation, *Mentoring Handbook*, 1996

Adopted Forms

CAPF 1-2, *Recommendation for Change to Publication*

CAPF 40, *CAP Performance Feedback Form*[1] Mentoring

Plan[2]

New Member Plan of Action

Mentee Self-Assessment

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[1] This is meant as a tool to assist mentors in structuring and quantifying feedback, not necessarily as a formal evaluation.

[2] This worksheet is adapted from Air Force Handbook 36-2643, *Air Force Mentoring Program.*

Mentor and Mentee Applications (electronic module)

Terms

Coaching—Relationship where an uncertified or certified professional coach provides technical support focusing on development of mentees based on their identified performance need.

Competencies—Observable, measurable pattern of knowledge, skills, behaviors, and other characteristics needed to perform institutional or occupational functions successfully.

Continuum of Learning (CoL)—Process of individual development where challenging experiences are combined with education and training through a common taxonomy to produce senior members who possess the tactical experience, operational competence, and strategic vision to lead and execute the full spectrum of CAP missions.

Diversity—Composite of individual characteristics, experiences, and abilities consistent with CAP Core Values and mission. Diversity includes, but is not limited to, personal life experiences, geographic background, socioeconomic background, cultural knowledge, educational background, work background, language abilities, physical abilities, philosophical/spiritual perspectives, age, race, ethnicity, and gender.

Education—Process of imparting general bodies of knowledge and habits of mind applicable to a broad spectrum of endeavors to intellectually prepare individuals to deal with dynamic environments and solve ill-defined problems by using critical thought and reasoned judgment. Education programs prepare senior members to successfully anticipate and meet challenges across the range of military operations.

Experience—Active participation/involvement in positions, events, or activities leading to the accumulation of knowledge or skill that can be utilized to meet mission requirements.

Force Development (FD)—Deliberate process of preparing senior members with the required competencies to meet the challenges of the current and future operating environments. Institutional development generally results in leadership, management, and warrior ethos proficiency. Occupational development generally results in technical skill proficiency.

Formal Mentoring—Professional and individual development of mentees. Characteristics of formal mentoring include the establishment of a mentoring strategy with specific objectives, expectations, and outcomes that are connected to the benefits of the organization.

Goal—Measurable milestone that is established to indicate the success of a plan. A mentee commits to achieving the goal. A goal may be long-term or short term. A long-term goal is the ultimate desired result of a career plan that is to be accomplished in the future. A short-term goal is a precise desire of the plan that is accomplished in a limited period of time that can lead to accomplishing the long-term goal.

Inclusion/Inclusive—This encompasses providing individuals in an organization challenging tasks, responsibility within their span of control, and support to grow and develop. It involves extending consideration to all qualified candidates. Inclusion provides an opportunity for individuals to be a part of "the team," thus, motivating them to employ their talents and contribute to the organization and mission. Potential returns on investment include member/employee development, improved performance, increased productivity, reduced attrition, and making CAP more attractive to potential members. Inclusion, coupled with diversity, is essential for CAP to expand its competitive advantage.

Informal Mentoring—Unstructured mentoring with no planned objectives and expectations where the mentoring relationship may last a long time with an emotional commitment.

Institutional Competencies—These leadership competencies are expected of all senior members throughout their careers and are the competencies needed to operate successfully in the constantly changing environment in which they function.

Leadership—Art and science of motivating, influencing, and directing members to understand and accomplish the CAP mission.

Mentor—Wise, trusted, and experienced individual who shares knowledge, experience, and advice with a less experienced person.

Mentee—Individual who desires to expand his/her knowledge and skills by gaining advice from a more experienced individual.

Mentoring—Collaborative professional relationship between the mentor and mentee where the mentor helps the mentee work toward the fulfillment of clearly defined goals.

Mentoring Plan—Document that serves as a roadmap for facilitating mentoring expectations, career goals, and developmental goals. It serves as a communication tool between mentees and their mentors.

Occupational Competencies—A set of competencies required of all senior members within a specialty area (a group of functions requiring similar work, i.e. Emergency Services). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to successfully perform that function's mission.

Sponsor—Individual who assists the member in getting a job by having a voice in the selection process or is able to fast track the member's career and provides top cover for successful risk-taking.

Training—Set of events or activities presented in a structured or planned manner through one or more media for the attainment and retention of skills, knowledge, and attitudes required to meet job performance requirements. This involves the coaching and mentoring of senior members, resulting in proficiency development.

Attachment 2: MENTORING TOOLKIT

A2.1. These checklists should assist in planning for mentoring sessions.

Figure A2.1. Mentee Checklist.

MENTEE CHECKLIST ***(Mentee should be proactive about professional development)***	
Item	**Comment**
Submit mentee registration form to NHQ for mentor candidates	
Mentee completes Member Plan of Action & Mentee Self-Assessment worksheets	
Mentee consults with mentor on expectations for meetings	
Mentee records discussed topics and feedback	
For technical development, mentee should consult specialty track guide	
Mentee explores professional development opportunities through Education & Training Program	
Mentee amends mentoring plan as needed by focusing on developmental needs	
Mentee evaluates success of mentoring relationship	

Figure A2.2. Mentor Checklist.

MENTOR CHECKLIST (Mentor shares in mentee's development journey)	
Item	**Comment**
Mentor submits application to Mentor Programs for consideration and is selected after interview	
Mentor reviews mentee's education, training, experience, and specialty track development path using resources such as Mentee Self-Assessment worksheet	
Mentor guides mentee to make decisions based on personal reflections, analytical thinking, and discussion	
Mentor asks mentee questions to stimulate growth	
Mentor ensures discussed topics and feedback are recorded in the mentoring plan	
Mentor explores development opportunities for achieving mentee's goals and objectives	
Mentor encourages mentee to reflect regularly on goals, achievement, and areas for improvement	
Mentor discusses with the mentee any adjustment of mentoring plan	
Mentor evaluates success of mentoring relationship	

Figure A2.3. Mentoring Relationship Types.

Type	Description	Advantage
Flash Mentoring	Busy leaders are recruited to become mentors without committing a lot of time. Mentees are assigned at random and can meet for just one session. Mentors share lessons learned, experiences, and advice to the mentees. After the initial meeting, mentors and mentees can decide if they would like to continue the mentoring relationship.	Opportunity to learn from executives without a long-term commitment
Group Mentoring	One or more mentors address a large audience of mentees. As each mentor introduces concepts, answers questions, or relays guidance, they engage the entire group in the conversation. Can be facilitated group mentoring, peer-group mentoring, or team mentoring. This can enable a mentor to assist a specialty track group across CAP at one time.	Opportunity to extend its mentoring efforts by reaching more mentees in a time-efficient manner. Also resolves the issues of not having enough mentors and can promote diversity of thinking, practice, and understanding.
Peer Mentoring	Relationship with an individual within the same grade and/or job series. Purpose is to support colleagues in their professional development and growth, to facilitate mutual learning, and to build a sense of community. It is not hierarchical, prescriptive, judgmental, or evaluative.	Mentees sometimes learn better from their friends, associates, or individuals with similar backgrounds and career interests.
Reverse Mentoring	Mentoring of a senior (in age, experience, or position) person by a junior individual. Aims to help share unique knowledge sets; for example: information technology, computing, or internet communications.	Ability to create and maintain an attitude of openness regardless of status, power, or position.

Situational Mentoring	Providing the right help at the right time by a mentor when a member needs guidance, advice, or constructive correction.	Informal mentoring that usually occurs as a short-term fix to address an immediate situation but can transition to a more long-term connection over time if both the mentor and mentee are inclined to do so.
Speed Mentoring	Series of short focused conversations about specific questions where mentors meet with a number of mentees in time slots. Mentors and mentees connect in a meaningful, fun, and fast-paced way. Group speed mentoring is a variation of flash mentoring where a mentor meets with a small group of mentees and then rotates to another group of mentees immediately afterward.	Mentees are concentrating on key areas of discussion or interest and are provided a variety of viewpoints…exchange of ideas… for consideration. Mentees able to meet numerous matches in a short period of time; may lead to future mentoring relationships.
Supervisory Mentoring	An inherent responsibility of leadership and most frequently used is informal and related to day-to-day guidance about the current job.	As leaders, supervisors should also encourage outside mentoring relationships, informal and formal, and allow employees time to cultivate the mentoring relationships.
Virtual Mentoring	Using electronic tools such as videoconferencing, social media, or email in order to mentor individuals. Recommend mentor and mentee meet face-to-face when it is possible.	Helpful for members who are geographically dispersed, for personnel who work alternating shifts or night shifts, for personnel who are deployed, or for personnel who are in remote areas. Can be a tool to engage an increasingly tech-savvy population.

Figure A2.4. Mentoring Plan

Mentor: _____ **Duration of Plan:** _____ **Mentee:** _____ **Frequency of Meetings:** _____		
Focus Areas	**Results**	**Comments**
Mentoring Expectations	Expectation 1: Expectation 2:	Mentor: Mentee:
Long-term CAP Goal(s)	Long-term Goal 1 Indicator: Long-term Goal 2 Indicator:	Mentor: Mentee:
Short-term CAP Goal(s)	Short-term Goal 1: Short-term Goal 2:	Mentor: Mentee:
Indicator(s) that each short-term goal was successfully accomplished	Short-term Goal 1 Indicator: Short-term Goal 2 Indicator:	Mentor: Mentee:
Additional focus areas for assistance	1. 2.	Mentor: Mentee:
Feedback received from others	1. 2.	Mentor: Mentee:
Progress status (overall evaluation of plan achievement)	Interim: Annual:	Mentor: Mentee:

Member Plan of Action

Member Name:	Charter #:	Date:
Education and Training Officer's Name:		
Level I Estimated Date to Complete or Completed:		

Current Occupation and Education

Current Occupation:	Highest level of education completed and major studied (if any):

General Areas of Interest for Participation

	Yes	No	Maybe
I would like to be assigned to an aircrew: ☐ Pilot (requires pilot license IAW CAPR 60-1) ☐ Observer ☐ Scanner	☐	☐	☐
I would like to be assigned to a ground team:	☐	☐	☐
I would like to be assigned to mission base staff: Explain what you would like to do:	☐	☐	☐
I would like to be a CAP chaplain: (requires current qualification as a minister in accordance with CAPR 265-1)	☐	☐	☐
I would like to be a CAP Legal Officer: (requires current qualification as an attorney in accordance with CAPR 111-1)	☐	☐	☐
I would like to be a CAP Health Services Officer: (requires current licensure in a qualifying profession in accordance with CAPR 160-1)	☐	☐	☐
I would like to work with cadets:	☐	☐	☐
I would like to work in Aerospace Education: ☐ With cadets ☐ In schools	☐	☐	☐

I like to work with:	I like:
☐ Computers ☐ Numbers ☐ Paperwork ☐ Machines, woodworking and/or engines ☐ People ☐ Children ☐ Adults	☐ Writing ☐ Photography ☐ History ☐ Teaching ☐ Flying ☐ Organizing things ☐ Hiking ☐ Ham radio

Selection of Specialty Track(s) (Level II and beyond)	
Specialty Track 1 (Primary track):	Specialty Track 2:
Mentor assigned for Track 1:	Mentor assigned for Track 2:
Specialty Track 1 enrollment date into eServices:	Specialty Track 2 enrollment Date into eServices:
Goal date for Technician Rating:	Goal date for Technician Rating:
Actual date of Technician Rating:	Actual date of Technician Rating:

Continuing Education and Training	
General Training	
General Emergency Services Qualification (optional for members not entering ES specialties):	
Goal date for GES Qualification:	Actual date GES Qualified:
Brigadier General Charles E. "Chuck" Yeager Award:	
Goal date for Yeager Award:	Actual date for Yeager Award:
Continuing Safety Education: Commit to maintaining monthly safety currency by attending the monthly safety briefing OR completing the online safety briefing module in the CAP Safety Management System (SMS).	
Additional Completion Items	
Technician Rating in primary specialty track: Date of Technician Rating (from Specialty Track 1 above):	
Personal Preference Training	
(Plans for acquiring ES OPS QUALS, additional cadet programs training, or other specialized CAP courses that the new member desires to complete are entered here with goal dates for completion and points of contact for course directors, location of training, and other information.)	

CAP PERFORMANCE FEEDBACK FORM

I. PERSONAL INFORMATION

NAME	CAPID	GRADE	UNIT

II. TYPE. (A) ☐ INITIAL ☐ ANNUAL ☐ SPECIAL **(B)** ☐ SELF REVIEW ☐ SUPERVISOR FEEDBACK

III. DUTY TITLE

IV. PERFORMANCE FEEDBACK (Note: blocks checked below indicate how well the officer receiving feedback meets officer giving feedback's performance expectations. Raters **MUST** provide qualitative comments for each rating.)
DOES NOT MEET = Significantly failed to meet expectations; requires immediate corrective action.
NEEDS IMPROVEMENT = Performance does not meet some expectations; deficiencies exist that need improvement.
MEETS = Meets expectations, satisfactory performance relatively free of deficiencies.
EXCEEDS = Exceeds expectations; performance carried out in a superior manner.
FAR EXCEEDS = Performance is carried out in a far superior manner and is consistently of exceptional merit.

1. Job Knowledge. Has knowledge required to perform duties effectively. Strives to improve knowledge. Applies knowledge to handle non-routine situations.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

2. Leadership Skills. Sets and enforces standards. Works well with others. Fosters teamwork. Displays initiative. Self-confident. Motivates subordinates. Has respect and confidence of subordinates and superiors. Fair and consistent in evaluation of subordinates. Complies with safety directives and fosters environment of safety.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

3. Professional Qualities. Exhibits loyalty, discipline, dedication, integrity, honesty, and officership. Adheres to CAP standards. Accepts personal responsibility. Is fair and objective.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

4. Organizational Skills. Plans, coordinates, schedules and uses resources effectively. Meets suspense dates. Schedules work for self and others equitably and effectively. Anticipates and solves problems. Delegates effectively.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

5. Judgment and Decisions. Makes timely and accurate decisions. Emphasizes logic and information input in decision-making. Retains composure in stressful situations. Recognizes opportunities. Adheres to safety requirements. Acts to take advantage of opportunities.

Comments ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

6. Communications Skills. Listens, speaks, and writes effectively.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

7. Equipment and Resource Management. Ensures accountability for all aircraft, vehicles, communications and computer equipment.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

8. Financial Management. Has solid understanding of financial management. Ensures fiscal accountability over corporate funds and solvency. Maintains strong financial internal controls and compliance with regulations.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

V. OTHER FEEDBACK (To be completed ONLY by officer receiving feedback)

Communication, Mentoring, and Guidance. The officer giving feedback provides necessary support, information, resources and guidance so duties can be performed effectively. Raters **MUST** provide qualitative comments for each rating.

Comments: ☐ Does Not Meet ☐ Needs Improvement ☐ Meets ☐ Exceeds ☐ Far Exceeds

VI. NARRATIVE (since last review)

1. CIVIL AIR PATROL PROFESSIONAL DEVELOPMENT

Comments:

2. ACCOMPLISHMENTS AND SUCCESSES

Comments:

3. STRENGTHS

Comments:

4. SUGGESTED GOALS OR AREAS FOR CONCENTRATION/IMPROVEMENT

Comments:

VII. ADDITIONAL COMMENTS

Comments:

(OFFICER RECEIVING FEEDBACK) SIGNATURE	(OFFICER GIVING FEEDBACK) GRADE/NAME *(PRINT)*
DATE OF IN-PERSON DISCUSSION	(OFFICER GIVING FEEDBACK) SIGNATURE

HIGHER ECHELON REVIEW (POSITION/INITIALS): 1. _____ 2. _____ 3. _____

PERFORMANCE FEEDBACK PROCESS INSTRUCTIONS

Purpose.
Performance feedback is a private, formal communication one officer uses to tell another officer what is expected regarding duty performance and how well the officer is meeting those expectations. The officer giving feedback documents this feedback on the CAP Performance Feedback Form 40 and uses it as a guide to discuss performance, objectives, standards and behavior. Providing this information contributes to positive communication, improved performance and professional growth.

Responsibilities.

1. The officer receiving feedback will:
   a. Know when feedback sessions are due.
   b. Request a feedback session, if needed.
   c. Notify the officer giving feedback when required or requested feedback did not take place.
   d. Conduct a self review before meeting with the officer giving feedback. Complete and sign the form documenting this.
   e. Sign the officer giving feedback's CAP Performance Feedback Form indicating the date the feedback session occurred.
2. The officer giving feedback will:
   a. Prepare for, schedule, and conduct feedback sessions.
   b. Be aware of standards and expectations and consider them when providing feedback.
   c. Review the officer receiving feedback's self assessment and comment on those areas that are the same and different. Provide realistic feedback to help improve performance. Realistic feedback includes discussion and detailed written comments on the CAP Performance Feedback Form, not just check marks on the form.
   d. Provide the original completed and signed feedback form to the officer receiving feedback and sign the officer's self assessment form.
   e. Document behavior that may result in further administrative follow-up action on other than a CAP Performance Feedback Form.

Guidance for Conducting Feedback Sessions. Feedback sessions should be conducted face-to-face.
EXCEPTION: The officer giving feedback may conduct sessions by telephone only in unusual circumstances where face-to-face sessions are impractical, such as when the officer giving feedback and officer receiving feedback are geographically separated or both officers are unavailable for an in-person meeting. When a telephonic session is conducted, both individuals forward their signed/completed copies of the original CAP Performance Feedback Form to the other officer within 10 calendar days of the feedback session.

Preparing the CAP Performance Feedback Form. The CAP Performance Feedback Form should, as thoroughly as possible, outline the issues discussed during the feedback session; however, it is primarily a guide for conducting the feedback session, not a transcript. Therefore, omission of an issue from the form does not, by itself, constitute proof that the issue was not discussed.

a. The CAP Performance Feedback Form may be handwritten or typed.
b. Section I, Personal Information, is self-explanatory. Fill in all required data.
c. Section II, Type. In the appropriate box, indicate whether the feedback is initial, annual, special; and indicate whether the feedback is a self-assessment or supervisor feedback.
d. Section III, Duty Title, is self-explanatory.
e. Section IV, Performance Feedback, covers those qualities and skills required of all personnel. This form has a behavior scale within each. The officer giving feedback places a mark on the continuous scale, from "Does Not Meet" to "Far Exceeds," for each behavior that applies (see note). Raters **MUST** provide qualitative comments for each rating.

NOTE: Since the primary purpose of the initial feedback session is to establish expectations for the upcoming feedback period, the officer giving feedback is not expected to have already developed a clear-cut opinion of an individual's performance by the time the session is conducted. Therefore, the officer giving feedback is not required to place any check marks on the scale in Section IV of the CAP Performance Feedback Form for the initial session.

f. Section V, Other Feedback, provides space for the officer receiving feedback to provide feedback to the other officer on his/her support.
g. Section VI, Narrative, provides space for the officer giving feedback to make specific comments regarding professional development, accomplishments, successes and strengths. Additionally, suggested goals and areas for concentration/improvement can be added.

CAP Mentee Self-Assessment:

Introduction:

The success of a mentoring relationship is often influenced by the mentee's awareness of his/her gaps, strengths, and challenges in meeting the mentorship goals, as well as by the fit between the mentee's and mentor's goals, their interpersonal styles, and mutual career interests. To that end, we recommend that before meeting with potential mentors, new members should fill out the following self-assessment to clarify their mentoring needs.

Mentorship goals:

1. What are your short-term (next 12 months) goals? Education and Training? Emergency Services? Other?

2. What are your reasons for selecting your short-term goals?

3. How do you see your primary mentor's role in helping you reach your short-term goals?

Strengths and challenges in meeting mentorship goals:

4. What strengths do you bring in meeting your short-term mentoring goals (these could be professional, personal, interpersonal, organizational, or other)?

5. What challenges do you envision in meeting your goals? Where will you need the most help?

6. How would you like your primary mentor to help you address these challenges?

7. Do you feel comfortable asking for advice and accepting criticism? What can your mentor do to help make you feel more comfortable?

Mentorship process characteristics:

8. What primary role do I want my mentor to play?
    a. a guide, trusted counselor
    b. an advocate
    c. a friend
    d. a sympathetic ear
    e. a resource for information
    f. other?

9. Consider different ways that you might work with your primary mentor to reach your mentorship goals (i.e., in-person individual meetings, in-person group meetings, other?). Which ways would be most effective, and which would be least effective for you?

10. How often would you like to meet? In what format?