Navy Environmental Health Center Instruction 5351.1

Subj: COMMAND MENTORING PROGRAM (CMP)

Encl: (1) NEHC Mentoring Program
      (2) Mentoring Program Survey

1. Purpose. To provide guidance and assign responsibility in implementing and maintaining a viable command wide mentoring program using enclosure (1) for direction.

2. Scope. This instruction applies to Navy Environmental Health Center and all field activities.

3. Background. Navy Environmental Health Center is thoroughly committed to developing its people. A key element in meeting this goal is the establishment of a Command Mentoring Program (CMP). Mentoring is a proven approach for accelerating personal, professional and organizational growth. Competition is especially keen, and in order to have a successful career, personnel must achieve professional qualifications and leadership skills as quickly as possible. The first steps in one’s career include some of the most crucial decisions an individual will make, decisions that will determine their future. Mentors can counsel and assist in the decision making process, as well as provide important guidelines. A Mentor’s career experiences and professional expertise will help to ensure personnel develop to their full potential.

4. Objectives. To provide every member of NEHC the opportunity to be involved in a suitable mentoring relationship.

5. Responsibilities

a. The Mentoring Program Manager (MPM) will:

   (1) Develop and implement a mentoring program with sufficient flexibility to accommodate individual needs, local mission requirements and limitations throughout NEHC and its field activities.

   (2) Advise and assist Officers in Charge and Directors (OICs/DIRs) with implementing, and developing plans for supporting, sustaining and continually improving the CMP.
(3) Work closely with the Command Master Chief (CMC) in implementing appropriate enlisted elements of the (CMP).

(4) Report at least quarterly to the Executive Officer for oversight of the CMP.

b. OICs/DIRs will:

(1) Develop and implement a plan that provides an atmosphere conducive to mentoring relationships, by coordinating closely with the MPM and CMC.

(2) Report quarterly to the MPM the number of personnel in the program CMP.

c. The Command Master Chief will, in coordination with the MPM and Senior Enlisted Leaders (SELS), oversee the enlisted elements of the CMP.

d. Mentors shall:

(1) If possible, be in the same rate/community/series/division, department as the person assigned.

(2) Assist assigned personnel in adapting to the command. This should include introduction to chain of command and introduction to all key staff individuals in the command, if possible.

(3) Assist assigned personnel in obtaining and completing required training and course work for advancement.

(4) Encourage use of in-service educational benefits (professional courses, service schools, GED/high school program, off-duty courses, etc).

(5) Stress the importance of maintaining good performance evaluations and provide guidance on how performance can be improved.

(6) Most importantly, be proactive and responsive to individual desires and problems, making every effort to assist. Refer member to the appropriate person in the chain of command as necessary and continue to follow-up until resolved.

6. Implementation. The mentoring program outlined in enclosure (1) will be supported by all levels of the command. OICs/DIRs will establish a mentoring program in an expeditious manner.
7. **Action**

   a. The Commanding Officer will assign in writing a MPM.

   b. The MPM will report to the Executive Officer for oversight of the CMP. The MPM+ will work closely with the OICs/DIRs and the CMC to assist in coordinating, monitoring, and managing mentoring activities within their areas of responsibility.

   c. All staff members will understand the objectives and intent of enclosures (1) and (2).

   D. A. HILAND
Mentoring Program

Enclosure (1)
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WHAT IS MENTORING

The word "mentor" reaches back to Greek mythology. When Odysseus went to war, he entrusted Mentor with his son's education and development. Mentor's wise counsel, teaching, parental concern and protection are evident in current interpretations of the mentoring process. A system of mentorship is perhaps the best method for effectively learning the skills and socialization needed for career advancement. Mentoring is used in many organizations as a way of developing a new members knowledge, values, and practices, thus implanting the organizational culture. This logically translates into more productive, efficient, and effective personnel. It also contributes to successful retention, career satisfaction, better decision making, and promotes a more unified organization.

A useful working definition of mentoring is:

"A deliberate pairing of a more skilled and experienced person with a less skilled one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies."

Research indicates that too often we are asked to take on a leadership role with little or no training. Although we devote time to fine tuning our management skills, we rarely spend time developing our leadership skills. An effective mentoring program can in many ways be considered a training program for leadership.

Types of Mentoring

NEHC has elected to use an "assisted mentoring" process. To understand why this approach has been chosen, a comparative analysis of informal and formal mentoring is important.

Mentoring can occur in several settings either informally or formally. Informal mentoring is the most common form and may be undertaken by a supervisor, a family member or by any member of the community. By comparison, formal mentoring is accomplished by a deliberate pairing with a mentor to develop specific skills and competencies. The following table depicts the characteristics of informal and formal mentoring:
<table>
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<tr>
<th>INFORMAL</th>
<th>FORMAL</th>
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<tbody>
<tr>
<td>Spontaneous</td>
<td>Planned</td>
</tr>
<tr>
<td>Comprehensive Impact</td>
<td>Intentional Impact</td>
</tr>
<tr>
<td>Relationship Evolves</td>
<td>Matched Pairing</td>
</tr>
<tr>
<td>“Special Chemistry”</td>
<td>Signed Contract</td>
</tr>
<tr>
<td>No Training</td>
<td>Program Assisted</td>
</tr>
<tr>
<td>Retrospective Appraisal</td>
<td>Monitored/Refined</td>
</tr>
<tr>
<td>No Defined End</td>
<td>Designated End</td>
</tr>
<tr>
<td>Exclusive</td>
<td>Inclusive</td>
</tr>
<tr>
<td>Perpetual Norm</td>
<td>Enriches / Empowers</td>
</tr>
</tbody>
</table>

**Informal mentoring** is generally recognized as the stronger personal mentoring of the two approaches. Spontaneity, longevity, comprehensiveness and the "special chemistry" are characteristics that highlight the fact that the roles assumed by the informal mentor may be many, e.g., promotion and career planning, duty station determination, personal reference, assistance with a specific situation. Formal mentoring may elicit fewer roles.

**Formal mentoring** is more inclusive, encompassing all who wish to participate, whereas, informal mentoring may overlook large segments of the community. Additionally, formal mentoring can be planned to meet specific command requirements that coincide with key decision points in the protégé's journey in the Navy. Given that informal mentoring will occur regardless of other initiatives, formal mentoring has distinct advantages that best meet the needs of the command. Formal mentoring may be "assisted" by implementing a program that:

- is planned.
- is tailored to meet specific protégé-driven goals.
- can also be tailored to meet specific command-driven goals.
- can be monitored and refined.
- is voluntary.

**Assisted Mentoring**

When combining the best features from each type of mentoring process, we end up with “Assisted Mentoring” (an assisted formal mentoring system). Assisted mentoring is a variation on the formal approach, but does not rely on a perfect match of personalities and chemistries as with informal mentoring. Formal mentoring that is "program assisted" makes it possible to manage change by empowering junior and senior participants and encouraging them to be involved as never before.

Assisted mentoring is selected as the best approach to provide a program that will reach across all levels and specialties of NEHC. This type of mentoring takes full advantage of the benefits of formality while maintaining the flexibility derived by tailoring mentoring objectives to meet the specific needs and goals of the protégé, based upon an inventory of desired skills and competencies.
Stages of a Mentoring Relationship

A properly developed assisted mentoring relationship has three clear and well-defined stages: Initiation, Cultivation and Dissolution. Despite having a natural and programmed conclusion, these active interpersonal relationships have the potential of developing into close personal friendships that have life long impact.

<table>
<thead>
<tr>
<th>STAGES OF A MENTORING RELATIONSHIP</th>
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<tbody>
<tr>
<td>Initiation (Pairing of mentor/protégé)</td>
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<tr>
<td>• introductions</td>
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<td>• goal setting</td>
</tr>
<tr>
<td>• utilitarian contract</td>
</tr>
<tr>
<td>• commitment to the relationship</td>
</tr>
<tr>
<td>Cultivation (Regular interaction)</td>
</tr>
<tr>
<td>• accountability</td>
</tr>
<tr>
<td>• challenges</td>
</tr>
<tr>
<td>• assistance</td>
</tr>
<tr>
<td>• goal refinement</td>
</tr>
<tr>
<td>• increased growth</td>
</tr>
<tr>
<td>Dissolution (Generally between 4 to 24 months)</td>
</tr>
</tbody>
</table>

Reasons for separation:
• goals are realized
• participants PCS/change job locations
• relationship becomes stagnant
• unproductive match
• lack of commitment of participants

Roles and Responsibilities

Mentors

The mentor and protégé must understand their roles and agree to perform them. The relationship exists and is sustained by the energy and commitment that each party gives to it. This is especially true of "assisted" formal mentoring pairs because the relationship, although command guided, is entirely voluntary.

It is important to define mentoring roles to appreciate the significance of the commitments a mentor may be making. For clarity, a list of key roles and their meaning is provided:

Wise and Trusted Counselor - Someone to go to for advice. The counselor listens and reflects the protégé’s ideas and plans and shares his or her insights, practical experience and may recommend specific steps for problem solving. The mentor cultivates an atmosphere that engenders honest communication.
*Teacher or Tutor* - The mentor instructs or guides the protégé to learn specific skills, knowledge, or concepts. The mentor may provide specific information or some "how to" guidance (i.e. sample of completed work). Mentors empower protégés by helping them plan and focus on long and short term goals, thus directing their future by establishing clear paths to follow.

*Coach* - The mentor evaluates the protégé's experience, training and skill level. Where deficiencies are identified, he teaches these skills to the protégé. The mentor then encourages the protégé to utilize these new skills and provides feedback as necessary.

*Motivator* - The mentor is persistent in encouraging and challenging the protégé to assume additional responsibilities and challenging projects. Urges the protégé to stretch his capabilities.

*Sponsor* - A mentor is an appropriate advocate and supporter of the protégé within the organization. He may back the protégé's request to receive additional training, or more challenging assignments.

*Role Model* - Role models are individuals whose behavior, personal styles and specific attitude are emulated by others. Mentors demonstrate, by example, the traits, performance and contributions to the Navy that spell success. The protégé should want to emulate the mentor.

*Referral Agent* - The mentor directs and acquaints the protégé with appropriate sources that will help with goal achievement.

This list of mentor roles is not all inclusive but it demonstrates that considerable thought and effort must be given to ensure success. Mentoring need not be a burden since it is already one of the roles senior leaders play.

Mentors may experience positive changes in their own personal growth and development. When protégés ask questions the mentor is unable to answer, the mentor can use these opportunities to share and learn by discovering the solutions together.

The criteria for being a mentor include the following:

- Volunteer.
- Generally senior in pay-grade to the protégé.
- Competitive for promotion/advancement.
- Mature and professional in demeanor.
- Committed to the Mentoring Program.
**Protégé**

The protégé must assume the role of one who is committed to learning, who will take responsibility for his or her career development, and who will enter into an agreement to work with a mentor.

The protégé’s roles include:

- Making the best estimate of current skills and competencies.
- Work with the prospective mentor to achieve a utilitarian contract to reach agreed-upon goals.
- Commitment to follow through on action plans including redressing things that do not appear to be working well.

**MENTORING STYLES**

Mentors and protégés should strive for flexibility in the relationship to the extent that they leave room to try a variety of approaches to achieve the agreed-upon objectives. Mentors and protégés who are inflexible can defeat the relationship. For example, a mentor who is too domineering, "knows it all", or insists on only doing things their way, probably won't receive an enthusiastic and receptive response from the protégé.

At the other extreme, the mentor should avoid being too passive and non-directive. Giving no direction or avoiding any structure almost defines a non-existent relationship. There are times when firm direction may be appropriate to steer a protégé in a given direction and at times, it may be appropriate to give a protégé freedom to pursue a course of action they appear capable of completing.

The key is to stay involved, listen, assess, observe and adopt the style that fits the situation. Inflexibility stifles growth and may cause the mentor/protégé team to dissolve. The following chart illustrates extremes of mentoring styles:

<table>
<thead>
<tr>
<th><strong>EXTREME MENTORING STYLE</strong></th>
<th><strong>Autocratic Dominate</strong></th>
<th><strong>Laissez-faire</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-powering</td>
<td></td>
<td>No clear direction</td>
</tr>
<tr>
<td>Smothering</td>
<td></td>
<td>No structure</td>
</tr>
<tr>
<td>Too much direction</td>
<td>Minimal initiation</td>
<td>Indifferent</td>
</tr>
<tr>
<td>Poor listener</td>
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</table>

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<tr>
<th><strong>EXTREME PROTÉGÉ STYLE</strong></th>
<th><strong>Dependent</strong></th>
<th><strong>Independent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overly cautious</td>
<td>Refuses help</td>
<td></td>
</tr>
<tr>
<td>No drive</td>
<td>Independent spirit</td>
<td></td>
</tr>
<tr>
<td>Avoids challenge and risks</td>
<td>Inattentive</td>
<td></td>
</tr>
<tr>
<td>Little initiative</td>
<td>&quot;Know it all&quot; attitude</td>
<td></td>
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</tbody>
</table>
Mentors and protégés need to assist each other and arrive at a flexible, appropriate style that meets their needs in the relationship. A protégé who is generally self-motivated, reliable and eager to learn, may respond better to a mentoring style that gives ample room for the protégé to try new ideas and concepts independently (a less-directive style). Conversely, another protégé may want more direction and in fact may require it to get started. Assistance is readily available to help pairs develop a suitable relationship. When the mentor and protégé understand their preferred styles they can communicate their expectations, concerns and goals and negotiate a workable plan of action.

**PROGRAM INITIATION**

The following model depicts the process.

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<th>Components of a Mentoring Program</th>
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<td><strong>OIC/DIRs</strong></td>
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<tr>
<td>Publicize Program</td>
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<td>+</td>
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<tr>
<td><strong>Identify and Train Motivated Senior Participants</strong> to Serve as Mentors</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td><strong>Identify Potential Protégés</strong></td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td><strong>Match Mentors &amp; Protégés</strong></td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td><strong>Mentors &amp; Protégés</strong></td>
</tr>
<tr>
<td>Develop Utilitarian Contract</td>
</tr>
<tr>
<td>Develop Action Plan</td>
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<tr>
<td>+</td>
</tr>
<tr>
<td><strong>Monitor and Sustain Process</strong></td>
</tr>
<tr>
<td>Assist as Necessary</td>
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</tbody>
</table>

**Matching Mentors with Protégés**

Thoughtful matching of mentors and protégés is a critical component to the program. Ideally, mentors should be senior to protégés in rank, not be in the protégé’s immediate supervisory chain, and be easily accessible. The senior elements of the Command Mentoring Program (MPM, OICs/DIRs, and CMC) will assist personnel in finding a suitable mentor. Both parties should agree to the match. A mentor may be matched with multiple protégés. Mentors or protégés may voluntarily withdraw from the match if, after a committed effort, either party determines it to be in their best interest. The MPM will ensure protégés are afforded the opportunity to be paired with a new mentor.
All first term Officers and enlisted Sailors will automatically be assigned a mentor upon arrival, civilians will be introduced to the mentoring program and will be assisted by the MPM in finding a suitable mentor. Again, participation is voluntary but our people must actively choose not to support this program rather than to passively abstain. The mentor continues and expands on the sponsor’s role. One of the key elements of the sponsorship program will become the introduction of new arrivals to their mentor. Goals, expectations, concerns and interests can be discussed. Initial mentoring relationships can be for 4-6 months and then reassessed for effectiveness and mutual desirability. In some cases, a sponsor can become the mentor. This same pattern can be repeated and refined throughout all levels of the command. The key is to remain dynamic and flexible enough to best meet the needs of our people.

**Mentoring Workshop (optional)**

An efficient way of initiating the Mentoring Program is through a Mentoring Workshop. Prior to the workshop, the program must be properly introduced so that all staff members are familiar with its intent, design and associated responsibilities. The next step is to identify those interested in working as mentors and protégés. These can be matched prior to attending the workshop.

A designated senior participant, usually the OIC/DIR will assume the roles of teacher, organizer, referee, evaluator, moderator, coach and team builder. This individual will review and expand on the Workshop information sheet and use it to initiate a mentoring program at their field activity. The workshop’s purpose is to help the mentor/protégé pairs establish their relationship and begin to work together. The first step is to develop protégé driven professional and personal development goals aimed at improving individual and command wide performance and efficiency.

At this workshop, trainees will:

- Discover the philosophy and background of the mentoring program.
- Review the mentoring types.
- Learn the meaning of assisted mentoring.
- Learn the roles and responsibilities of mentors and protégés.
- Participate in mentor/protégé matching, if necessary.
- Develop a Utilitarian Contract and Plan of Action.

**Mentor/Protégé Relationships Workshop - Workshop Outline**

**Program Overview**

- Philosophy and Background.
- Assisted Mentoring Described.
- Roles and Responsibilities of Mentors and Protégés.
Matching Mentors and Protégés

- Identify Protégé’s Goals.
- Match Mentor’s Capabilities.
- Role Play/Team Building.
- Utilitarian Contract.
- Develop Plan of Action.

Relationships between a Mentor and Protégé may need some help, so here are some suggestions on how to build a successful relationship:

- Be trustworthy, share information and experiences.
- Always have the other person’s best interest in mind.
- Be willing to communicate about all types of issues.
- Maintain mutual respect of the other person’s beliefs and importance as a person.
- Keep promises and appointments.
- Be empathetic.
- Acceptance does not mean agreement.
- Seek first to understand before seeking to be understood.

All protégés should be encouraged to seek exposure in command committees, base functions, and should attend some of the following functions and meetings:

- MWR Committee Meeting.
- Retirement Ceremony.
- Change of Command.
- Other as deemed appropriate.

Role Playing

After the mentor and protégé pairs are matched, they may have difficulty in getting started. Role-playing is a good tool to assist in the establishing the mentor/protégé relationship. The workshop facilitator may select a volunteer from the participants or pre-arrange for a non-participant to role-play this phase of the training. The mentor and protégé are "breaking the ice" and moving toward an action plan. After this portion of the training, the mentor/protégé pairs will be tasked to go to a neutral location to develop an action plan and utilitarian contract. The "Team Building Discussion", “Recommended Elements” and “Utilitarian Contract" handouts should form the basis for the role-playing.

Team Building

The participants would normally sit at a table in a comfortable location that is quiet and free of distraction. (They have their handout on team building in front of them.)
The mentor begins by sharing career background information, as appropriate for how well the two know each other.

The protégé responds in kind.

Mentor states his or her purpose for wanting to participate.

Protégé responds.

Mentor and protégé share their understanding of the expectations the command has for their partnership.

The mentor and protégé discuss rules for meeting (times, places, frequency initiation process). Write responses on contract.

Mentor and protégé continue to fill out form step by step. They select the major goal they agree to pursue and work independently to brainstorm a proposed plan.

Mentor and protégé compare brainstorming steps, discuss and prepare an agreed upon plan.

Mentor and protégé establish Utilitarian Contract and sign.

Discuss the role-playing and answer questions. Allow one hour for mentor/protégé pairs to develop the Action Plan and Utilitarian Contract. The facilitator will visit and be available to answer questions.

Reconvene and review process. Encourage pairs to schedule another meeting to follow-up and build momentum into the mentoring process. Emphasize again that participation is voluntary, but stress that the aim of the program is to improve performance and enhance the professional and personal development of the participants.

**Mentoring Guidelines**

As helpful hints, here are some suggestions on desired results the mentor may want to strive for:

- Learn to develop confidence in others.
- Develop leadership skills to bring out the best in others.
- Learn to be a good teacher; be approachable.
- Strengthen communication skills.
- Keep a record of what information you have discussed with mentor.
Protégé Guidelines

As helpful hints, here are some suggestions the protégés may want to use to achieve the desired results:

- Know that it is OK to ask for assistance and feel comfortable asking questions.
- Support co-workers; be a team player.
- Exercise initiative in completing tasks.
- Learn to anticipate what needs to be done.
- Develop interpersonal skills; learn to work and communicate with others.
- Know the difference between Responsibility and Accountability.
- Understand the Command’s Mission, Vision, and Goals.
- Other items defined in “Recommended Elements”.

## Utilitarian Contract

Using the following set of questions, the team should develop a plan of action and Utilitarian Contract between themselves. Answering these questions should assist the pairs in developing a relationship and formalizing their goals. The facilitator can administer these questions and assist the teams with responding.

| Question                                                                 | Answer
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What expectations does the command have for us regarding our partnership?</td>
<td></td>
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<tr>
<td>When and where will we meet?</td>
<td></td>
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<tr>
<td>How often do we want to meet? How much time should we spend at the meeting?</td>
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<tr>
<td>How will we initiate meetings?</td>
<td></td>
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<tr>
<td>Who will call meetings?</td>
<td></td>
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<tr>
<td>What are your expectations from this relationship?</td>
<td></td>
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<tr>
<td>Are we agreed that our discussions are confidential? (State specifically).</td>
<td></td>
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<tr>
<td>What will we do if either of us feels that we are mismatched?</td>
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<tr>
<td>How do we want to handle time management and scheduling problems?</td>
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<tr>
<td>Do we foresee problems in building a mentoring relationship? (If not, state why not; if so, state resolution plan.)</td>
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<tr>
<td>How might we handle conflicts?</td>
<td></td>
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<tr>
<td>What will we do if protégé doesn't ask for needed help? If mentor cannot/does not provide needed help?</td>
<td></td>
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</tbody>
</table>

### Protégé’s Major Goals:

### Mentor’s Major Goals:

We, the undersigned, agree to abide by the decisions made today as indicated above:

| Protégé Signature/Date | Mentor Signature/Date |
**Action Plans**

The first area I want to work on is:

Recognize the reality (where I am now).

Recognize the ideal (where I want to be).

Identify the need for change, (list benefits of changing/growing in this area).

Make a commitment to change, (written and public statement).

Set goals for change.

Develop and implement a “Plan of Action”.

Follow up/accountability.

<table>
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<th>ACTION</th>
<th>TARGET DATE</th>
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RECOMMENDED ELEMENTS (Officers)

Personal
- Insurance, Policies and Wills
- Finances, Debts, Savings/Investments
- Social Skills (Dining In/Out, Entertaining, Naval Ceremonies)
- Physical Fitness/Wellness Program
- Community Involvement/Volunteering
- Developing Character/Good Habits
- Communication Skills

Administrative
- MANMED Chapter Six
- Computer Skills
- Data Management
- Writing Skills
- Time Management/Organization
- Supply System
- Service Record, Command Mission, Vision, Goals, Command Policy and Procedures
- Point Papers

Professional
- Military Bearing, Customs
- Training Opportunities (Short Courses/Career), Rotations
- Expanded Functions
- Organizations
- Watch standing
- Collateral Duties
- Mission/Productivity
- Career Planning/Duty Assignments
- Credentials
- Promotion

Leadership
- Standards of Conduct, Core Values, Equal Opportunity
- Fitrep/Enlisted Evaluation System
- Teamwork
- Goal Setting
- Leadership/Supervisory Skills/Courses
- Recognition System
RECOMMENDED ELEMENTS (Enlisted)

Personal
• Insurance Polices and Wills
• Finances, Debts, Savings/Investments
• Social Skills (Entertaining, Naval Ceremonies)
• Military Bearing, Customs, Grooming Standards
• Physical Fitness/Wellness Program
• Community Involvement/Volunteering
• Developing Character/Good Habits
• Communication Skills
• Navy Family Resources
• Off Duty Education/College Courses
• Personal Goals
• Commissioning Programs (Line and Staff)

Administrative
• MANMED Chapter Six
• Computer Skills, Writing Skills
• Data Management
• Time Management/Organization
• Supply System
• Service Records, CMD Mission, Vision, Strategic Goals, CMD Policies and Procedures
• Point Papers

Professional
• Training Opportunities (Short Courses/Correspondence Courses/ "C" Schools)
• Departmental Rotations
• PQS Requirements
• Organizations
• Watchstanding
• Collateral Duties
• Mission Productivity
• Career Planning/Duty Assignments
• Advancement, TIR Requirements, Exam Requirements
• Other Opportunities, Certification Process, Goal Card, Expanded Functions

Leadership
• Standards of Conduct, Core Values, Equal Opportunity
• Evaluation System
• Teamwork
• Goal Setting
• Leadership/Supervisory Skills
• Recognition System
• Navy Leadership Courses
RECOMMENDED ELEMENTS (Civilian)

Personal
- Insurance Policies and Wills
- Finances, Debts, Savings/Investments
- Social Skills (Entertaining, Naval Ceremonies)
- Physical Fitness/Wellness Program
- Community Involvement/Volunteering
- Developing Character/Good Habits
- Communication Skills
- Navy Family Resources
- Education/College Courses
- Personal Goals

Administrative
- Computer Skills, Writing Skills
- Data Management
- Time Management/Organization
- Supply System
- CMD Mission, Vision, Strategic Goals, CMD Policies and Procedures
- Point Papers

Professional
- Training Opportunities
- Organizations
- Collateral Duties
- Mission Productivity
- Career Planning/Duty Assignments
- Advancement/Promotion
- Other Opportunities, Certification Process, Goal Card, Expanded Functions

Leadership
- Standards of Conduct, Core Values, Equal Opportunity
- Evaluation System
- Teamwork
- Goal Setting
- Leadership/Supervisory Skills
- Recognition System
- Leadership Courses
LEADERSHIP ELEMENTS (Officer and Enlisted)

Suggested list of information only

Courses
- JAGMAN Investigation
- Navy Leadership Continuum
- Admin Separation
- Officer Leadership Course
- Court Martial
- Attend Captain's Mast
- Navy Correspondence Courses
- CDO/OOD/CDO/MOD
- C4 (Officers)
- Civilian Personnel Training
- 5 Day Justice Course

Committees
- Retention Team
- MWR
- CAT
- QMB
- NR&R
- Budget Advisory
- BOQ Advisory
- Civilian Position Management
- CMC Professional Development Review Board
- CMD Training Team
- Equipment Program Review
- Health Care Consumer Council
- MWR
- Navy Relief Advisory
- Officer Social Board
- Personal Effects Inventory
- Physical Security Review/Loss Prevention
- Quality Management Board for Professional Development
- Safety Policy Council
- Credentials Board

Leadership Development
- Counseling Techniques
- Take on Responsibility
- EMI
- Challenge Yourself
- Fraternization Policy
- Navy Leadership Competencies
- Sexual Harassment Policy
- Right Spirit Campaign
SUGGESTED LIST OF READING MATERIALS

Beginners

- The Deming Management Method
- Learning to Lead
- Stewardship
- On Becoming A Leader
- 7 Habits of Highly Effective People
- Peak Performance
- Managers as Mentors
- Developing People: The Art of Coaching
- First Things First
- CMC Reference Library

Mary Walton
Bob Garrett
Peter Block
Warren Bennis
Stephen Covey
J. Keavney
Chip Bell
Mink/Owen/Mink
Covey/Merrill

Advanced

- Managing for the Future
- Built to Last
- Synchronicity
- Principle Centered Leadership
- The Path of Least Resistance
- Teaching the Elephant to Dance
- Developing Strategic Thought
- Organizational Culture and Leadership
- The Reengineering Handbook

Peter Drucker
Collins/Porras
Joseph Jaworski
Stephen Covey
Robert Fritz
J. Belasco
Bob Garrett
E. Schein
R. Mangonelli/M. Klein