



# PAN-PACIFIC AMERICAN<sup>®</sup> LEADERS AND MENTORS

*Tradition of Service. Strengthened in Community.*



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# **THE PPALM MENTORSHIP PROGRAM GUIDE:**

*A Comprehensive Overview of PPALM's Mentorship Program and Guide to Great Mentorship*



*COL Kay Wakatake, USA; COL(Ret) Shirley Raguidin, USAF; CAPT(Ret)/Dr. Cynthia Macri, USN; CDR Janelle Kuroda, USN  
at a Veterans Day Event at the National Japanese American Memorial in Washington, D.C.*

## **Pan-Pacific American Leaders and Mentors (PPALM)**

Major General (R) Tony Taguba, US Army, Chairman

Lieutenant Colonel John Abella, US Army, VP Mentorship

**OCTOBER 2020**

## WELCOME – FROM THE CHAIRMAN

*“Being a **Mentor** is one of the best investments you can make in helping others have a brighter future. All you have to do is offer your leadership skills and experience. Just listen, show you care, and help guide them.” (PPALM)*

I am proud to announce the publication of the 2020 PPALM Mentorship Program Guide. This newly revised program will guide you to the updates in our mentorship program, provide an overview of mentorship best practices, and offer self-development tools & resources for your kitbag. In nearly 2 years of effort, we solicited and gained valuable insights from members of PPALM with their comments and recommendations on their mentoring needs and how to leverage the progressive nature of leadership development, workplace dynamics, and technology. We also examined the best practices in military and civilian mentorship programs that were practical and functional.

We also recognized the competitive and demanding nature in the workplace of military and civilian professionals. Talent management, diversity and inclusion policy, racial and job discrimination, multicultural, multiethnic, and cultural distinctions, issues of gender and sexual orientation, and other forms of biases are ever present that adds to personal and career concerns and stresses. Mentorship relationships can certainly suggest positive actions.

In addition, our members are assigned or stationed throughout the United States, Europe, Japan, South Korea, South America, and Middle East. This presents challenges in communicating with and assisting members with their leadership and mentorship needs. Thus, we needed to improve our capability in providing support and assistance to our members regardless of their assignment locations.

The outcome is our newly designed program guide. We believe it is transformational. It is only formal in program management, yet informal in execution replete with descriptive tools and definitions for mentors and mentees can utilize. It is not a perfect solution but a tool for your kitbag. PPALM’s core imperative is to provide deliverable solutions customized to meet the professional needs of its members.

Leadership and mentorship are inextricably linked and important for personal and professional development. It enables confidence and competence, improve leadership qualities, self-awareness, and motivation toward success. Every leader is expected to help a subordinate achieve success and to foster a mentoring relationship built on mutual trust and respect.

The **PPALM Mentorship Program Guide** promotes PPALM’s overall mission and objectives in formalizing mentor – mentee relationships executed through both formal and informal processes. It is a simple, reliable, and measured program that is flexible yet structured. The desired outcome is to provide a mentorship program that is easily accessible and manageable for **leaders, mentors, and mentees** to utilize and benefit from.

The Program Guide is intended to be continuously improved given the nature of military and civilian career progressions in concert with contemporary issues. There will be innovations over time in career education programs, information technology, social justice, and demographics;

however, it is our hope that this program and guide withstand the test of time with your feedback.

We welcome your comments and recommendations on the aspects of our program and guide.

Thank you for your continued membership and confidence in PPALM.

**Antonio (Tony) M. Taguba**  
**Major General, U.S. Army Retired**  
**Chairman**



*PPALM Board Director. L-R: MG(Ret) Tony Taguba, Maj/Dr Alyson Kil, USA, Major Renee Lee, DCANG, Erick Soriano, Esq, Major Jason Yee, DCANG at a George Washington University Valor Event in Aug 2018.*

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# The PPALM Mentorship Program Guide v.7.2 as of 30AUG2020

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## Section I: Overview of the PPALM Mentorship Program



*MG(R) Eldon Regua engages with a West Point Cadet at the PPALM Annual Meeting, Oct 13, 2019.*

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### 1.1 INTRODUCTION TO THE PPALM MENTORSHIP PROGRAM GUIDE

***“Leadership is not how many people you are leading; it’s how many people you are growing.”***  
*Anonymous*

**Mentorship**, both military and civilian, is a core value and a principal objective of PPALM. The PPALM Mentorship Program Guide is designed to provide a roadmap for PPALM members with opportunities to improve their leadership skills and personal development through a productive mentorship process. Strong, committed, and productive mentorship relationships are the heart of our program. **Mentorship relationships** support goal-setting, professional career progression, and personal development. These relationships should complement the development of successful, competent, and confident leaders within their career fields toward leadership advancement.

The Program Guide offers maximum flexibility to build and sustain mentorship relationships. The Program Guide is split up into three distinct but complimentary sections.

- **Section I: Overview of the PPALM Mentorship Program**
- **Section II: Overview of Mentorship – A Guide to Great Mentorship**
- **Section III: Self-Development Tools and Training**

Our mentorship process follows an easy **8-Step Model** to ascertain member interests/goals, match mentors-mentees, provide training, catalog mentorship agreements, and measure progress through ongoing mentorship relationships and exit interviews. It is not designed to be a “one size fit all.” Of note, we have examined several formal programs such as the **US Army Mentorship Program (2005), Office of Personnel Management**, and other federal agencies and nonprofit affinity organizations. Some have been stagnant and while others have not been updated to address the new competitive talent management programs in place nor the levels of leadership imposed by innovative and critical competencies required in federal and private sectors.

Leadership and mentorship are not just about improving leadership skills. It’s also about building character, earning mutual trust between peers, leaders and subordinates, and building teams, understanding emotional and cultural intelligence, developing leadership philosophy, and enabling your confidence, competence, and self-esteem.

PPALM’s vision is to keep pace with innovative and highly competitive leadership development programs especially in the U.S. Armed Forces and Civilian Education System (CES). The military talent management program and civilian professional training programs are now becoming the norm towards leadership success in almost all professional skills and career specialties. We believe mentorship is a critical component in keeping pace with these developments. Promotions and advancements to more prominent leadership positions, transition to new skills in the organization or new organization, transition from military to civilian profession or vice versa may require mentors and mentees to be more aware of the importance of mentoring. This may create a more demanding situation that can potentially disrupt progress.

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## **1.2 THE PURPOSE OF THE PPALM MENTORSHIP PROGRAM**

The purpose of the revised **PPALM Mentorship Program** is to provide a detailed overview of our objectives, mentorship processes, matching, governance, policies, and sustainment. The program bench marks existing programs like the Army Mentorship Program, The ROCKs, Inc. Mentorship program, and established best practices from the Center for Creative Leadership, The National Mentoring Resource Center, mentoringcomplete.com (formerly mentorship-managers), and Mentoring.ORG to name a few. The infrastructure of the PPALM Mentorship Program is designed to be straightforward, not overly burdensome, and applicable for today’s contemporary environment. It is a by-product of over thirteen years of lessons learned within PPALM on what makes mentorship work as well as the combined expertise of our founding members and current Board of Directors.

Importantly, **PPALM Chapters and Interest Groups** across the globe are critical in supporting the overall execution of the program, grooming mentorship relationships, and providing feedback on the overall efficacy of the PPALM Mentorship Program. The PPALM Mentorship Program Guide was specifically envisioned to empower the development and sustainment of mentorship relationships at the lowest level.

**It is PPALM’s goal that mentorship relationships are successful and measurable to meet the needs of our busy military and civilian professionals towards success in their respective careers.** Therefore, the assessment of the PPALM Mentorship Program is paramount. Section I goes into further detail on how PPALM will measure the efficacy of our mentorship program, both qualitatively and quantitatively. Confidentiality and ethical behavior policies also reinforce desired behaviors within our program as military and civilian professionals. As mentioned in the preface, the PPALM Mentorship Program strives to enjoy continuous learning and improvement in order to meet the demands of our members and today’s contemporary issues.

All members, regardless of their gender, race, ethnicity, age or skill levels, are capable of improving. Mentorship is a critical service to our members. As members, we enable this service and program through shared responsibility. Professional development and growth should be both continuous and developmental. Our desired efforts for sustaining productive matching and mentorship relationships will be based on a comprehensive assessment of matching and sustaining the needs of both mentees and mentors (quantitative) to qualitative developmental experiences (testimonials).

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### **1.3 PPALM MENTORSHIP PROGRAM OBJECTIVES**

The concept of mentorship is a way of capitalizing on the wisdom and insights of role models and/or experienced individuals, who are committed to supporting the development and success of associates or members (possible mentees) of a group, an organization or profession. Mentoring is contributing to growing leaders of success.

It is the principal means for PPALM and its members to share, encourage and inculcate the professional values and attributes associated with being a successful military officer/civilian leader and contributor to society. The PPALM Mentorship Program is intended to complement the **Army Mentorship Program**, the **Office of Personnel Management Mentoring Program**, the **Department of Defense Civilian Education System**, and human resource industry best practices on mentoring to assist PPALM members in developing and maintaining a cohort of highly competent and confident military and civilian leaders to serve the Nation. More importantly, the program will enable leaders to:

- Increase self-awareness and personal growth.
- Enhance career development.
- Promote job satisfaction.
- Develop new ideas and new skills.
- Increase knowledge in their chosen professional assignments and skills.
- Develop individual potential and professional identity.
- Promote cross-cultural, cross-service, cross-gender understanding and mentoring relationship.



- Assist and support subordinates and contemporaries to be successful through mentoring.

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#### 1.4 PPALM MENTORSHIP PROGRAM SCOPE AND APPLICABILITY

The PPALM Mentorship Program applies to all active members of PPALM interested in participating as a mentor or mentee. PPALM members can serve both as mentors and mentees in multiple and simultaneous relationships. It is not uncommon for mentors to have multiple mentees and vice versa. The [PPALM Mentorship Interest Form](#) is the key method in which we ascertain your interests to support productive and enduring mentorship relationship matches. **Existing mentorship relationships preceding this guide are grandfathered into this program. There is no formal requirement to solicit or forward existing mentorship forms or surveys. We kindly ask that mentors, chapters, or interest groups help account for the mentorship relationships they are currently growing.**

PPALM will make every effort to match mentors and mentees in a complementary fashion in accordance with stated interests, experience, and availability. Initial matching efforts will support matching both mentors and mentees within a chapter or geographic area. However, active members who reside outside of established chapters or interest groups will be matched accordingly within our active member network and stated interests. Also, deployments and extended overseas assignments will be taken into consideration when conducting matching.

Mentors and mentees should assess their time and efforts so as to ensure they can commit to a positive mentorship relationship in accordance with the stated program's intent, program objectives, and policies. Mentorship, like leadership, is a people-oriented activity that requires regular communication, contact, and commitment time from both parties. [The PPALM Mentorship Agreement Form](#) is critical to shared understanding and contracting between both mentee and mentor.

Mentorship is a mutually consenting structured relationship where both parties agree to work together to exchange information and ideas for professional and personal development. The characteristics of the PPALM mentorship relationship are:

- Designated within a period of time from start to end (generally, one year).
- Mentor-mentee relationship is professional. Is not designed nor will it eliminate supervisory or chain-of command counseling programs.
- Designed to provide and offer additional guidance and professional development for its participants.
- Will not affect or distract from normal job performance.

- Mentors and mentees should strive to sharpen their skills through mentorship self-development and prescribed resources located in **Part III: Self-Directed Tools and Training** of this guide.
- **NOTE (Existing Mentorship Relationships):** We acknowledge existing PPALM mentorship relationships that are currently in place prior to this guide. As such, those relationships are grandfathered into the program. Importantly, we hope the Program and Guide supplement your existing relationships through the updated best practices, training, and knowledge. Mentors should help account for their existing relationships and be prepared to report how many mentorship relationships they have been engaged in or engaged with for assessment purposes.

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### 1.5 HOW THE PPALM MENTORSHIP PROGRAM WORKS: 8-STEP MODEL

The PPALM Mentorship Program is designed to be simple and not overly burdensome. The power is in the mentor-mentee relationship and process. Ascertaining your interests, matching, and solidifying a mentor-mentee agreement are critical. Leave the matching to us, and reap the reward from mentorship. Once complete, submit a PPALM Mentorship Exit Interview so PPALM can become better. The figures below highlight the process. On the following page, you can follow the 8-Step Model process to jump start mentorship!



**Figure 1.5.1 – Overview of PPALM Mentorship Program (8-Step Model)**

#### 8-STEP MENTORSHIP PROGRAM MODEL

YOUR ACTION	YOUR RESOURCES
1. <b>Become a PPALM Member (If Not Already)</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.ppalm.org">www.ppalm.org</a></li> <li>▪ Click “Join-Us” on top menu banner!</li> </ul>
2. <b>Submit PPALM Mentorship Interest Form (Both mentors and mentees)</b>	<ul style="list-style-type: none"> <li>▪ <a href="#">PPALM Mentorship Interest Form Link (Section III)</a></li> <li>▪ Submit to <a href="mailto:Mentorship1@ppalm.org">Mentorship1@ppalm.org</a></li> </ul>
3. <b>Wait to be matched!</b>	<ul style="list-style-type: none"> <li>▪ PPALM VP Mentorship, in consultation with the PPALM Board of Directors matches mentors and mentees.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Every opportunity is made to match your relationship within the same chapter and/or interest group in accordance with Part I: Scope and Applicability.</li> <li>▪ Allow approximately 2-3 weeks for processing &amp; matching</li> <li>▪ Future program updates will provide more flexibility for members to review an available database of mentors &amp; mentees.</li> </ul>
4. <b>Get the most of your mentorship relationship – prepare with training and self-development!</b>	<ul style="list-style-type: none"> <li>▪ <a href="#">Read Mentorship Overview Link (Section II)</a></li> <li>▪ <a href="#">Review Self-Directed Training Link (Section III)</a></li> </ul>
5. <b>Once matched, mentors and mentees discuss and submit joint PPALM Mentorship Agreement Form</b>	<ul style="list-style-type: none"> <li>▪ <b>This is mandatory and simple!</b></li> <li>▪ <a href="mailto:Mentorship1@ppalm.org">EMAIL PPALM Mentorship Agreement Form</a> to <a href="mailto:Mentorship1@ppalm.org">Mentorship1@ppalm.org</a></li> </ul>
6. <b>Engage in your mentorship relationship</b>	<ul style="list-style-type: none"> <li>▪ Mentors and mentees reap the rewards of a personally and professional developmental experience – Implement your Mentorship Agreement!</li> </ul>
7. <b>Conclude or renew your Mentorship Relationship</b>	<ul style="list-style-type: none"> <li>▪ If concluding, both mentor and mentee submit PPALM Mentorship Exit Survey to <a href="mailto:Mentorship1@ppalm.org">Mentorship1@ppalm.org</a></li> <li>▪ If continuing the relationship, renew PPALM Mentorship Agreement Form; email <a href="mailto:Mentorship1@ppalm.org">Mentorship1@ppalm.org</a> to create new form or update existing form.</li> </ul>
8. <b>Seek out new or additional mentorship relationships</b>	<ul style="list-style-type: none"> <li>▪ See Step 3 and proceed as necessary.</li> </ul>

*Figure 1.5.2– Detailed Process of PPALM Mentorship Program (8-Step Model) just follow the directions!*

**A note on matching:** PPALM-affiliated board members and chapter leadership volunteer their personal and professional time to grow and achieve PPALM’s mission. As such, due diligence is necessary when matching both mentees and mentors. Generally speaking, this process will not take more than 21 days (three weeks) to ensure aspiring mentees are matched with the best mentor possible. As more technological and digital capabilities are leveraged within our website, this turnaround time can be significantly overcome. It involves the entirety of the board to review a request, review the active membership, and match the relationship. As a mentee, the more information you can describe about yourself and those qualities you are seeking in a mentor, or perhaps your own personal membership nomination, this will further enhance the matching process.

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## 1.6 PPALM MENTORSHIP PROGRAM INFRASTRUCTURE

AGENCY	ROLE
<b>PPALM Board of Directors</b>	<ul style="list-style-type: none"> <li>▪ Sets direction, policy, and procedures of PPALM, to include the PPALM Mentorship Program</li> <li>▪ Evaluate efficacy of PPALM Mentorship Program and mentorship relationships; report annually</li> </ul>
<b>VP Mentorship</b>	<ul style="list-style-type: none"> <li>▪ Primary director whose responsibility is to govern and administer the PPALM Mentorship Program</li> <li>▪ Facilitates mentorship matching; mentorship database in association with membership database; tracking of mentorship relationships</li> <li>▪ Supports revisions to PPALM Membership Program and guide as necessary; maintains mentorship tools and resources for publication; supports mentorship forums</li> </ul>
<b>VP Membership</b>	<ul style="list-style-type: none"> <li>▪ Primary director responsible for the management of membership, recruitment, dues, and membership database.</li> <li>▪ May support the VP Mentorship in cross-referencing active memberships and matching processes.</li> </ul>
<b>VP Information Management</b>	<ul style="list-style-type: none"> <li>▪ Primary director for management of PPALM website and associated sub-directories.</li> <li>▪ May support the VP Mentorship in updating search features associated with “members only” directory to better support matching and updates to the pplam.org “mentorship” webpage for up to date information, resources, and tools</li> </ul>
<b>VP Communication and Public Affairs</b>	<ul style="list-style-type: none"> <li>▪ Primary director for external communications, themes, and messages in support of PPALM</li> <li>▪ Supports the PPALM Mentorship Program through active solicitation of qualitative testimonials for publication in quarterly PPALM newsletter and website.</li> <li>▪ Promotes PPALM and the PPALM Mentorship program through targeted solicitation and social media platforms</li> </ul>
<b>Chapter Presidents</b>	<ul style="list-style-type: none"> <li>▪ Liaison to the PPALM Board of Directors on mentorship efficacy within their chapter.</li> <li>▪ Supports membership drives; promotes both active membership and value of mentorship in accordance with stated PPALM mission and objectives.</li> <li>▪ Supports mentorship tracking, solicits mentorship testimonials for publication, and encourages chapter-level mentorship activities.</li> </ul>

*Figure 1.5.1 – Breakdown of PPALM Mentorship Program Infrastructure: roles and responsibilities.*

## 1.7 PPALM MENTORSHIP PROGRAM CODE OF CONDUCT

A successful, positive mentor – mentee relationship indicates a commitment of a mentor to mentee to interact towards a most rewarding and fulfilling experience over a lifetime. There is a mutual responsibility in this relationship to ensure their interaction is conducted professionally to the highest ethical and moral standards. There is absolutely no room for mentor – mentee relationship to be questioned or lead to any form of alleged misconduct that can cause legal ramifications. Behavior policies are specifically important to the efficacy of a mentorship program, as best practiced from the **ROCKS, Inc., Mentorship Program (2015)**. See **Part II: Mentorship Overview** for additional mentorship guidelines.

**Unacceptable Behavior Policy.** It is the policy of the PPALM Mentorship Program that unacceptable behaviors will not be tolerated on the part of mentors and mentees while participating in the program. This policy is in addition to behavioral requirements stipulated in other policies or procedures within this guide.

A number of behaviors are regarded as incompatible with the PPALM Mentorship Program goals, values, and standards and therefore are considered unacceptable and prohibited while participants are engaged in mentoring activities:

- Unwelcome physical contact, such as inappropriate touching, patting, and pinching, punching, and physical assault.
- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual.
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior.
- Display of demeaning, suggestive, or pornographic material.
- Denigration, public or private, of any mentor/mentee.
- Denigration, public or private, of political or religious institutions or their leaders.
- Intentional violation of any local, state, or federal law.
- Driving while under the influence of alcohol.
- Possession of illegal substances.

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or termination from participation in the mentoring program.

**Confidentiality Policy.** It is the policy of the PPALM Mentorship Program to protect the confidentiality of its participants. With the exception of the limitations listed below, Chapter/Interest Group staff will only share information about mentors/mentees within the Chapter/Interest Group and with the Executive Board of PPALM. Further, all prospective mentors/mentees should be informed of the scope and limitations of confidentiality by Chapter/Interest Group staff. Additionally, mentors are required to keep information about their mentees confidential.

In order for the PPALM Mentorship Program to provide a responsible and professional service to participants, it is necessary to ask mentors/mentees to divulge personal information including:

- Information gained from mentors/mentees, written or otherwise, about themselves in application to and during program participation.
- Participants' names and images gained from participants themselves, program meetings, training sessions, and other events.
- Information gained about participants from outside sources including confidential references.

Records are, therefore, considered the property of the Chapter/Interest Group and not available for outside parties.

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## **1.8 SUSTAINMENT OF THE PPALM MENTORSHIP PROGRAM**

Sustaining the PPALM Mentorship Program is critical to the mission of PPALM and the long-term satisfaction of our members. Key board and chapter leaders, as with members, will transition in and out of key roles and/or membership. However, the program will go on!

The constant assessment of the PPALM Mentorship Program remains a priority to PPALM, members, and key stakeholders. We espouse to enjoy constant improvement with a solid footing in today's contemporary issues that matter the most to our members. To that end, assessment, evaluation, and efficacy of the PPALM Mentorship Program is a team effort year round. The goal of our assessments is to consistently meet the professional needs of our members and improve when and where necessary.

It is the goal of PPALM to assess the Mentorship Program on annual basis as to keep up with the needs of our members. The foundation of our assessment strategy is the [PPALM Exit Interview Survey](#). Additionally, PPALM espouses to host a quarterly virtual mentorship forum. In addition to presenting contemporary leadership and mentorship issues, this forum is designed to be a mechanism for bottom-up refinement to the PPALM Mentorship Program. Our assessment plan and methods are displayed on the next page.

TIME	METHOD / TYPE OF ASSESSMENT
<b>Upon Completion of Mentorship Relationship</b>	<ul style="list-style-type: none"> <li>▪ Exit Interviews (Quantitate/ Qualitative)</li> </ul>
<b>Quarterly</b>	<ul style="list-style-type: none"> <li>▪ Mentorship Testimonials (Qualitative)</li> <li>▪ PPALM Virtual Mentorship Forum – Feedback from the field (Qualitative)</li> </ul>
<b>Semi-Annually</b>	<ul style="list-style-type: none"> <li>▪ Assessment of Sustained Mentorship Relationships (% Increase/ Decrease (Quantitative)</li> <li>▪ Chapter Presidents assessment of PPALM Mentorship Program within their Chapter (Qualitative)</li> </ul>
<b>Annually</b>	<ul style="list-style-type: none"> <li>▪ Yearly Longitudinal assessment of qualitative and quantitative feedback to inform PPALM Annual Meeting Mentorship Report and updates to PPALM Mentorship Program</li> </ul>

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### 1.9 INFORMATION ASSISTANCE PROGRAM

In Section II of the PPALM Mentorship Program Guide, you will find a comprehensive overview of mentorship. Additionally, Section III outlines a comprehensive, though not all encompassing section on self-development tools and resources. It is the intent of PPALM to continuously improve our resources and best practices. The future of ppalm.org will see additional web-based information, support, and resources to best support our members. If you have any additional resources to share, please do not hesitate to send to the PPALM VP Mentorship at [mentorship1@ppalm.org](mailto:mentorship1@ppalm.org)

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## Section II: Mentorship Overview – A Guide to Great Mentorship



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*GEN (R) Eric Shinseki, PPALM Honorary Chairman, greets LCDR (USN, Ret) Lorna Mae Devera.*

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### **2.1 WHAT IS MENTORSHIP?**

The Merriam-Webster defines **mentorship** (noun) as the influence, guidance of direction given by a mentor. Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

**Mentoring** (verb) is the process involving communication and is relationship based. Mentoring involves the informal transmission of a **mentor** (more experienced, more knowledgeable person, a person with a certain area of expertise sought), to a **mentee** (less experience, or less knowledgeable, seeking expertise and guidance).

In Greek mythology, Mentor, was an older and wiser friend to Odysseus. Odysseus entrusted his son Telemachus to Mentor and subsequently built a strong relationship founded in guidance and support. This relationship is the foundation for today's definition. In fact, mentor is synonymous with other critical roles like teacher, counselor, coach, motivator, and friend.

The **Army Mentorship Program's (2005)** intent is to "leave a legacy through mentorship." Mentors offer perspective on their successes and pass that knowledge to a mentee. Through this knowledge, mentees advance in their skills, confidence, and capabilities to maximize potential and grow beyond expectations, much like ROCKS, INC.



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## 2.2 THE VALUE OF MENTORSHIP

Mentorship is a special interpersonal relationship between two individuals fostering a developmental, empowering, and nurturing relationship over time. Mentorship includes the acquisition of attitudes and capabilities as well as the acquisition of skills and behaviors. **The end result is knowledge, insight and self-reliance in those being mentored as they seek to achieve professional development and high performance.** It is a relationship in which an experienced practitioner facilitates a learning process. It is well to remember that personal and professional advancement is the outcome not the purpose of mentorship.

For a mentee, investing in yourself early in your professional careers by seeking mentorship will allow you build both professional and interpersonal skills to navigate your career path, successes, and setbacks. For mentors, it is a way to give back and solidify your legacy. Mentors have proven successful in mentees lives in their abilities to acclimate more quickly to their career field, increase job satisfaction, retention, and leadership development. Mentors also perpetuate the culture of mentorship grooming mentees as future mentors not only for PPALM but for their organizations, as better leaders and citizens.

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## 2.3 QUALITIES AND GUIDELINES FOR GREAT MENTORS

Mentors are considered qualified, competent, and leaders of character. They have served in positions of higher responsibility in public service or private sector. They acquired their experience and skills throughout their professional career in a manner that qualifies or certify them as leaders and mentors. **Aspiration mentor qualities are:**

- A role model of unquestionable character. Demonstrates honesty, integrity, respects others, and exhibits humility and empathy.
- Possess expert knowledge, experience, skills and motivation to help mentees excel and succeed.
- Trustworthy and respectful. Has the ability to inspire and motivate.
- Willing to communicate aspects of success and failures to mentees.
- Help Mentee to set a vision, goals and objectives, and ma for success.
- Approachable, available, and a good listener. Open to spend time with employees, subordinates and mentors of diverse background.
- Understand emotional intelligence – sensitive to personal emotions and feelings.
- Tells it like it is – what the Mentee needs to here without being loud, caustic, abusive, physical, insulting, demeaning, or use foul language. No toxic behavior allowed.

**The mentor must have skills or develop new ones in each of the following roles:**

- **Coach.** The role of coach is to help the mentee improve performance. Coaching is frequent feedback focusing on what was observed. Concentrate feedback on the behavior that the mentee should do more of, do less of, or continue as a guide.
- **Counselor.** The role of counselor requires the mentor to establish a trusting and open partnership, stressing confidentiality and respect for the mentee to identify problems and assist the mentee in finding solutions.
- **Teacher.** Mentor's role often serves as teacher for their mentees to assist in skill and competency development.
- **Relationship-builder.** Mentors help facilitate the development and management of personal and professional relationships.
- **Motivator.** The role of the motivator is when the mentor needs the associate to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support and incentives, the mentee may be motivated to succeed.
- **Role Model.** As role model, the mentor is the living example of values, ethics, integrity and professionalism.

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## **2.4 QUALITIES AND GUIDELINES FOR GREAT MENTEES**

There is purpose and motivation why a mentee would seek a mentor. It is to seek guidance and support on who, how, what, why, and when they can achieve career excellence and success in their professional aspirations as described in the **PPALM Mentorship Program (2008)**. They want to know how to leverage opportunities and avoid pitfalls that may hinder their approach to job advancements. **Best qualities of Mentees are:**

- Willing to accept responsibility and commitment to a mentor – mentee relationship.
- Trustworthy and respectful.
- Not use this relationship, abuse or take advantage of a Mentor in seeking a new job.
- Be open minded to criticism or negative comments from the mentor to avert failure.
- Be a good listener and take good notes during mentor – mentee sessions.

- Attentive and prompt mentor-mentee meetings, training sessions (as desired), and scheduled events regularly.
- Provides feedback to mentor on their relationship with regard to their progress, advancement, and future actions related to their established goals.
- Uses the relationship opportunity to help others succeed. Willing to be a future Mentor.

**The mentees responsibilities during the mentorship relationship include:**

- Objectively evaluate his or her own motivation and set realistic goals through PPALM Mentorship Agreement Form.
- Maintain an effective mentor-mentee relationship on concerns related to career planning and development.
- Provide and discuss with Mentor an action plan on their established vision for success and career aspirations.
- Participate in the PPALM Exit Interview Survey.
- Be responsible for his/her own growth, actions, values and work ethic.

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**2.5 TIPS FOR AN EFFECTIVE MENTORSHIP RELATIONSHIP:**

The **United States Air Force Mentoring Guide (2008)** outlines five essential TIPSs for a successful mentorship relationship. Mentorship, for both parties, requires care, competence, and commitment. Essential ingredients also include the prescribed time and energy for the mentorship process.

- **Mutual Respect:** Respect is earned; both mentor and mentee should strive for mutual respect. A mentee should respect the attributes, skills, and competencies in the mentor and vice-versa. A mentor respects the desires of the mentee to grow professional and value a growth mindset. Both parties should respect the real-world personal and professional commitments when developing their PPALM Mentorship Agreement Form.
- **Mutual Trust:** Trust is a two-way street. Effectively communicating, being available, and committed to time boundaries, agreements, and working together constructively is paramount. Both parties should work together to build trust in the relationship and for each other.
- **Partnership Building (Contracting):** Like every relationship, a mentorship relationship evolves. Be prepared to manage miscommunication, fixing problems together, and monitoring changes. Mentorship is not a silver bullet to professional and personal crises

and will take time. Trust in the relationship and process. Contracting initially through goal setting will support a fruitful mentorship relationship. Develop a solid action plan with specific, measurable, attainable, relevant, and time bound goals (SMART).

- **Realistic Expectations and Self Perception:** A mentor should support the mentee in expectation management of capabilities, opportunities, energy, action, and self-perception. It is important that mentors, and mentees, provide honest feedback and realistic support to goals.
- **Time:** Setting aside the specific frequency, time, and medium of the mentorship relationship is crucial. Starting on time and ending on time is respectful of both parties. This does not prohibit frequent check-ins, resource sharing, and support outside of regularly scheduled mentorship sessions. Be up front with conflicts, issues, and rescheduling, but avoid making that the norm.

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## 2.6 DISTINCTION BETWEEN MENTORS AND COACHES

**Management Mentors (2013), now MentoringComplete.Com** offers that mentorship systems are designed to promote professional development by associating an employee with a mentor; the focus is on overall development of mentee. It is a long term relationship toward professional and personal development.

Coaching systems are designed to provide an employee with a content expert to work with employee learn a particular skill or knowledge. Coaching is about specific skills and knowledge. Importantly, it is generally understood that mentorship relationships will cross-over into coaching and vice-versa. It is important to note to ensure the relationship focuses on mentorship and not exclusively coaching.

### MENTORS

### COACHES

*Mentor receive no compensation*

*Coaches are certified and paid*

*Relationship oriented*

*Tasks or skill oriented*

*Long term association*

*Short duration*

*Program designed to create effective result*

*No design necessary/open ended*

*Mentors typically with the organization*

*Can be internal/external expert*

*Diversity is key component of mentoring*

*Diversity is typically not included*

*Mentoring is bi or multi-directional*

*Coaching is one directional*

*Mentoring involves whole person*

*Focus on business model*

*Mentee and Mentee stay in a relationship term*

*Coaches depart after term*

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## 2.7 THE PHASES OF MENTORSHIP

- **Introductory Phase:** In the initial phase of the mentor-mentee relationship, sharing information about backgrounds, values, professional qualifications and experiences will help to allow the two to become acquainted with each other. The mentor must gain an understanding of the mentee's career goals, objectives strengths, weaknesses and potential and make an assessment of immediate and ongoing needs. This usually takes place after matching, however, both mentees and mentors are also encouraged to seek out mutually beneficial mentorship relationships. In both cases, PPALM requires both parties to complete the PPALM Mentorship Agreement Form for PPALM's records. In all cases, mentors and mentees are encourage to maintain a **Mentorship Action Plan** in order to set specific goals for performance improvement, achievement, and learning.
- **Implementation Phase:** During this phase, the mentor and mentee will establish ground rules for the professional relationship. They will determine such issues as how they will relate to each other, when and under what circumstances meetings will take place and how advice and guidance will be given and acted upon. The mentee will be carefully observed at all times for signs of increasing independence and the building of confidence and the need to move the relationship to another phase. In formal mentorship relationships, the implementation phases lasts for generally one year.
- **Termination Phase:** The professional mentor-mentee relationship must be clearly terminated so that the mentee may continue her or his professional career development independently, seek another mentor and begin mentoring others. At this point, the mentor must be willing and able to gracefully remove him or herself from the relationship in a formal termination.
- **Evaluation Phase:** Periodic evaluations of the mentor-mentee relationship will be made throughout the mentoring period to determine progress of both parties. Upon termination of the experience, the responsible officials will conduct a PPALM Exit Interview Survey to assess its outcome and provide feedback to facilitate improvement.

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## 2.8 MENTORSHIP MODELS – A MENU OF OPTIONS

**The premier mentoring website, Mentorship Complete,** posits that mentorship needs to be dynamic! The goal of mentorship is to make the program and mentorship model work best for you. Given the recent COVID-19 pandemic, more and more professional work and personal

time is moving to virtual and distributed methods. Given the success of virtual forums, virtual mentoring (or e-mentoring) is extremely popular. However, that does not preclude you from doing things “the old fashion way” and in person. Consider the following menu of mentorship models to enhance your mentorship relationship in PPALM and out.

- **One-On-One Mentoring: In person or online.** Probably the most classic form of mentoring, and certainly the vision of mentorship within PPALM. These relationships are more formal, include matching support, and assessment. A distinct advantage is the personalized touch, time, and support of a solid foundation. A disadvantage maybe a constrained pool of mentors when mentors can be in high demand. A critical component to the PPALM Mentorship Program is continuing to groom mentees as future mentors.
- **Self-Directed Mentoring: Foster mentorship relationships at the lowest level.** This model is perfect for the chapter level and interest groups. A self-directed mentoring model skips the formalities of the matching process and encourages both mentees and mentors to seek out mutually supporting mentorship relationships. This may be a great solution for mentors and mentees who are seeking relationships outside of PPALM. Don't forget to use this guide as a support system.
- **Peer Mentoring: Promote peer-to-peer development.** We can learn and benefit a lot from our peers! This best practice could be especially right for “onboarding” new members to PPALM, your organization, or career field. This technique has worked greats with Cadets, Midshipmen, and Field Grade Officers at the U.S. Army Command and General Staff College. Even General Officers and Senior Executive Service Civilians need the support of their peers as well, retired or still serving. Peer mentoring is yet another method that can complement our more traditional one-on-one mentoring and may be suitable for shorter durations of time, like at college, the military academies, professional seminars, or shared assignments. You can absolutely implement a peer mentorship relationship within the structure of the PPALM Mentorship Program. Just let the PPALM VP Mentorship know in your PPALM Mentorship Interest Form, and we will facilitate the matching!
- **Virtual Mentoring: Leverage today's technology for more flexible mentoring relationships.** Perhaps one of the silver linings to the COVID-19 pandemic has been the rapid transition to remote and virtual mediums to support organizations. Mentorship and your relationship can certainly be enhanced by combining any of these mentorship models with virtual mentorship. All you need is internet connectivity, a technology platform (like a phone or laptop) with a microphone and camera, and you will be set! This medium is perfect for mentorship relationships that span across different geographic regions and our members outside of the auspices of a chapter or interest group. Even within a chapter/interest group, virtual mentorship is cost effective and can easily support the frequency of your mentorship goals. Look to commercial off-the-

shelf solutions like ZOOM.com, Skype, Facetime, Google, or Go-to-Meeting to support your virtual medium.

- **Speed Mentoring:** Don't feel constrained to the more traditional models above, especially, if your goal is to reap the rewards of mentorship. A creative solution that can help in small group sessions or chapter/interest group meetings is speed mentoring. We am sure most folks have heard of speed dating, where both interested parties rotate around a room, in a certain set time, to see if they are a match. Speed mentoring can provide multiple perspectives on an issues or problem in a short amount of time. It is also a great way to drive self-directed mentorship or a more formal one-on-one mentorship model for the future.
- **Reverse Mentoring (Mentoring Up):** An application/session where the mentorship relationship is flipped, potentially providing the younger generation (mentee) an opportunity to mentor the older generation (mentor) on the newest trends in business, career fields, or social networking. Mentoring up is a great way in which mentees can challenge mentors with today's most current contemporary issues. Like leading up, it is a delicate balance. Tact and mutual trust go along way. When disagreeing with a mentor or senior, it is recommend these conversations occur one-on-one and out of a public forum. This method certainly compliments a one-on-one mentorship relationship.

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## 2.9 MENTORSHIP CONSIDERATIONS

A successful mentor-mentee relationship encompasses the dynamics of knowing and understanding cross-cultural, cross-race, gender, and cognitive biases. Inclusion and diversity amongst our mentorship relationships is critical to the readiness of our formations and as citizens of our great nation. **Section III of the PPALM Mentorship Program Guide** specifically provide real-world role playing scenarios to support your self-directed training such as toxic work climate, career transitions, and gender discrimination. Below are various insights on some of today's contemporary issues. Additionally, PPALM member and Doctor of Philosophy, LTC Jeanna Cho's publication, **Unspoken Leadership Development Tool: A Phenomenological Study on Cross-Race Mentoring In the United States Army (2011)**, is a great expanded resources for the topics below.

### 2.9.1 Cross-Cultural Mentorship

In **Creating a Mentoring Culture (2005)**, Lois Zachary explains cross-cultural mentorship "at its broadest, most inclusive sense...encompasses individual and cultural diversity." Cross-cultural mentorship adds layers of complexities and dimension to the mentorship relationship. In order to meet the challenges of cross-cultural mentorship, both mentors and mentees must be attune to differences in motivation, values, and communication. Different people, of all cultures, learn and process information difference. Both mentors and mentees must look

beyond cultural stereotypes and recognize diversity in culture and race. Being conscious of our assumptions, challenging those assumptions, and suspending assumptions are critically important. Dr. Rhonda Norman's **Five Best Practices for Cross-Cultural Mentoring (2012)** adds that, "if you can identify with each other, you'll forge closer relationships and build trust." Both mentors and mentees must be deliberate in planning and implementing their PPALM Mentorship Agreement form as both parties work to sustain an inclusive relationship. Additional self-developmental practices, like the assessments offered in Section III, can be also very helpful in providing common ground for the mentorship relationship.

### **2.9.2 Cross-Gender Mentorship**

There are several scholarly articles that advocate for more cross-gender mentorship, especially as we look towards race, gender inclusive leadership and representation, and sensitivity toward sexual orientation and identification (LGBTQ) within our organizations and leaders. Geri Stengel, a contributor to Forbes Magazine, argues that **Men and Women Benefit when Mentorship Cross the Gender Divide (2018)**. Stengel affirms that while men occupy the majority of power positions within organizations (that dynamic is shifting), women continue to struggle in an age where glass ceilings still exist. One of the major contributors is the lack of women mentors and lack of male counterparts who take on female mentees. Stengel argues that organizational climates and cultures heightened by sexual harassment limit men from being mentors. For men, understanding that promoting gender equality in the workspace is paramount. From **The Good Men Project (2019)**, cross-gender mentorship is the practice in which both men and women support each other professionally and developmentally. Much like cross-cultural coaching, both men and women, should suspend assumptions and underlying biases to overcome fear and/or experience from inhibiting the mentorship relationship. The key is for both men and women to be open-minded and actively seek mentors outside of their comfort zone. As the PPALM Mentorship Program outlines in Section I, seeking both mentors and mentees in terms of the qualities they possess, and not their gender, creed, color, or sexual identity are important, not only for both parties but truly creating gender equality within the PPALM mentorship program and culture. The Good Men Project argue the benefits to cross-gender mentorship for both men and women as 1) a more balanced approach in the work environment, 2) leverage each other's gender experience as enlightening and valuable, as well as 3) role-modeling it for other's in the workplace.

### **2.9.3 Cognitive and Unconscious Bias in Mentorship**

Cognitive biases are systematic patterns of deviation from norms and/or rational in judgments. Biases can be both implicit (unconscious) or explicit (conscious). In both regards, calling attention to your biases is critical to creating a solid foundation for both seeking out mentorship relationships and sustaining them. You may remember studying cognitive biases in your Introduction to Psychology classes in school. **Peoplemattersglobal.com** argue that the type cognitive biases in mentorship relationships include affinity bias, recency bias, and stereotypes.



- **Affinity biases** can erode mentorship relationships because this bias strongly influences your selection of mentors or mentees. Most people, conscious or unconscious, are drawn to similarity and familiarity. Asian mentees choose Asian mentors (when available), women choose women, and military mentors choose other military members. This bias of choosing people who are like us, can limit one's goals and ability to expand goal setting, not to mention these relationships lack diversity. While PPALM is an Army sanctioned affinity group, our membership base is extremely diverse. The key lesson here is to not limit your mentorship relationships to strictly someone who is just like you. Correspondingly, PPALM and PPALM VP Mentorship will prioritize your interests and goals over race and gender to ensure your mentorship relationship drives your action plan. Similarly, both mentors and mentees should be conscious of affinity bias, for good reasons, and support an expanded and diverse population of mentors and mentees in their network.
  
- **Recency bias** can be a major challenge for senior mentors, especially when mentoring those junior to them. Recency bias for senior mentors can often disenfranchise junior mentees by not being able to put themselves in the shoes of their mentee. Because the challenges the mentor faced earlier in life may have different circumstances, it can be hard for mentors to empathize with the challenge mentees face in a contemporary environment. Senior mentors may offer solutions that can work at higher levels of an organization, but not for mentees due to power dynamics. The ability for both mentors and mentees to relate is important. Mentors must help overcome this through critical reflection, empathy, and validating the factors and feelings of their mentee. This perhaps a great opportunity for reverse mentorship in which the mentee can shed light on contemporary issues and be more descriptive of the environment in which the goal setting and action plan need to focus. For mentors, their stories and past have shaped their careers, both good and bad. However, it may be more important to stay objective and useful to make a conscious effort to be more open-minded and agile in thinking. As Andy Hargreaves once said, "Mentors turn into tormentors if they believe they are always right."
  
- **Stereotypes** is the way in which our mind uses experience and presumptions to create filters and labels for other groups. It is a conscious or unconscious way in which we group and catalog characteristics of a social or cultural group. To illustrate, not all women are soft-spoken, not all men are confident, not all Asians are good at math. It's a trap! Stereotypes and unconscious biases of color, gender, power, and attitudes can erode mentorship relationships. It is important to emphasize, that every individual is unique and deserves our dignity and respect. Challenge biases, stereotypes, and be mindful of destructive communication. Kevin Nadal, a professor of psychology at John Jay College of Criminal Justice, defines **Microaggressions**, as "every day, subtle, intentional- and oftentimes unintentional – interactions or behaviors that communicate some sort of bias toward historically marginalized groups." The key difference between overt discrimination and microaggressions is that we may not be aware we are even committing them.

- **Micaggressions, bias, stereotypes, and unconscious biases are difficult conversations.** However, Kevin Nadal argues that we all have to do our own homework. He recommends reading blogs, personal essays, and doing our best to understand the experiences of historically marginalized groups. Essentially, empathy and thinking outside of our own perspectives is crucial. ***In a mentorship relationship, think about your role, be aware of biases, be active in perspective-taking, stay objective on goal setting, and be responsible for your communication and thoughts. We all have an obligation to treat everyone with dignity and respect in order to create a positive and healthy mentor – mentee relationship. Be aware of second or third order or unintended consequences.*** Should your mentorship relationship not be comfortable, for any reason, please feel empowered to report any deviations of the PPALM Mentorship Program Guide to the PPALM VP Mentorship.

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## 2.10 SUSTAINING YOUR MENTORSHIP RELATIONSHIP

You did it! You've highlighted your interests, you were matched with a great mentor or mentee, and now you are three months into your yearlong one-on-one virtual mentorship agreement. There will be bumps! Sustaining your mentorship relationship, like all important relationships, in your life is paramount. And, like all relationships, communication and feedback are key.

Periodically reviewing your mentorship action plan or PPALM Mentorship Agreement form is important. Through active communication and feedback, both mentor and mentee should discuss what is working and not working in the relationship. Be honest about recommended improvements, your goals, and your time commitments. Don't go into your mentorship meetings blind! Preparation is also a key strategy to success. As a mentor, have a pre-planned agenda and understand how you would like to structure your time. As a mentee, ensure you've done your homework; review any resources your mentor has provided to you in advance. Be prepared to discuss your achievements or setbacks in action plan.

Feedback, from both the mentor and mentee is key. Positive affirmations on productivity from both parties can sustain what is working really well. Conversely, discuss how you will both disagree and understand that is okay to disagree. Mentors must stay objective in accordance with the goals mentees have prescribed too, however, mentors should provide opportunities for course corrections and managing expectations when necessary. Don't be afraid to refine or clarify goals, or break goals down even further into incremental steps. SMART goals comprising of specific, measurable, attainable, realistic, and timely goals are your best method for maintaining accountability. Mentees may not always reach their goal within the mentorship relationship, and that's okay. Negotiate a plan for when that does not happen or when there are setbacks, because there will be. If there is an opportunity to renew the mentorship relationship, please do so, and inform the PPALM VP Mentorship. Mentorship is a process. It is

out sincerest hopes that your future mentorship relationships are productive, constructive, and mutually beneficial. Good luck!

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## **Section III: Self-Development and Tools**



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*PPALM members and guests engage in our 2d Annual Leadership & Wellness Seminar in Washington D.C. on Aug 11, 2018.*

### **3.1 OVERVIEW**

Section III provides tools and resources for you to continue your investment in mentorship. Importantly, Section II of the PPALM Mentorship Guide was designed to be comprehensive in nature to serve as a primer to jump start you on your mentorship relationship. The Section II mentorship overview section is a must read for preparing, implementing, and sustaining a productive mentorship relationship. However, PPALM suggests that you continue to develop yourself as life-long learner to refine your skills, competencies, and attributes as a mentor, mentee, or both. Self-development or training prior to implementing your mentorship relationship is not mandatory, however, is highly encouraged prior to, during, and after your mentorship relationship.

In this section, you will find real world role-playing scenarios, self-directed training resources, individual assessments, and the necessary administrative forms required to participate in the PPALM Mentorship Forum. As we continuously strive to provide the best and most up to date resources to our members, please feel free to reach out to PPALM or the PPALM VP Mentorship with resources you would like to share!

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### 3.2 ROLE-PLAYING SCENARIOS (Examples)

The role play scenarios allow for an interactive setting between a mentor and mentee observed by a group training session. The four scenarios were derived from real life experiences though modified to allow the participants to determine the value and nuances associated in a mentor – mentee relationship. More importantly, the group observing the process and outcome of the role play should be able to determine the principal issue or concern, how the mentor and mentee interacted to determine key points of concern, and if there is a solution or resolution addressed, and if a follow up is warranted for continuance. These scenarios were inspired by real events experienced by a mentor or mentee.

#### **SAMPLE SCENARIO - 1**

##### A. TOXIC WORK CLIMATE

Mentor:

Mentee:

##### B. CROSS TRAINING ASSIGNMENT

Mentor:

Mentee:

#### **SAMPLE SCENARIO - 2**

##### C. CAREER TRANSITION

Mentor:

Mentee:

##### D. GENDER DISCRIMINATION

Mentor:

Mentee:

RULES:

**Role Players will be observed by mentors, mentees, students, and staff personnel. Role Players will utilize the list of situational considerations for observations and after action comments.**

**A. Toxic Work Climate - Scenario 1**

- Scenario: Mentee is an Asian American male and a lead systems environmentalist assigned to a principal regulatory oversight division in a Federal Agency for Safety and Environment Enforcement for the past 5 years. The division is comprised of 10 people and a Division Chief (Caucasian female) who took over the division 2 years ago. For the past 6-8 months, the work climate has taken a dramatic change from positive to negative most likely caused by recent organizational change in the department, and increased work load due to several environmental mishaps caused by natural disasters in the past year.
- The Division Chief became distant, emotionally isolated, and distrustful. At section meetings, the Division Chief would be short tempered, berated individuals, directed to what appear to be ambiguous instructions, and deviated from regulatory guidelines. On a couple of occasions, Mentee and 2 other employees were counseled on their alleged unsatisfactory performance on tasks related projects that have been staffed and approved within the Agency. Mentee and his co-workers have met to discuss the Division Chief's behavior which have greatly affected the work climate in the office as tense and nearly unproductive. Mentee also met with the Division Chief to discuss the office's tense work environment but to no avail. Mentee and co-workers were concerned about complaining or 'whistleblowing' to superiors external to the division due to potential retribution and reprisals. Mentee is considering applying for another position in the department or elsewhere in the federal government. Morale in the division is low.
- MENTEE – \_\_\_\_\_ : Seeking guidance from Mentor on the best approach to remedy the toxic work climate.
- MENTOR – \_\_\_\_\_ : Mentor (South Asian American male) Program Manager for a Land Reclamation project in another division of the same Federal agency.

## B. Cross Training Assignment Potential - Scenario 2

- Scenario: Mentee is Caucasian male, and a Sustainability Design director who has been with Department of Defense, Office of Installation Management, for about 7 years. He is a GS-14 and has been a project manager. He is being considered for promotion to GS-15 to lead a Program Management Division in Buffalo, NY or Vicksburg, MS once the promotion selection proceedings adjourned. While the prospects of being promoted to GS-15 Program Manager is appealing, Mentee is seeking a cross training assignment to either US Department of State or Defense Department of about 1-2 years. He wants to apply his Sustainability Design skills on a Nation Building assignment or related field and deploy to the Middle East or South Asia. His intent is to broaden his career progression profile since he's been doing the same job for over 15 years. He doesn't want to be looked upon as self-serving or disloyal to the Office of Installation Management. He is thinking of retiring 4-5 years pending his cross training plans. He has a family—wife and 2 high school aged children with 2-3 years before they graduate.
- Mentee - \_\_\_\_\_: Need help from Mentor on how he should deal with his pending promotion and future plans.
- Mentor – \_\_\_\_\_: Mentor (African American female) is a Director assigned to the Regional Business Technical (Engineering and Construction) Division at Office of Installation Management.

### C. Career Transition – Scenario 3

- Scenario: Mentee is a Hispanic male and a construction engineer having worked for the Army District Engineer in Seoul, South Korea and previously with a federal energy organization for the past 17 years. He is 45 years old. He thought of transitioning from the federal government; perhaps retiring, or taking some time off to search for something different, maybe pursue work in the private sector, or teach at college, or do another career in a different field. In his current job position, he's been a project manager three times, graduated from Leadership Development Program Level 3 in the DOD Executive Leadership Program, has taken advanced non engineer college course at a nearby university, and has received several commendations for outstanding work from his superiors. Still, this is not fulfilling for him professionally and personally. He likes being an engineer. He feels may be some other field that might interest him to further develop his professional competency. In other words, he is uncertain on what to do for the next 4-5 years.
- Mentee – \_\_\_\_\_: Wants advice from his mentor on how he can evaluate his transition plans toward retirement or possibly seek another profession.
- Mentor – \_\_\_\_\_: Mentor (Caucasian female) is a civilian leadership development systems specialist assigned to the Human Resource division in the organization.



#### D. Gender Discrimination- Scenario 4

- Scenario: Mentee, is a mixed-race woman, and a nation building and humanitarian expert. After 10 years working at the U.S. Department of State, she recently joined a private international aid consulting firm. She decided to diversify her professional career by working in the private sector. She has been at the company for nearly a year. She has experienced what she considered as gender discrimination from her male colleagues. Her colleagues would often question her work; would not invite her to team meetings; some ignored her; and would often hear innuendos floated her way. Mentee approached her former mentor at Department of Defense on what she should do. The department she was assigned to have a mix of professional international aid experts and management people performing business development and contract activities in the commercial and international markets. The department has about 15 people and not well diverse. There are two other female employees who are Caucasians and men who are a mix of African Americans and Caucasians. Though the workplace is diverse, it does not have a diversity and inclusion program, or an equal employment opportunity complaint process.
- There was no on-boarding session for the Mentee other than a first meeting with her boss, and several of her colleagues. Over the course of several weeks after reporting in, there were subtle signs of gender discrimination - about being mixed race, not being able to speak English clearly, and perceived as a non-team player. Some of her colleagues have a tough time pronouncing the Mentee's last name. She has not approached her boss on this situation for fear it might jeopardize her new career in the private sector.
- Mentee – \_\_\_\_\_: Mentee believes she is being discriminated as the only woman of color. She has not experienced this before. She is highly experienced in her profession and well qualified in her new position with the firm.
- Mentor – \_\_\_\_\_: Mentor (Caucasian male) recently retired from the federal agency where previously worked and trusted over the course of their mentor – mentee relationship.

E. **Mentoring Relationship Situational Observations:**

As a Mentor, how would respond to your Mentee's situation?

Did the Mentor offer recommendations to the Mentee to help resolve his/her situation?

What alternative approaches to mentoring relationship would you consider?

What organizational, cultural, or external support would you recommend, if available?

As a Mentee, what would you expect from your Mentor as possible solutions to your situation?

What qualities of a good Mentor are reflected in \_\_\_\_\_ situation?

What qualities of a good Mentee are reflected in \_\_\_\_\_ situation?

Would you have done anything differently in the mentor-mentee relationship?

Did Mentor and Mentee include Cross Cultural Awareness and aspects of Cross Cultural Mentoring?

Did the Mentor offer any alternatives or solution to the Mentee's issue?

Did Mentor and Mentee schedule a follow up meeting for their next session?

### 3.3 SELF-DIRECTED TRAINING RESOURCES

There are currently a plethora of online resource for both mentors and mentees to in engage, build, and maintain positive mentorship relationships. They are not limited to the following:

- **The Center for Creative Leader (CCL)** provides great insights and tools for leaders, coaches, and mentors. CCL offers online learning and executive education products. It is also maintains up to date free webinars. [www.ccl.org](http://www.ccl.org)
- **Mentor: The National Mentoring Partnership, Mentoring.ORG** is both a service and resource. The Program Resources of their website offers an abundance of tools and free mentorship webinars (Currently, every 3<sup>rd</sup> Thursday of the Month: [www.mentoring.org](http://www.mentoring.org))
- **Tamara Thorpe: The Millennial Mentor** offers the online courses and workshops tailored to the millennial generation. Her section on “Top 10 Mentoring Websites for Millennial” is perfect for enhancing your network and podcast library: [www.tamarathorpe.com](http://www.tamarathorpe.com)
- **The National Mentoring Resource Center** offers a vast collection of resource for Mentorship Programs. The Resources for Mentoring Programs Section under “What Works in Mentoring?” is especially supportive. A entire library is dedicated to training and resources: <https://nationalmentoringresourcecenter.org/>
- **The Mentorship Forum on Facebook** is a group dedicated to thinking, reading, and writing about issues related to organizational leadership and came highly recommended by our Board of Directors. Link here: <https://www.facebook.com/TheMentorshipForum/>
- **The Center for the Army Professional and Leadership** hosts a great webpage for leadership, leadership development, and self-directed training. You can benefit from the new section, Army Leader Exchange (ALx); a senior leader guest speaker series on a variety of topics. When you click “additional resources” at the bottom of the page, a tremendous interactive library pops up for additional subjects: <https://capl.army.mil/>
- YouTube is also a great media platform for self-development. A couple highlights here:
  - **How to Be a Mentor:** <https://www.youtube.com/watch?v=w2b3soDrgRU>
  - **Effective Mentoring:** <https://www.youtube.com/watch?v=3dD2VCsPrsg>
  - **E-Mentoring: Virtual Benefits:** <https://www.youtube.com/watch?v=FbRunsCytbQ>
  - **Peer Mentoring:** <https://www.youtube.com/watch?v=fG3gVAXn2Ns>
  - **Speed Mentoring:** <https://www.youtube.com/watch?v=Itd4QG9msFY>
  - **Cross-Cultural Mentoring:** <https://www.youtube.com/watch?v=KUWWPo0x0ZM>

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### 3.4 ASSESSMENTS (MILITARY MENTORS)

**Military Mentors**® was founded by two former West Point Cadets currently making their mark in academic, mentorship, and coaching. In of itself, it provides a great mentorship matching solution. The Site Resources are especially useful. The specifically call out self-knowledge and self-development as keys to unlocking better leadership, coaching, and mentorship.

The Self-Development tab highlights great FREE assessments, for the BIG 5 Personality Assessment, Conflict Resolution Styles, Learning Styles Indicator, and the Harvard Implicit Association Test. If you have never taken the Harvard Implicit Associate Test, you will be surprised about the biases that cloud our judgments. This speaks directly to the Cognitive Bias/Unconscious Bias in Section II of the PPALM Mentorship Program Guide.

You don't have to be registered to check out the site resources at: <https://militarymentors.org/>



*MG(R) Taguba, PPALM Chairman, presents the PPALM Distinguished Public Service Award to U.S. Ambassador Harry Harris for distinguished record of public service and as distinguished guest speaker at the PPALM Annual General Membership Meeting on October 13, 2019 at the Washington Convention Center, Washington, D.C.*

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### 3.5 PPALM MENTORSHIP FORMS

**NOTES TO MEMBERS** – the following forms are required per the policies and Procedures of The PPALM Mentorship Program. The use and turn-in of forms are explained in Section I of this PPALM Mentorship Guide:

- **PPALM Mentorship Interest Form**
- **PPALM Mentorship Agreement Form**
- **PPALM Mentorship Exit Interview Survey**

The ADOBE Files will be available at the [ppalm.org](http://ppalm.org) website under mentorship resources. Please email to PPALM VP Mentorship at the following email: [mentorship1@ppalm.org](mailto:mentorship1@ppalm.org)



PPALM Mentorship  
Interest Form 2020 E



PPALM Mentorship  
Agreement Form\_20



PPALM Exit  
Interview Survey\_20

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### 3.6 TERMS OF REFERENCE

**Mentorship:** (noun) as the influence, guidance of direction given by a mentor. Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

**Mentoring:** (verb) is the process involving that involved communication and is relationship based.

**Mentor:** (noun) also known as Advisor, is a trusted counselor or guide who is involved in the development and support of one who is less experienced.

**Mentee:** (noun) also known as Learner, is the less experienced person being mentored.

**Mentor-mentee relationship or mentorship relationship:** a state of being connected between a mentor and mentee.



*US Army Cadets (West Point and Army ROTC) and Annapolis Midshipmen meet and greet with MG (R) Taguba, PPALM Chairman, during our annual Membership Meeting on Oct 13, 2019 at the Washington Convention Center, Washington, D.C.*

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