

161 LRS



MENTOR

MANUAL

“As we look toward our future, it is you, the Airmen of the United States Air Force, who will carry the torch. It is you, the airmen of the United States Air Force, who will become strategically agile. It is you, the Airmen of the United States Air Force, who make the impossible possible.”

-Deborah Lee James, Secretary of the Air Force

The purpose of this manual is to be an interactive guide to help our leaders of today become intentional about mentoring the leaders of tomorrow. Effective mentorship facilitates the development of Airmen by sharing resources, expertise, values, competencies, perspectives, and attitudes. An informal mentoring program, in my opinion, is the most beneficial and effective format. However, we need to be organized and strategic in our thinking and in our program. We need to document all mentoring as it takes place and by doing so we will be able to track effectiveness.

The manual will be broken down into the following seven chapters:

- Chapter 1 – Introduction to Mentoring
- Chapter 2 – **M**yself
- Chapter 3 – **E**ngaging
- Chapter 4 – **N**urturing
- Chapter 5 – **T**eaching
- Chapter 6 – **O**rganizational
- Chapter 7 – **R**eplacements

As you can see, chapters two through seven create the acronym **MENTOR**. My goal is to create a template by which you can customize into your own creative and unique manual that will be used to facilitate the mentoring of our Airmen.

Mentorship is giving your airmen some **T-L-C** every day. It will provide personal and organizational growth.

**TEACH**-use those stumbling blocks you run into to create a learning environment that fosters confidence for your entire team.

**LEAD**-set the vision, but most importantly, drive the change while you foster trust and respect amongst your team.

**CARE**-make sure they have what they need to be successful, but more importantly, know your people and what motivates them to want to give you their best.

Be an active, visible leader and learn to balance taking care of your airmen and the mission without losing sight of either one.

-Martha Garcia, CMSgt, 161 ARW Command Chief Master

Mentorship is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. This relationship will help achieve mission success and motivate Airmen to achieve their career objectives.

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.

-AFMAN36-2643

### **Introduction to Mentoring**

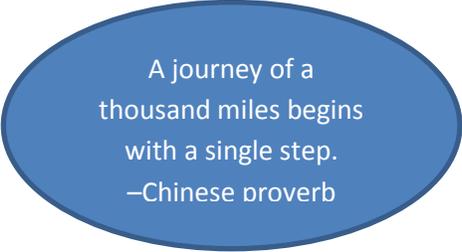
AFMAN36-2643 lists the following benefits of mentoring:

1. Improved morale and unit cohesion.
2. Enhanced professional and work-related personal development.
3. Increased mastery of the institutional and occupational competencies.
4. Enhanced capacity to translate core values and strategies into productive actions.
5. Greater engagement and retention of Airmen with the right competencies needed in support of Air Force requirements.

The AFMAN also lists the following roles:

1. Advisor: The mentor initiates communication and helps the mentee formulate career goals.
2. Coach: The mentor supports in identifying developmental needs, recommending training opportunities, and imparting skills and behaviors.
3. Facilitator: The mentor assists in finding resources for problem solving and career progression.
4. Advocate: The mentor recommends opportunities for projects allowing others to observe positive capabilities of the mentee.

Is mentoring easy? -No. Is it always convenient? No. Is it necessary? -Huge yes. Does it pay dividends? -Absolutely.



A journey of a  
thousand miles begins  
with a single step.  
-Chinese proverb

It is our inherent responsibility to mentor our Airmen. As a mentor, you will play a vital part in shaping our future leaders. As a mentor, you will help your Airmen understand the value of continuous self-development to themselves and to the squadron.

Attachment 1 is a very good illustration that outlines the specific skills of a mentor and a mentee and then lists shared skills required by both. Review this model often to gauge where you are at and where you need to be.

Attachment 2 is a chart of Mentoring Relationship types. You will be referring back to this as you journal each mentoring session that takes place. Journaling will be a vital part of making this manual work for you. You will want to record the topic, the type of mentoring conducted, and the attendees (more on this later).

We want to quantify and showcase the Mentoring that happens in our squadron. This will play a vital role in the transformation of our squadron culture. It is our vision to see every member fully utilized, fully developed, and part of a cohesive, professional team that is ready to face any challenge head. This is not something we hope happens. It is something that must happen if we want to survive in the Air Force of – not tomorrow – TODAY!

Are you ready to take that first step as a 161<sup>st</sup> LRS Mentor? Great! Let's get started.

Attachment 1 – Mentoring Model

Attachment 2 – Mentoring Relationship Types

“Knowing yourself is the beginning of all wisdom.” –Aristotle

“To know others, know yourself first.” – Chinese Proverb

“There are three things extremely hard: Steel, a diamond, and to know one’s self.” – Benjamin Franklin

## **MYSELF**

The first step to being a first class mentor is to know yourself. Again, this is a template with suggestions to build your own manual. The following is just a start of what could be included in your manual. Remember, as 161 LRS Mentors we need to help each other. Please inform me of any items you discover are helpful to you that you are adding to your manual and I will share with all squadron mentors. Innovation and creativity is highly encouraged.

**Insert 1 – Bio:** Please create a current bio and stick it in your manual. Your bio should be updated when changed or on an annual basis as you review.

**Insert 2 – Strength/weakness list:** Please create a list of your strengths as well as your weaknesses. This will help you identify what areas you need to improve upon. I suggest that you also come up with ways you can grow in the areas that you are weak in.

**Insert 3 – Gifts, talents:** List those items you bring to the table that could be utilized in our organization.

**Insert 4 – Hobbies:** Things you like to do. These might possibly be used to enhance moral in the unit and open up unique mentorship opportunities.

“People are more likely to remember the great social interaction they had with a colleague than the great meeting they both attended.” – Ron Garan

“Engaged employees are in the game for the sake of the game; they believe in the cause of the organization.” – Paul Marciano, PhD

“It all came down to employee engagement. It all came down to recognition. It all came down to leadership, which led to every sailor feeling ownership and accountability for the results. You can ask a team to accomplish a mission but you can't order excellence.” – Mike Abrashoff, Commander USS Benfold (retired)

### **Engaging**

Engaging your employees and showing genuine concern for them, their family, and their development is the greatest thing you can offer. This will spark loyalty, hard work, great attitudes, and an overall culture of excellence. Again, listed below are some suggestions for inserts. Please let the creative juices flow.

**Insert 1 – Employee profile:** Have a page for each employee that lists things like spouse, children, hobbies, education level, full-time employer, goals, strength/weaknesses, etc... Please remember FOUO guidelines. Knowing your people will pay dividends when matching people up with additional duties, volunteer opportunities, training requirements, and the list goes on.

**Insert 2 – Engagement Journal:** Each time you engage one of your Airmen or in fact any Airmen with meaningful dialect, please take a couple of moments to record key points/highlights from that engagement (record the Date also). This will help remind you to follow-up with that specific Airmen. For example, if an Airmen tells you they lost their job, the next time you see them (make it a point to see them) see how they are doing. Maybe you can help them with a job lead or inform them of job fairs family support is offering. Keeping a journal will keep you engaged with the people you talk to. We are all busy and don't always remember facts or conversations we have. Documenting will be a tremendous help and will go a long way in fostering the Mentor relationship.

“Management is about arranging and telling. Leadership is about nurturing and enhancing.” –Tom Peters

“Competing at the highest level is not about winning. It’s about preparation, courage, understanding and nurturing your people, and heart. Winning is the result.” –Joe Torre

“Be the one who nurtures and builds. Be the one who has an understanding and a forgiving heart one who looks for the best in people. Leave people better than you found them.” –Marvin J. Ashton

## NURTURING

Webster defines nurture as upbringing, rearing, the sum of environmental influences and conditions acting on an organism, to feed, to train, to educate, to help grow or develop, to cultivate. Wow! Sounds like a lot of work. Sounds like it will take time, sacrifice, investment, and commitment. When we truly nurture our Airmen they will flourish. That little seedling will bud into something extraordinary. They will emerge as a future leader ready to take their squadron, their wing and their Air Force into the ever changing future with vigor, innovation, determination, skill, and passion. The next chapter is teaching, which is part of nurturing. So for this chapter, we will focus on things like professional development, leadership, core values, character development and personal growth. Again, as you create and personalize your manual, please share with me so I can pass along. Below are suggestions to get you started.

**Insert 1 – Nurturing Journal:** Please record any group or individual nurturing. For example, you get your shop together to talk about the importance of weaving the core values into every decision we make and every job we perform. Log down topic, date, attendees, type of mentoring (refer back to attachment 2), and anything else you want to make a note of. You might need a whole page for each event. Sure paperwork is not fun but you will start to build products that you can refer back to. Another example: You just asked your CCAF graduate to brief the rest of your Airmen about the benefits of continuing education. You will want to record the date, topic, attendees, and type of mentoring (peer to peer). You can also use this journal entry/page to grade the communication ability of the briefer. This will help track individual growth of

improvement of your Airmen. This will remind you to give this Airmen feedback, encouragement, and future opportunities.

**Insert 2 – Leadership styles:** Make a list of leadership styles and what each style brings to the table. This will help you choose the right style for the right situation. This will help you develop your own leadership skills.

**Insert 3 – Leadership Quotes:** Start logging down quotes that impact you or that you think would be beneficial at some point as you are developing those under you.

**Insert 4 – Weakness game plan:** Take those weaknesses recorded in your employee profiles or ones you have identified in your employees and be intentional about solutions to help them grow/improve. Develop a game plan and track its' success.

**Insert 5 – Web links:** Start keeping track of useful links that can be helpful to you or your airmen. Catalog them by topic. For example, leadership development, character development, and personal growth.

Again, there are lots of things that will end up in the Nurturing chapter of your manual and I am excited to see what you come up with.

“A good teacher, like a good entertainer first must hold his audience’s attention, then he can teach his lesson.” –John Henrik Clarke

“The task of the modern educator is not to cut down jungles, but to irrigate deserts.” –C. S. Lewis

“The art of teaching is the art of assisting discovery.” –Mark Van Doren

“[Kids] don’t remember what you try to teach them. They remember what you are”. –Jim Henson

## TEACHING

As we embark on the topic of teaching the key to remember is you must first be a role model. Most things in life are caught, not taught. What are your Airmen “catching” from you? The previous chapter we inserted all things character, leadership, and developmental related items. This chapter we will focus on items of administration such as award examples, forms, and disciplinary actions. But I wanted to remind us all that if we are not first and foremost a role model we will have no impact on our Airmen as we go about nurturing them or teaching them to master the administration part of a Leader.

**Insert 1 – Forms (i.e. 52, 2096, 105)**

**Insert 2 – Award templates/guidance**

**Insert 3 – Disciplinary actions**

**Insert 4 – Report formats (i.e. Trip report, MFR)**

**What you are actually doing here is building a continuity binder to enable yourself to be a better administrator and in turn putting something together that will give those you are mentoring a great head start. Often times your office will have one paperwork guru and when they leave those left spend twice as much time figuring out which form to use and how to fill it out. This leads to incomplete information filled out and then you find out it was the wrong version to begin with. We waste a lot of our time and the time of other agencies. Paperwork is not fun but it is rewarding when you master it and you are able to use it to be a benefit to those under you.**

“The achievements of an organization are the results of the combined effort of each individual.” – Vince Lombardi

“The bottom line is, when people are crystal clear about the most important priorities of the organization and team they work with and prioritized their work around those top priorities, not only are they many times more productive, they discover they have the time they need to have a whole life.” – Stephen Covey

“An organization, no matter how well designed, is only as good as the people who live and work in it.” – Dee Hock

“If a leader doesn’t convey passion and intensity then there will be no passion and intensity within the organization and they’ll start to fall down and get depressed.” – Colin Powell

## **ORGANIZATIONAL**

In order to be successful and morale to remain high, people must feel that they are part of something important. It is our responsibility to help all of our Airmen see the big picture. They need to see their role in their section, squadron, group, wing, state, and country. They need to take ownership of their piece of the puzzle. Listed below are just a few ideas of what you can add to your customized mentor manual that can assist you in helping your airmen discover their importance in their community, state, and country.

**Insert 1** – Section Org chart

**Insert 2** – Wing/Group Leadership Org chart

**Insert 3** – Key functions/phone numbers (ie: SAPR, Family Support, DSH,)

**Insert 4** – Wing, Group, squadron, mission/vision statements

**Insert 5** – Squadron/section goals

**Insert 6** – Field Trip Log: Visit other agencies with your airmen. Document who participated, who you visited, when you visited, what role they play, where they fit in the big picture.

“True leaders don’t invest in buildings. Jesus never built a building. They invest in people. Why? Because success without a successor is failure. So your legacy should not be in buildings, programs, or projects; your legacy must be in people.” – Myles Munroe

“Each new generation is reared by its predecessor; the latter must therefore improve in order to improve its successor. The movement is circular.” – Emile Durkheim

“I don’t ever want it to be about me. A friend of mine told me, ‘The difference between fame and notoriety is fame is when people know you, and notoriety is when people know your work.’ The first one is not respectable, but the second one is, because that leaves a legacy.” – Troy Baker

### **Replacements**

The word successor fits much better here. But then we would be talking about MENTOS instead of MENTOR. We value fresh breath but mentorship is our focus here. As leaders we have to identify those one or two mentees that are clearly standing out among their peers. We then have to invest ourselves into them as potential successors that will be better than us. They will take the organization to new heights. You are going to take everything you have done thus far and bring it down to a micro level. You must be INTENTIONAL.

**Insert 1** – Identify potential successors

**Insert 2** – Develop strengths/character

**Insert 3** – Improve weaknesses

**Insert 4** – Help successor chart course

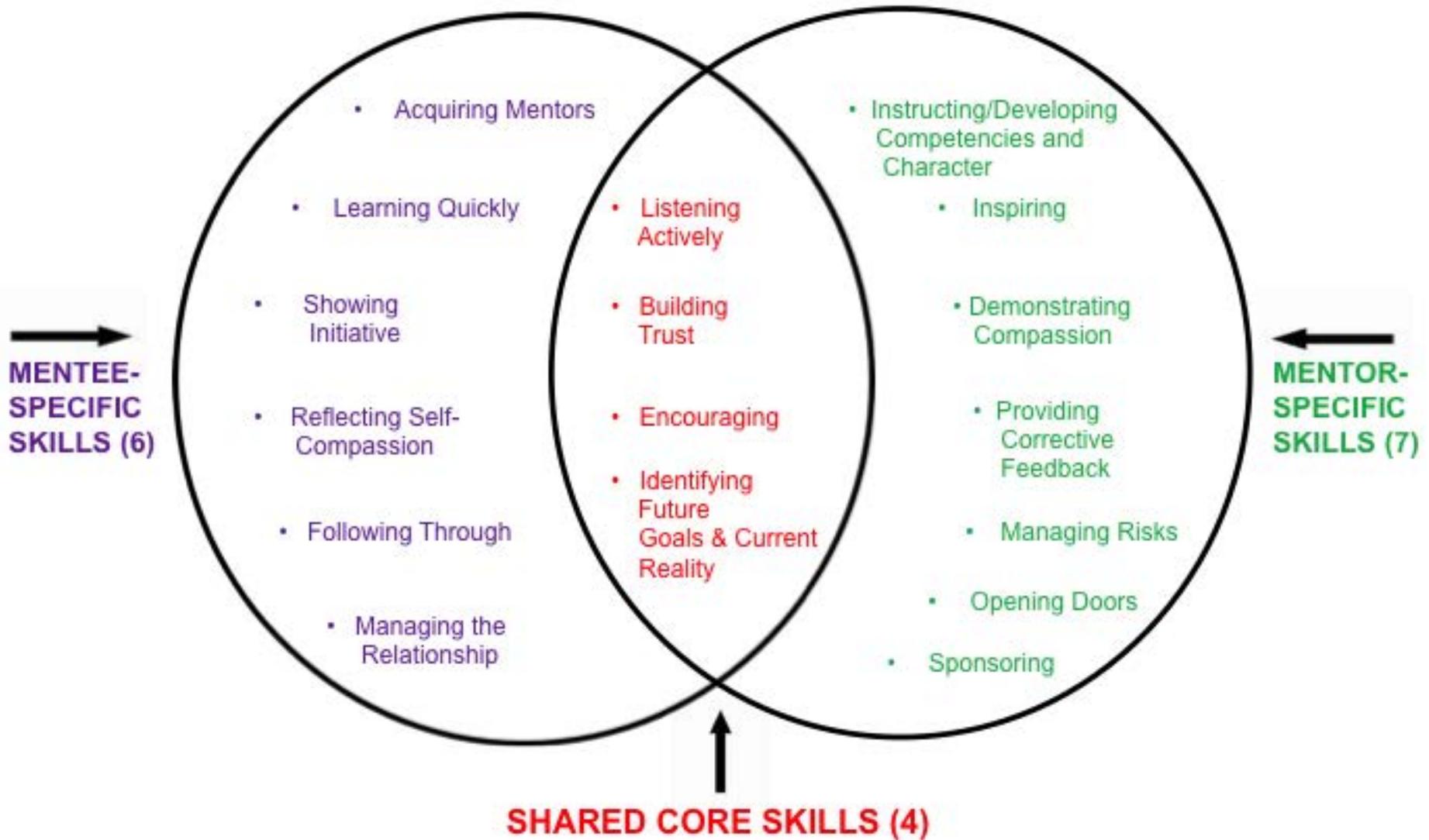
**Insert 5** – Provide growth opportunities

**Insert 6** – Get them involved in group, wing, and state activities

**Insert 7** – Encourage outside leadership training and experiences.

Again, use your creative ingenuity here. Whatever you do, log it in your manual. You want to track progress and journal steps that you have taken. In the future you can use, or pass on, what worked and what was not value added.

# THE MENTORING SKILLS MODEL



**Table A2.1. Mentoring Relationship Types.**

<b>Type</b>	<b>Description</b>	<b>Advantage</b>
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 mentee. 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 individual with similar backgrounds and career interests.
Reverse Mentoring	Mentoring of a senior (in age, experience, or position) person by a junior individual. Aim is 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 correction.	Informal mentoring that usually occurs as a short-term fix to address an immediate situation but can transition to a more long-term connection over time if both the mentor and mentee are inclined to do so.
Virtual Mentoring	Using electronic tools such as videoconferencing, the Air Force web-portal resource MyDP, 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.