



AIR FORCE HANDBOOK 36-2643

17 MAY 2019

Personnel

AIR FORCE MENTORING PROGRAM

ACCESSIBILITY: Publications and forms are available on the e-Publishing website at www.e-Publishing.af.mil for downloading or ordering.

RELEASABILITY: There are no releasability restrictions on this publication.

OPR: AF/A1D

Certified by: SAF/MR

Supersedes: AFMAN36-2643, 4 May 2017

Pages: 21

This publication provides guidance on how to establish a mentoring strategy that is effective for Airmen at any stage in their career. This handbook applies to all Airmen-officer, enlisted, civilian, Air National Guard (ANG), and Air Force Reserve (AFR). In collaboration with the Chief of Air Force Reserve (HQ USAF/RE) and the Director of the Air National Guard (NGB/CF), the Deputy Chief of Staff for Manpower, Personnel, and Services (HQ USAF/A1) develops personnel policy for mentoring. This Air Force publication may be supplemented at any level; Major Command (MAJCOM)-level supplements must be approved by the Human Resource Management Strategic Board prior to certification and approval. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*; route the AF Form 847 from the field through the appropriate functional chain of command. Ensure all data collected as a result of processes described in this publication is handled in accordance with current regulations, procedures, and law (e.g., privacy act) for the data type (e.g., personal identifiable information) collected. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of in accordance of the Air Force Records Disposition Schedule in the Air Force Records Information Management System. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

SUMMARY OF CHANGES

This revision transitions AFMAN 36-2643, *Air Force Mentoring Program* to AFH 36-2643, *Air Force Mentoring Program* to conform to the publication definitions provided in AFI33-360, *Publications and Forms Management*.

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1. Responsibilities.

1.1. Deputy Chief of Staff for Manpower, Personnel and Services (HQ USAF/A1) is the OPR and establishes mentoring guidance as reflected in this Air Force handbook.

1.2. MAJCOMs and local units facilitate the mentoring process to provide Airmen with the ability to develop to their full potential.

1.3. Air Force leaders are expected to ensure Airmen are provided mentoring opportunities as described in this handbook.

1.4. Airmen are expected to follow the process outlined in this handbook and become an active partner in their career development and management.

2. Definition.

2.1. Mentorship is a type of professional relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. This relationship helps achieve mission success and motivates Airmen to achieve their goals.

2.2. Mentoring promotes a climate of inclusion that can help foster and develop the diverse strengths, perspectives, and capabilities of all Airmen. Air Force capabilities and warfighting

competencies are enhanced by diversity among its personnel; reference Air Force Policy Directive (AFPD) 36-70, *Diversity and Inclusion*.

2.3. Mentoring in the Air Force is voluntary and uses formal and informal mentoring to professionally develop Airmen based on the needs of the mentee.

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 Airmen (civilian, enlisted, and officer) maximize their full potential. Mentors should focus on mentee development with a goal of giving the mentee the ability to manage their own development and learning.

3.1.1. To effectively mentor Airmen and lift them to a higher level, mentors should have the ability to create positive interactions with mentees.

3.1.2. Mentoring is meant to be learning focused so that mentees can increase their capacity to accomplish individual and professional goals.

3.2. The Air Force fosters a mentoring culture by encouraging and expecting Airmen to be mentors and mentees. This culture enhances morale and discipline and improves the operational environment while maintaining respect for authority.

3.3. Mentoring is an inherent responsibility of leadership. Key to the mentoring process is the direct involvement of commanders, directors, and supervisors in the professional development of their people (reference AFI 1-2, *Commander's Responsibilities*). They should continually challenge their Airmen to achieve their individual and/or professional goals.

3.4. Mentoring promotes professional development at every echelon and activity. Mentoring is an ongoing process for building a professional relationship that fosters communication concerning careers, competencies, behavior, and organizational missions. Doctrine Volume II, *Leadership*; AFI 36-2909, *Professional and Unprofessional Relationships*; AFI 36-703, *Civilian Conduct and Responsibility*; *Strategic Roadmap: United States Air Force Profession of Arms* (Profession of Arms Center of Excellence (PACE) website); and *America's Air Force: A Profession of Arms* "The Little Blue Book," (PACE website) set forth guidelines regarding professionalism.

3.5. Mentors and mentees should be aware of the Air Force definition of diversity, inclusion, and the benefits of a diverse and inclusive approach to leadership and mentorship (reference AFI 36-7001, *Diversity and Inclusion*).

3.6. Airmen have the option of selecting or being paired with mentors by using MyVECTOR, [Attachment 2, A2.2.1](#)

4. Organizational Benefits.

4.1. Professional mentoring helps prepare Airmen for increased responsibilities and 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 institutional and occupational competencies (reference AFMAN 36-2647, *Institutional Competency Development and Management*).

4.2.4. Enhanced capacity to translate core values and strategies into productive actions.

4.2.5. Greater engagement and retention of Airmen with the right competencies needed in support of Air Force requirements.

5. Organizational Goals.

5.1. Create a positive environment promoting professional and individual growth through the Air Force Continuum of Learning (CoL) to enhance institutional and occupational competencies (Doctrine Annex 1-1, *Force Development*).

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

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.

6. Mentor Guidelines.

6.1. Mentors are advisors and guides who share knowledge, experiences, and advice in helping mentees achieve their career goals.

6.2. Airmen should be diligent in their role as mentors understanding the time requirement to ensure effective mentoring is ongoing.

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 are not sponsors and generally perform the following distinct roles that add value to the lives of Airmen:

6.5.1. Mentors serve as an *advisor* in providing specific information or insight for a given situation based on experience and knowledge.

6.5.1.1. Mentors may initiate communication with mentees and help mentees formulate short-term and long-term goals that will become part of the roadmap for career development.

6.5.1.2. Mentors focus on bringing out the best in mentees without personal agendas and biases complicating the mentoring relationship. Mentors ask many questions and spend time hearing the response of mentees to use in future career vectors.

6.5.1.3. Mentors are available for their mentees, keep an open mind, balance listening and sharing, act as a bridge for referring mentees to others who can help, and provide constructive feedback.

6.5.1.4. Mentors help mentees navigate the Air Force "corporate" landscape.

6.5.2. Mentors may serve as *coaches* if they possess the desired technical competence because coaching is task oriented.

6.5.2.1. Coaches help mentees by recommending training opportunities and imparting skills and behaviors.

6.5.2.2. Coaches encourage exploring different approaches to a problem and strategically assess progress by giving advice for effective technical change.

6.5.2.3. Coaches are involved with mentees for a short period of time with just a few coaching sessions to help mentees achieve their objectives.

6.5.3. Mentors serve as *facilitators* by identifying resources and opportunities for closing competency gaps that lead to career progression.

6.5.4. Mentors *advocate* for mentees by recommending mentees participate in high-visibility activities.

6.6. Mentors support the Air Force mission by helping mentees recognize the importance of defined and attainable individual goals and assisting them in developing a sense of accountability in achieving their goals.

6.7. Mentors help mentees understand the value of continuous self-development to them personally and to the Air Force. They assist mentees in taking advantage of all opportunities to improve their competencies. Reference [Figure A2.1](#). Mentee Checklist.

6.8. Mentors use the Mentoring Toolkit in [Attachment 2](#) and other mentoring resources to ensure their mentees receive every benefit the mentoring relationship can provide. They assist mentees in identifying strengths and areas for improvement and encourage them to seek guidance from other mentors who can provide support for specific mentoring needs outside their expertise (reference [Table A2.1](#) Mentoring Relationship Types).

6.9. Mentors ensure their Airmen are aware of mentoring options offered within their organization. It is important for mentors to communicate with their mentees, even if they work at a different duty location or in a different career field, to provide mentees an opportunity to participate in mentoring relationships.

6.10. One area mentors clearly can address is learning. To this end, mentors should be familiar with the CoL for officers, enlisted members, and civilian employees in order to adequately discuss the learning opportunities with their mentees. Additional topics mentoring can encompass are listed in [paragraph 13](#).

6.11. Mentors recommend developmental tools, such as MyVECTOR, 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. These web-based tools provide direction on how Air Force requirements may be met through education and training.

6.12. Mentors should enhance their mentoring skills by reviewing the mentoring resources located in [Attachment 2](#), [A2.2](#), and resources on MyVECTOR.

6.13. Mentors should not manage mentees as their supervisors or do mentees' work for them. Mentors should be engaged in the mentor/mentee relationship without being domineering.

6.14. Mentors should endeavor to mentor not just those Airmen who come from the same demographics as themselves.

7. Mentor Expectations.

7.1. Exemplify Air Force Core Values (reference Doctrine Volume II).

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](#)), to capture career planning requirements. Mentors should also refer mentees to Career Field Managers (CFMs) for discussion of the career path tools that have been developed for their occupations.

7.4. Advise mentees to cultivate their leadership and functional capabilities by completing the online institutional and occupational competency assessments as discussed in [Figure A2.1](#), [Figure A2.2](#) (vital for identifying both strengths and areas for improvement).

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 skills.

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 create 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 information in the Mentoring Toolkit, [Attachment 2](#), and MyVECTOR. They should use the resources for further development.

9. Mentee Expectations.

9.1. Mentees manage the mentoring relationship by scheduling the sessions, creating an agenda, executing developmental activities suggested by mentors, and following up and 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 in-depth understanding of the mission, goals, and structure of the Air Force.

9.5. Mentees accept responsibility for learning and developmental needs.

9.6. Mentees enhance institutional and occupational competencies.

9.7. Mentees leverage opportunities for career advancement.

9.8. Mentees expand leadership abilities.

9.9. Mentees are receptive to feedback.

10. Finding A Mentor. To find a mentor, Airmen should:

10.1. Pursue more than one mentor at the same time based on goals and needs.

10.2. Think about work-related personal and professional areas where they want to improve.

10.3. Look strategically for mentors (alumni associations, professional associations, peer recommendations, etc.).

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

10.5. Review resources on MyVECTOR and in this handbook.

10.6. Make a list of possible mentors according to personal criteria and desires for the relationship. These should be specific to the mentoring relationship.

10.7. Network. Communicate to others you're looking for a mentor.

10.8. Use matching capability of MyVECTOR to be paired with a mentor.

10.9. Use MyVECTOR to send email inviting individual to be a mentor.

10.10. Use MyVECTOR to communicate with a mentor.

11. Successful Mentoring Mindset and Relationships.

11.1. 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. Mentor and mentee should develop mutual respect, maintain trust and honest expressions, and establish a collaborative partnership.

11.3.1. Mentors and mentees should establish boundaries and expectations for the professional mentoring relationship (reference [A2.1 Mentoring Discussion Topics](#)).

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 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 discussions between them are to remain confidential. This confidentiality does not extend to revelations of unlawful actions.
- 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 including meeting frequency, type, duration, and times (reference [Table A2.2](#))
- 11.4. Mentee should possess a learning attitude, remain open to feedback, and have a desire to develop by investing time in the relationship.
- 11.5. Critical for a successful mentoring relationship are respect, responsiveness, and accountability.
- 11.6. Positive relationships involve training of mentor and mentee.
- 11.7. Effective feedback on the mentoring relationship should be provided by the mentor in communicating a clear purpose for the feedback.
- 11.7.1. Feedback by the mentor is specific by providing information on observed behavior and not on perceived attitudes or judgment. Mentor 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. Mentors and mentees should work together in planning steps in the mentoring relationship.

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 and mentors should review web-based training resources on MyVECTOR.
- 12.4. Mentees formulate solid and achievable short- and long-term goals in the Mentoring Plan on MyVECTOR and are fully committed to achieving each goal.
- 12.5. Goals should be realistic and bring a level of excitement.
- 12.6. Mentees identify milestones for each goal to indicate achievement.
- 12.7. Mentors provide feedback throughout the mentee's goal achievement process.
- 12.8. Mentors and mentees track progress, evaluate status of overall plan, and revise the plan as necessary.

13. Mentoring Discussion Topics.

13.1. Professional Development. Every Airman benefits by being a self-directed, life-long learner. Air Force Professional development resources are abundant.

13.1.1. Air Force Doctrine, Operational Capabilities, History, and Heritage. Mentors should encourage mentees to be familiar with Air Force doctrine, history and heritage; air, space, and cyberspace capabilities; and operational warfighting topics. The LeMay Center for Doctrine Development and Education and PACE have many valuable resources in this area.

13.1.2. Air Force Core Values. Air Force Core Values include *Integrity First, Service Before Self, and Excellence In All We Do*. Engage in discussion on how personal core values align with Air Force Core Values. Applicable references include: Doctrine Volume II, the *Strategic Roadmap: United States Air Force Profession of Arms*; and *America's Air Force: A Profession of Arms* "The Little Blue Book".

13.1.3. Diversity and Inclusion. Air Force professional capabilities and war fighting skills are enhanced by diversity among its personnel. Airmen 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. Reference AFPD 36-70 and AFI 36-7001).

13.1.4. Air Force Institutional Competencies. Institutional competencies are the professional building blocks to develop Air Force leaders across all occupations and organizational levels. Institutional competency assessment identifies professional leadership strengths and areas for improvement. Applicable references include: Doctrine Volume II, Doctrine Annex 1-1, AFPD 36-26, AFMAN 36-2647, and information on the Force Development link of the Air Force Portal.

13.2. Professional Reading.

13.2.1. Air Force Topics. The CSAF Professional Reading List, Air University, and Air Force Institute of Technology are all good sources for professional readings. The Air Force Portal offers access to all these plus 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. The Air Force Portal offers access to the AF e-Learning collection, which includes books, videos, and courses as well as other no-cost learning opportunities. Another great resource is the virtual Development Resource Center available to all Air Force members.

13.3. Functional Development.

13.3.1. Occupational Competencies. Occupational competencies are specific to career field duties 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.

13.4. Career Planning.

13.4.1. Aspiration. It is important for mentors to distinguish between individual goals, career aspirations, and realistic expectations. Each Airman defines a successful career differently, and there are numerous paths to meet individual career and success goals. Foremost, however, individuals should focus on AF strategic needs. Air Force leadership develops members who are skilled in the employment and support of air, space, and cyberspace power and how they meet the security needs of the Nation.

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. Applicable resources include the Air Force Continuum of Learning (officer, enlisted, and civilian) found on the Force Development link of the Air Force Portal. Mentors of enlisted personnel refer to the Career Field Education and Training Plan (CFETP) in the training record and AFH 36-2618, *The Enlisted Force Structure*. Mentors of civilian personnel may refer to AFI 36-401, *Civilian Training, Education, and Professional Development*, and AFMAN 36-606, *Civilian Career Field Management and Development*.

13.4.3. The Airman Handbook 1, AFH 1. Information in AFH 1 should be discussed with enlisted members for career development and promotional opportunities. This information is based on knowledge requirements from the Military Knowledge and Testing System.

13.4.4. Development Teams (DTs). DTs provide assignment vectors that enhance professional development while meeting Air Force needs, without necessarily keying on a specific position or location. When mentees become eligible for DT vectoring, they should address career goals with their mentors. Applicable reference include: AFPD 36-26; AFI 36-2110, *Total Force Assignments*; and AFI 36-2640.

13.4.5. Promotion. Mentors should understand the promotion systems for their mentees. Applicable references for Airmen include:

13.4.5.1. AFPD 36-25, *Military Promotion and Demotion*, explains the promotion system for officers, enlisted, and support components.

13.4.5.2. AFI 36-2406, *Officer and Enlisted Evaluation Systems*; AFI 36-2501, *Officer Promotions and Selective Continuation*

13.4.5.3. AFI 36-2502, *Airman Promotion/Demotion Programs*.

13.4.5.4. AFPD 36-26; AFI 36-601, *Air Force Civilian Career Program Management*.

13.4.5.5. AFI 36-602, *Civilian Intern Programs*.

13.5. Educational Opportunities.

13.5.1. The role of developmental education is to prepare Airmen to take on increased responsibilities appropriate to their grade and to enhance their contribution to the Air Force.

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 an Airman's career.

13.5.1.2. One of the primary objectives of Professional Military Education (PME) is to enhance the professional leadership competencies of Airmen.

13.5.2. Professional Continuing Education and Advanced Academic Degrees (AAD). These opportunities are available through the Air Force institute of Technology and civilian academic institutions. Applicable references include: AFI 36-2656, *Developmental Education*.

13.5.3. Post-secondary degrees, certificates, and licenses. These are important to professional development by enhancing the degree holder's job and professional qualifications. Applicable references include: AFI 36-2648, *Community College of the Air Force* and AFI 36-2649, *Voluntary Education Program*.

Shon J. Manasco
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Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

Doctrine Volume II, *Leadership*, 08 August 2015

Doctrine Annex 1-1, *Force Development*, 15 December 2014

AFPD 36-25, *Military Promotion and Demotion*, 2 November 2018

AFPD 36-26, *Total Force Development*, 18 arch 2019

AFPD 36-70, *Diversity and Inclusion*, 16 October 2018

AFI 1-2, *Commander's Responsibilities*, 08 May 2014

AFI 33-332, *Air Force Privacy and Civil Liberties Program*, 12 January 2015

AFI 33-360, *Publications and Forms Management*, 1 December 2015

AFI 36-2110, *Total Force Assignments*, 5 October 2018

AFI 36-2406, *Officer and Enlisted Evaluation Systems*, 08 November 2016

AFI 36-2501, *Officer Promotions and Selective Continuation*, 16 June 2004

AFI 36-2502, *Airman Promotion/Demotion Programs*, 12 December 2014

AFI 36-2640, *Executing Total Force Development*, 30 August 2018

AFI 36-2648, *Community College of the Air Force*, 28 March 2018

AFI 36-2649, *Voluntary Education Program*, 01 October 2014

AFI36-2656, *Developmental Education*, 23 Jul 2018

AFI 36-2909, *Professional and Unprofessional Relationships*, 27 April 2018

AFI 36-401, *Civilian Training, Education, and Professional Development*, 31 May 2018

AFI 36-601, *Air Force Civilian Career Program Management*, 25 July 1994

AFI 36-602, *Civilian Intern Programs*, 25 July 1994

AFI 36-7001, *Diversity and Inclusion*, 19 February 2019

AFI 36-703, *Civilian Conduct and Responsibility*, 30 August 2018

AFMAN 33-363, *Management of Records*, 01 March 2008

AFMAN 36-2647, *Institutional Competency Development and Management*, 25 March 2014

AFMAN 36-606, *Civilian Career Field Management and Development*, 02 May 2016

AFH 1 The Airman Handbook 1, 01 October 2015

AFH 36-2618, *The Enlisted Force Structure*, 16 October 18

MyVECTOR – *Air Force Portal* website

Air Force Officer Force Development Leadership Continuum, Air Force Enlisted Force Development Leadership Continuum, and Air Force Civilian Force Development Leadership Continuum, *Air Force Portal* website, Career and Training, Force Development, AF Continuum of Learning link

CSAF Professional Reading Program, *Air Force Portal* website

Strategic Roadmap: United States Air Force Profession of Arms and America's Air Force: A Profession of Arms "The Little Blue Book, July 2015

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AAD—Advanced Academic Degree

AFI—Air Force Instruction

AFICA—Air Force Institutional Competency Assessment

AFMAN—Air Force Manual

AFPD—Air Force Policy Directive

AFR—Air Force Reserve

ANG—Air National Guard

CFETP—Career Field Education and Training Plan

CFMs—Career Field Managers

CoL—Continuum of Learning

HQ USAF/A1—Deputy Chief of Staff for Manpower

HQ USAF/RE—Office of the Chief of Air Force Reserve

HSB—Human Resource Management Strategic Board

IAW—In Accordance With

NGB/CF—Director of the Air National Guard

MAJCOM—Major Command

OPR—Office of Primary Responsibility

PACE—Profession of Arms Center of Excellence

Terms

Airman—According to Doctrine Volume II, an Airman is any U.S. Air Force member and Department of the Air Force civilian.

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)—Career-long process of individual development where challenging experiences are combined with education and training through a common taxonomy to produce Airmen who possess the tactical experience, operational competence, and strategic vision to lead and execute the full spectrum of Air Force missions.

Diversity—Composite of individual characteristics, experiences, and abilities consistent with the Air Force 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 Airmen to successfully anticipate and meet challenges across the range of military operation.

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 Airmen through the CoL with the required competencies to meet the challenges of 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 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 success of a plan. A mentee commits to achieving the goal. Goal may be long-term or short term. Long-term goal is the ultimate desired result of a career plan that is to be accomplished in the future. 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—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 the Air Force more attractive to potential applicants. Coupled with diversity, inclusion is essential for the Air Force 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—Common taxonomy used to implement the Continuum of Learning (CoL). These leadership competencies are expected of all Airmen, throughout their

careers, and are the competencies needed to operate successfully in the constantly changing environment in which they function. The three categories of these competencies are mapped to the Air Force leadership levels.

Leadership—Art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission. See Doctrine Volume II for detailed explanation.

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

Mentee—Individual who desire 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 Airmen and their mentors.

Occupational Competencies—A set of competencies required of all Airmen within a specific workforce category (a group of functions requiring similar work, i.e. Engineering). They describe technical/functional skills, knowledge, abilities, behaviors, and other characteristics needed to successfully perform that function's mission.

Records Disposition Schedule—Document providing mandatory instruction for the lifecycle management of records (and non-record materials) in any format or media type. The Records Disposition Schedule provides for the disposition of records when agency business need for the records ceases, i.e., destruction of temporary records and transfer of permanent records to the National Archives of the United States.

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 Airmen, resulting in proficiency development.

Attachment 2

MENTORING TOOLKIT

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

Figure A2.1. Mentee Checklist.

<i>MENTEE CHECKLIST</i> <i>(Mentee should be proactive about professional development)</i>	
Item	Comment
Mentee populates career plan and pyramid in MyVECTOR	
Mentee completes the Mentoring Plan in MyVECTOR and sends to mentor	
Mentee consults with mentor on expectations for meetings	
Mentee records discussed topics and feedback in the Mentoring Plan	
For leadership development, mentee completes AF Institutional Competency Assessment (AFICA) on AF Portal and shares results with mentor	
For technical development, mentee should consult with CFM for occupational assessment and shares results with mentor	
Mentee explores professional developmental opportunities on MyVECTOR for achieving goals and objectives	
Mentee amends the Mentoring Plan as needed by focusing on developmental needs	
Mentee evaluates success of mentoring relationship	

Figure A2.2. Mentor Checklist.

<i>MENTOR CHECKLIST</i> <i>(Mentor shares in the mentee's career development journey)</i>	
Item	Comment
Mentor reviews mentee's education, training, experience, and career field development path	
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 professional developmental opportunities for achieving goals and objectives	
Mentor encourages mentee to reflect regularly on goals, achievement, and areas for improvement	
Mentor discusses with the mentee amendment of the Mentoring Plan	
Mentor evaluates success of mentoring relationship	

Table A2.1. 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 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.	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, possibly in the field of 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	Informal mentoring that usually occurs as a short-term fix to address an immediate

	correction.	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, the Air Force web-portal resource MyVECTOR, or email in order to mentor individuals. Recommend mentor and mentee meet face-to-face when it is possible.	Helpful for career fields whose members 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.

Table A2.2. Mentoring Plan.

Mentor: _____ Duration of Plan: _____		
Mentee: _____ Frequency of Meetings: _____		
Focus Areas	Results	Comments
Mentoring Expectations	Expectation 1: Expectation 2:	Mentor: Mentee:
Long-term Career Goal(s)	Long-term Goal 1:	Mentor:

	Long-term Goal 2:	Mentee:
Indicator(s) that each long-term goal was successfully accomplished	Long-term Goal 1 Indicator: Long-term Goal 2 Indicator:	Mentor: Mentee:
Short-term Career 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:
Air Force Institutional Competency Assessment (AFICA) Results; professional leadership gaps (reference Institutional Competency Proficiency Descriptive Behaviors and AFICA on the AF Portal website and explained in AFMAN 36-2647)	Leadership Strengths-- Areas for Professional Improvement— <i>Steps for Achieving Desired Improvement:</i> (Recommend mentee share generated competency assessment report with the mentor)	Mentor: Mentee:
Occupational Competency Development Assessment Results (consult CFM for occupational competency proficiency descriptive behaviors and assessment instrument)	Function/Technical Development Strengths— Functional/Technical Areas for Improvement— <i>Steps for Achieving Desired Improvement: 2881366</i>	Mentor: Mentee:
Additional focus areas for assistance	1. 2.	Mentor: Mentee:
Feedback received from others (impacting professional development)	1. 2.	Mentor: Mentee:
Progress status (overall evaluation of plan achievement)	Interim: Annual:	Mentor: Mentee:

A2.2. Resources. The following pages contain a list of resources, including an online mentoring system, reading material, and outside organizations, associations, and programs that support various segments of the military and civilian population. This list is not all inclusive and is provided for information only and should not be considered an endorsement by the U.S. Air Force.

A2.2.1. MyVECTOR.

A2.2.1.1. MyVECTOR is a web-based resource for Total Force Airmen that lets them access career field, education, and training information from one website customized to each user's needs. Located on the Air Force Portal, this system gives Airmen access to their records, career field information, and a means to communicate with peers through a forum chat area. It also allows an Airman to request a mentor or be matched with a

mentor. The mentoring section of MyVECTOR contains information to assist mentors and mentees alike as they establish career goals and objectives. Mentees can connect with their mentors using this platform, and the mentor will be able to view their mentee's developmental progress to provide feedback and recommendations.

A2.2.1.2. Mentors and mentees are encouraged to access and explore the Mentoring section of MyVECTOR to find a wealth of mentoring information and applications. The use of MyVECTOR is especially beneficial in instances where face-to-face mentoring is inhibited by geographic distance or schedule conflicts.

A2.2.1.3. Resources available on MyVECTOR help mentors and mentees assess capabilities, build a mentoring plan, and guide mentees toward reaching their goals. These electronic tools provide direction to aid in planning education, training, and experiential assignments to support individual career development as well as the overall Air Force mission.

A2.2.2. The virtual Force Development Center.

A2.2.2.1. The virtual Force Development Center (vFDC) is located on the AF Portal site and provides a clearinghouse of leadership development resources.

A2.2.2.2. The vFDC features learning programs based on the AF institutional competencies and may be recommended by mentors as a development opportunity for mentees.

A2.2.2.3. Resources available through the center are free, flexible, and available on-demand. In addition, the center features a learning program created to assist new or experienced mentors who may want to refresh their competencies.

A2.2.3. Online Central Products.

A2.2.3.1. DoD Mentoring Resource Portal has mentoring resources that are provided to reinforce and influence an enduring mentoring culture throughout the Department.

A2.2.3.2. OPM's Federal Leadership Development Program has searchable electronic library of programs offered by Federal departments and agencies to foster the development of leadership skills in their employees.

A2.2.3.3. Skillsoft Courses (Air Force Portal, click on "AF e-Learning" under the heading of Career and Training). AF e-Learning courses, such as "Mentoring as a Manager," "Mentoring Effectively," and "Mentoring Strategies for the 21st Century" are provided.

A2.2.3.4. Books24x7 (Air Force Portal, click on "AF e-Learning" under the heading of Career and Training). Numerous books about the mentoring process and a great resource mentees can use for self-development.

A2.2.3.5. *Best Practices: Mentoring*, United States Office of Personnel Management, September 2008.

A2.2.3.6. List of Best Practices found on MyVECTOR.

A2.2.4. Organizations and Associations. These organizations and associations support various segments of the military population and may be useful in helping to facilitate

mentoring relationships. This list is not all-inclusive, is provided for information only, and should not be considered an endorsement of their activities by the U.S. Air Force.

A2.2.4.1. National Organizations for Certification and Licensing. The base education center has a list of nationally recognized organizations that authorize licensing and certification programs, to include who is eligible to apply.

A2.2.4.2. Base Professional Organizations. There are several professional organizations which are active at individual bases under guidance from the host command. These organizations focus on developing their members and supporting the base and local communities. The list of organizations includes Company Grade Officer Council (CGOC), Chiefs Group, Top III, Council 5/6, Junior Enlisted Council, First Four, and others.

A2.2.4.3. Professional Military Associations (and professional military-affiliated associations). These associations focus in some manner on advancing the interests of the Armed Forces and/or military professionalism and are often oriented toward military veterans, specific military units, occupational fields/skills, campaigns or other groups.