



Human Resources Officer Mentoring Program Guidebook

**Researched and Compiled by the
HR Recruiting Board of Directors**

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**U.S. Navy Human Resources Officer
Mentoring Program Guidebook – May 2017**

PREFACE

The HR Mentoring Guidebook delineates the structure of the HR Community’s Mentoring Program. The information contained in this guidebook is based on research, policy, interviews, and surveys, culminating in best business practices.

The CNO’s *Navy Leader Development Strategy* (NLDS) states,

“The cornerstone for Navy leader development is a comprehensive, career-long Navy Leader Development Continuum that integrates four core elements – experience, education, training, and personal development – through leader development outcomes to produce fully prepared leaders. A continuous assessment process will ensure that Navy leader development remains current and relevant.”

and

“Personal development focuses attention on individual strengths and weaknesses, enables personal evaluation, furthers reflection on Navy and personal values, and contributes to lifelong learning, diversity of thought, and moral growth. Personal development also includes performance evaluation, coaching, counseling, and mentoring.”

<https://www.usnwc.edu/getattachment/4b847467-0340-4b21-b0a2-1b071f213e34/NLDS-TheStrategy.aspx>

The HR Community recognizes that its greatest resource is its team of professionals throughout the Fleet. It is the community’s mission to **“Deliver HR expertise to define, recruit, develop, assign, and retain a highly skilled workforce for the Navy.”** Mentoring plays a substantial role in retaining the expertise resident in our community, developing future leaders and perpetuating the community’s success. Mentoring is recognized as a beneficial career development tool that not only affects individual career health and longevity, but also positively impacts mission accomplishment.

While there is no one distinct path that will singlehandedly ensure future success, a broad foundation composed of diverse skills, professional education, and mission-related training enables individuals to make the best of each mentoring opportunity.

This guidebook provides tools for the mentor as well as the protégé. It is not all-encompassing, but outlines strategies to shape a strong mentor-protégé relationship. Use this guide as a resource to assist in making the most of mentoring opportunities and experiences available throughout your career.

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1. Overview of the Human Resources Mentoring Program

This mentoring guide delineates the Human Resources (HR) Community Mentoring Program. This program aligns with applicable instructions and is designed to recognize the diverse talents of HR officers and capitalize on those abilities in ways that propel individuals toward their professional goals and objectives. Ideally, this is accomplished while creating an inclusive environment, enhancing mission accomplishment, and furthering the HR Community mission.

2. Purpose of the HR Mentoring Program

The primary purpose of the HR Mentoring Program is to establish a culture of mentoring throughout the community. This includes active and accessible mentoring, measurable individual development, and effective knowledge management within the HR Community. In line with the *Navy Leader Development Strategy* (NLDS), the HR Community expects its officers to be engaged in mentoring opportunities, and facilitating officer development and HR professionalism to ensure that it meets the demands of the 21st Century Navy (see Preface for NLDS link).

Two goals of the HR Mentoring Program are:

- To help protégés:
 - Improve individual motivation, performance, and innovation.
 - Take charge of their careers.
 - Grow personally and professionally by taking advantage of resident corporate knowledge.
 - Increase visibility and gain exposure to organizational values, relationships, and business.
 - Equip themselves with information and knowledge as they become mentors.
 - Understand the benefits and basic tenets of a mentor program.
 - Gain a well-rounded appreciation of the true focus and purpose of the HR Community.
 - Develop the fundamentals of military leadership, including the Navy's Core Values, as professional Navy Officers.

- To help mentors:
 - Understand the needs of the protégé and the community.
 - Gain a fresh perspective on their work and the value of helping others.
 - Share their knowledge and expertise with others through mentoring partnerships; to be a mentor and grow a mentor.
 - Develop potential resources for assistance on projects.
 - Develop training plans/programs that will benefit the protégé.

3. Structure of the HR Mentoring Program

The Mentoring Relationships Chart below provides a general overview of the roles, responsibilities, benefits, and challenges that may occur in a mentor-protégé relationship.

Mentoring Relationships Chart

Participants	Roles	Responsibilities	Major Benefits	Difficulties
Mentor	<ul style="list-style-type: none"> - Trusted counselor - Coach - Technical advisor - Role model - Sponsor 	<ul style="list-style-type: none"> - Establish trust and respect - Maintain confidentiality - Support supervision - Share knowledge & experience - Be available - Provide insight, feedback, perspective 	<ul style="list-style-type: none"> - Achieve personal satisfaction - Get new ideas and information - Earn respect from organization - Develop networks and allies - Enhance skills - Develop successors 	<ul style="list-style-type: none"> - Takes time and energy away from other tasks - Risks—if protégé does not perform; if protégé violates trust - Potential for conflict with supervisor
Protégé	<ul style="list-style-type: none"> - Apprentice - Competent professional - Learner 	<ul style="list-style-type: none"> - Create and promote trust and respect - Maintain confidentiality - Demonstrate professional competence - Maintain balance between supervisor and mentor - Be receptive/proactive 	<ul style="list-style-type: none"> - Learn organizational culture - Develop technical and professional skills - Receive guidance in career decisions - Increase visibility - Develop networks and sponsors 	<ul style="list-style-type: none"> - Takes time and energy away from other tasks - Risks—mentor may not succeed; protégé may become dependent - Supervisors/peers may feel alienated
Supervisor	<ul style="list-style-type: none"> - Supporter - Enabler - Facilitator 	<ul style="list-style-type: none"> - Allow time for meetings - Provide awareness and skills training - Reward/recognize mentors and protégés - Create opportunities 	<ul style="list-style-type: none"> - Improve socialization and integration - Create greater commitment - Increase communication - Improve retention of valued employees 	<ul style="list-style-type: none"> - Takes time and energy away from other tasks - May increase personnel needs - May create unrealistic expectations - Potential for conflict with mentor

To leverage talent and experience, the HR Community incorporates three categories of mentoring that serve to provide a structure for the HR Mentoring Program: one-on-one, regional, and community mentoring.

Section 4 of this guidebook describes expectations for individual mentors and protégés in the program. Different types of one-on-one mentoring are included to accommodate various situations and preferences. The focus of the regional program, described in Section 5, is to establish a culture of mentorship and provide opportunities through which one-on-one mentoring relationships can most naturally transpire. The HR Community provides tools and resources to enable mentoring to be as comprehensive as possible and is described in Section 6. The desired outcome is that all HR officers, regardless of rank, are afforded opportunities to develop mentoring relationships.

4. One-On-One Mentoring

One-on-one mentoring - a voluntary, professional relationship - is sometimes referred to as coaching. However, it's important to note that coaching is usually a short-term, task-based approach, whereas mentoring is more of a long-term, supportive approach.

4.1 Establishing One-on-One Mentoring Relationships

One-on-one mentoring occurs when an individual reaches out to another and a career-enhancing relationship develops. Relationships may be established based on rank, Core Competency Area (CCA), career track, gender, or shared interests and is typically between two individuals, usually one senior and one junior.

To establish a one-on-one mentoring relationship, mentors and protégés meet for a finite period to accomplish agreed-upon objectives that are designed to assist the protégé in accomplishing specific goals. Common goals are command acclimation, board preparation, and finishing a training program or qualification (e.g., Command PQS). The mentorship may end when the initial goal is achieved or a longer-term relationship may result as new career objectives develop. These relationships can be established between peers or colleagues allowing individuals with similar experiences and backgrounds to share successes, challenges, and lessons-learned with individuals newer to the command, team, or career path. For example, senior lieutenant commanders may be assigned as mentors to protégés who are lieutenants and below. Relationships often develop between senior and junior members of an organization, and are a means by which junior personnel can seek direction, support, and motivation to achieve the next level.

4.2 Types of One-on-One Mentoring

a. Natural Mentoring. Natural mentoring occurs all the time. It occurs when one person reaches out to another and a career-enhancing relationship develops. Research shows this type of mentoring often develops between people who have a lot in common. Members are usually more comfortable with those who are most like themselves.

b. Situational Mentoring. Situational mentoring is usually short-lived and happens for a specific purpose such as preparing for a board or a new assignment.

c. Supervisory Mentoring. All supervisors mentor their subordinates, to a degree. With that in mind, there can be some drawbacks to this relationship. The supervisor may not be a "subject matter expert" in the subordinate's desired career path. While supervisors can guide subordinates in their present positions, they may not be able to help them with future goals. Supervisors are often heavily tasked, and there is the possibility that they may not be able to devote equal time to each subordinate, which could create feelings of exclusion and

favoritism. Another consideration is that many officers are uncomfortable being mentored by the person who prepares their fitness report. The protégé may not wish to discuss such things as areas of weakness, plans to leave the organization, or changes to career paths.

d. Formal/Facilitated Mentoring. Formal mentoring is designed to build an entire culture of internal mentoring, support, and development. Formal/facilitated mentoring programs are structured programs in which an organization facilitates a mentor–protégé relationship.

e. Online Mentoring. Online mentoring affords an opportunity to establish and engage in a mentoring relationship that does not depend on the individuals to meet in person. It provides a guided association using electronic means such as email, chat, or the Navy Reserve Mentorship Network, which can be found on the Navy Reserve Homeport (<https://private.navyreserve.navy.mil/coi/mentorship/Pages/home.aspx>).

5. Regional Mentoring

Mentoring at the regional level is a team effort and is often referred to as collaborative mentoring. Regional mentoring opportunities may include speed mentoring, brown bags, meet-and-greets, social events, and mentoring match-ups. Programming is based on the uniqueness of that particular region. The common theme, regardless of the region, is the ability to address questions about professional development in an open environment. Healthy relationships and continuous learning are integral to organizational success. The heart of the HR mentoring program resides in the various regions, which are the key to its success. Based on best practices across all regions and to facilitate collaborative mentoring opportunities, Regional Captains leverage the following within their regional structure:

a. Deputy Reserve Regional Captain: The Deputy Reserve Regional Captain directly supports the Regional Captain and acts as the focal point for communication, professional development, and mentoring networks for Reserve HR officers in the region.

b. Regional Training Coordinator (RTC): RTCs assist the Regional Captains with executing regional training events. In conjunction with Regional Mentoring Coordinators, RTCs hold periodic face-to-face sessions focused on training and facilitating mentor communication. If geographical dispersion precludes face-to-face meetings, they should hold quarterly DCS sessions focused on training and mentor communication. RTCs also provide a schedule of planned events to the Regional Sponsor Coordinators (RSC).

c. Regional Mentoring Coordinator (RMC): RMCs manage the regional program for the Regional Captain. RMCs maintain a list of mentors (normally O4

and above), including matching information such as rank, component (AC, RC), CCA (Development, Management, Recruiting, Requirements), gender, and career history. RMCs also maintain an intake form to be provided to the RSC for forwarding to incoming officers. The RMC provides a list of mentors to the RSC, who forwards the list to an incoming officer upon notification of his or her transition into the region. This list assists incoming officers in selecting a mentor, if necessary.

d. Regional Sponsor Coordinator (RSC): To facilitate a culture of mentoring from the new officer's first day in the community, the RSC, in support of the Regional Captain, reaches out to the new HR officer. There should be a "warm hand-off" between the Detailer/Officer Community Manager (OCM) and the region for Active Duty and Full-Time Support (FTS) officers. As it pertains to Selected Reserve (SELRES) officers, the hand-off is between the Navy Reserve Navy Recruiting Command (NR NRC) unit and the region. Once an officer selects orders to a particular region, the detailer sends contact information to the Regional Captain and the officer. The Regional Captain, via the RSC, then ensures that a sponsor is assigned to the new/incoming officer to answer any HR-related questions for him or her while transitioning.

5.1 Professional Development/Training Events

The primary tool used by the HR Community for professional development and training is the "brown bag." These events are designed to pass information in a group setting with the opportunity for questions and exchange of ideas. They are either virtual or in-person meetings on a chosen topic that is important to the development of HR officers. Brown bags are coordinated by the individual Regional Captain/RTC, and topics vary based on the needs of the region. Active participation in the brown bags is a valuable way to stay in touch with fellow HR officers and to learn more about the community. Brown bags are held periodically (often monthly) in HR concentrated areas, usually during the lunch hour, hence the name. Presenting a topic at a brown bag is also a great way to hone public speaking skills and to educate peers about current or previous assignments. Panel discussions are beneficial mentoring opportunities that provide the ability to learn from multiple officers and gain diverse perspectives about professional and personal topics of interest in a collaborative setting.

5.2 Social Events/Meet-and-Greets

Social events are organized in less formal settings that are not structured around a particular topic. Rather, they allow for individual discussion and esprit-de-corps. Some examples include events such as meet-and-greets and command parties. A common example of social events/meet and greets are "First Friday" gatherings at the base club or local establishment. In many instances, they correspond with the Reserve drill weekend to ensure that Reserve HR officers are able to attend.

5.3 Mentoring Match-Ups and Assignments

Mentoring match-ups are networking and/or social events specifically designed to pair protégés with mentors.

Mentor assignments should result in effective and productive mentor-protégé relationships that benefit both members. New and junior HR officers are strongly encouraged to talk with their Regional Captain to obtain a mentor who will be able to work with them through the initial steps of becoming a successful HR officer and the eventual Command PQS process (see Section 9).

5.4 Professional Organizations/Affinity Groups

Professional organizations, like the Society for Human Resource Management (SHRM), and affinity groups like the National Naval Officers Association (NNOA), Association of Naval Services Officers (ANSO), and Sea Services Leadership Association (SSLA) connect mentors and protégés of similar interests, backgrounds, cultures, or fields to support each other personally and professionally. Professional organizations meet periodically to share best practices and to afford junior personnel access to senior members who have succeeded in their careers. These meetings provide exceptional forums for career development guidance on both an individual and group level. Membership and participation in these organizations, while voluntary, can further develop individuals personally and professionally.

5.5 Speed Mentoring

Speed mentoring is an event designed to enable officers to meet many potential mentors in a short time to benefit from multiple perspectives, to network, and to possibly determine if a “fit” exists for a longer-term mentoring relationship. The format focuses on quick-hit information and time-efficient networking. The underlying premise is to provide a structured format and venue by which participants are exposed to multiple senior officers and potential mentors during a fast-paced and fun event.

5.6 Regional Captain Email Distribution List

Regional Captains play a critical role in mentoring within their regions as they are integral to the flow of information. Much of this information is promulgated via email. As such, it is imperative to ensure that all HR officers, regardless of component, have their email address added to the regional distribution list.

6. Community Mentoring

Community Mentoring encompasses the many ways that the community facilitates mentoring through the transfer of knowledge and sharing of information with all HR

officers. The following mentoring tools and resources serve to benefit the entire community.

6.1 HR Career Guide

The HR Officer Career Guide was developed to assist officers with their career progression. It provides an overview of items considered important to professional development as an HR officer, including: Planning for a Successful Career; Training and Career Development; Managing your Record; and Selection Boards. A copy is provided to each new HR officer. The most current version can be found on the HR Community Portal and the HR Detailer website (see 6.8 and 6.9 for the links).

6.2 Regional Captain Updates

Regional Captains are assigned for each Navy region to coordinate mentoring/professional development opportunities for HR officers assigned within their region. To maintain shared informational awareness, the community leader holds a conference call with the Executive Board (EB), representatives from all four Core Competency Area (CCA) Board of Directors (BOD), and all Regional Captains once a quarter. The HR Boards of Directors generally provide updates on strategy execution, status of ongoing projects, and other topical issues. Regional Captains also provide updates on their regions.

6.3 HR Center of Excellence (HRCOE)

The Human Resources Center of Excellence (HRCOE) is located at the Naval Postgraduate School (NPS) and serves as a focal point for HR community continuum of learning. In support of this goal, HRCOE is responsible for the development and execution of programs that promote professional development for all Active Duty and Reserve HR officers, to include formal training for new and experienced HR officers. HRCOE also maintains and updates the HR Community Portal. HRCOE activities are aligned with the HR Community mission: Deliver HR expertise to define, recruit, develop, assign, and retain a highly skilled workforce for the Navy.

This site does not require CAC access and is accessed via the following address:
<http://www.nps.edu/Academics/Schools/GSBPP/Academics/ProfDev/HRCOE/index.html>

6.4 Defense Collaboration Services (DCS) Webinars

HRCOE and Regional Captains approve and provide professionally enhancing webinars on a variety of topics via DCS. Officers may view the webinars individually or as a Regional Mentoring opportunity. Additionally, OPNAV N14 (MPTE Executive Outreach, formerly N1Z4) normally provides and distributes, via the Regional Captains, a monthly list of free webinars offered by outside entities. These provide mentoring opportunities that may also count towards PHR/SPHR recertification.

6.5 HR Beacon

The HR Beacon is a monthly newsletter that highlights topics of interest to the HR Community. Topics of interest range from milestone billets and CCAs to HR strategic execution. The most recent HR Beacons are listed on the NPC HR website. A library of past Beacons is on the HR Community Portal on the HRCOE DoD Learn website (see 6.8 for the link).

6.6 Facebook and LinkedIn

The "Navy Total Force HR Community" on Facebook (<https://www.facebook.com/groups/NavyTFHR/>) is a closed group to which only Navy HR officers (Active Duty, FTS, SELRES) have access. It serves as another information clearinghouse for Manpower, Personnel, Training, and Education (MPTE) information and a means to network with others in the community. Through this group, Navy HR officers are learning, solving problems, and talking about the hard issues the Navy faces.

Another potential opportunity for mentoring can be found with the "Navy Human Resources Alumni Association" on LinkedIn (<https://www.linkedin.com/groups?home=&gid=3992985>).

6.7 HR Community Onboarding Process

Onboarding is defined as the process for acquiring, accommodating, assimilating, and accelerating new team members. The HR Community onboarding process facilitates new HR officers' smooth transition into the community and preparation for future assignments. The processes are slightly different depending on an officer's component and accession source, but the goals are the same. Appendix A provides details on the onboarding process for each potential component and accession source.

6.8 HR Community Portal and HRCOE DoD Learn Website

The HR Community Portal resides on the HRCOE DoD Learn website and enables the entire community to post, communicate, and collaborate. It is accessed at <https://dodlearn.nps.edu>. Only HR officers have access to this site and designation status is verified before access is granted. For access, contact hrcoe@nps.edu.

The most active portion of the HR Community Portal is the HR Community Portal Resources (Documents), which contains:

- professional development resources,
- learning-related materials,
- references, tools, templates; and
- weblinks.

It is also a place to locate fellow HR officers for collaboration and discussion. Officers will find:

- a directory of HR officers,
- an archive of previously published HR Beacons,
- manuals of interest from around the Fleet (including Joint references),
- community-related reading materials,
- learning modules stored in the repository,
- tools to support professional development, and
- application forms for learning events hosted by HRCOE.

6.9 HR Detailers and NPC HR Detailer Website

In the process of assigning HR officers to billets, HR detailers regularly engage in mentoring opportunities. In this capacity, detailers enhance communication between officers and the region to which they will be assigned, including informing Regional Captains of the officers newly assigned to their region.

The HR Detailer page on the Navy Personnel Command (NPC) website provides information on HR career management and the HR Community. The website is maintained by community detailers and lists:

- Current HR Leadership including our HR Community Leader, Executive Board (EB) members, Board of Directors (BoD), Regional Captains,
- Community-specific documents, including the HR Strategic Plan and the HR Charter,
- Most current HR billet list which is a comprehensive snapshot of all HR billets,
- Information on milestone assignments, milestone billet descriptions and the screening/assignment process,
- Core Competency Area information,
- Promotion statistics, and
- Lateral transfer/redesignation specifics.

This site does not require CAC access and is accessed via the following address:

<http://www.public.navy.mil/BUPERS-NPC/OFFICER/DETAILING/RLSTAFFCORPS/HR/Pages/default.aspx>

7. General Mentoring “Rules Of Engagement”

It is important for both the mentor and protégé to establish the appropriate relationship by setting overall ground rules. This will assist both members in understanding expectations.

Both mentor and protégé should agree to a development plan with specific objectives using the Mentorship Agreement which can be used to formalize a one-on-one mentoring relationship.

Both members should agree to specific times/dates to meet. A Mentoring Action Plan (MAP) can be used to assist the mentor and protégé in mapping out short-term, long-term, and career goals of the relationship as well as activities, resources, and target dates.

It can be helpful to keep notes on each mentoring session. A Mentoring Session Log can be used to capture important topics discussed.

An effective mentor leads with questions. An HR Mentoring Questionnaire will assist mentors and protégés in getting started. These resource materials can be found on the HR Community Portal on the HRCOE DoD Learn website (see 6.8 for the link).

7.1 Mentoring Timeline

There is no requirement about how often the mentor and protégé should communicate. However, the following is a suggested timeline and a list of possible topics to help begin the relationship:

The mentor should use initial contact to:

- Introduce himself/herself, personally and professionally.
- Define the roles and responsibilities of their current position.
- Set the method and frequency of future contacts.
- Request a draft MAP from the protégé for discussion at the next meeting. The format should include some method of tracking progress, reflecting achievement at various levels.

During the second meeting:

- Discuss what each member expects to gain from the mentoring relationship.
- Review the draft MAP and finalize specifics.

Following the second meeting:

- The protégé sends the agreed-upon final MAP to the mentor.
- The mentor reviews and engages with the protégé in at least one discussion about the plan.

Additional meetings should be conducted, as agreed upon, to accomplish goals, as defined by the MAP.

7.2 DOs and DON'Ts of Mentoring

When mentoring, the following actions should be considered:

- DO use whatever means available to make the mentoring relationship a positive and constructive one for both parties.
- DO provide feedback on the Mentoring Program and ideas to improve it.
- DO discuss problems, issues, and solutions to those problems.

- DO consider the NLDS personal development continuum, which includes professional reading, professional qualifications, and leader development outcomes by paygrade:
 - O3 to O4: self-awareness tools such as the Myers-Briggs Type Indicator® (MBTI®) personality inventory,
 - O5 to O6: a 360° evaluation and self-awareness tools, and
 - Flag Officers: a 360° evaluation and Individual Development Plans (IDPs).
- DO make the most of this opportunity and enjoy the experience!
- DON'T abuse the professional nature of the relationship (e.g., expecting or providing special treatment in normal working relationships, using mentor's position to create non-merit advantages).
- DON'T create a negative base for the relationship (e.g., don't use as gripe sessions; don't talk down to protégé).

8. Establishing Career Goals

Short- and long-term goals should be identified and reviewed periodically for adjustments. Goals should be limited from three to five and should be documented.

Establishing effective career goals involves the following steps:

- Establishing short- and long-range career goals
- Assessing strengths and weaknesses
- Recognizing career paths (i.e., determining paths to progression)
- Providing input on training and development options to achieve goals
- Providing lists of training references (tool kit), including web-based courses
- Listing what the individual wants to accomplish in the short-term and long term
- Ranking the priority of achieving goals
- Listing a deadline for achieving each goal
- Identifying specific variables that need to be tracked for changes and improvement

After completing the self-assessment, protégés should adjust their MAP, as needed, then take action to execute it.

9. Command Personnel Qualification Standard (PQS)

The HR Command Qualification Program is designed to develop and qualify those individuals who possess the knowledge, skills, and abilities to assume active status HR command. The PQS is a compilation of the minimum knowledge set of standards and tasking that an individual must demonstrate in order to assume HR command.

The objective of these standards is to provide awareness into processes and topics necessary to meet mission requirements and handle the many challenges facing those in command. Experience has shown that technical acumen, while critical to success, is not singularly sufficient for a successful command tour. In addition to community-specific qualifications, it is essential that every commanding officer (CO) be familiar with policy, procedures, and a variety of fundamental leadership tools in order to maintain mission readiness while successfully executing the command's current and future obligations.

Additionally, 10 USC 551 requires all COs and others in authority in the Naval service to show in themselves a good example of virtue, honor, patriotism, and subordination; to be vigilant in inspecting the conduct of all persons who are placed under their command; and to take all necessary and proper measures, under the laws, regulations, and customs of the Naval service, to promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge.

The Command PQS Mentor shall be an HR officer that has the requisite experience to prepare the candidate for the Command Qualification Oral Board (CQOB) and the responsibilities of being a CO. The Command PQS Mentor should be an officer who has served or is serving in a CO billet in the desired pay grade or higher, preferably greater than one year. Mentors will also provide guidance to protégés about local personnel who meet the qualifier criteria and verify all signatures on the PQS are from qualified personnel.

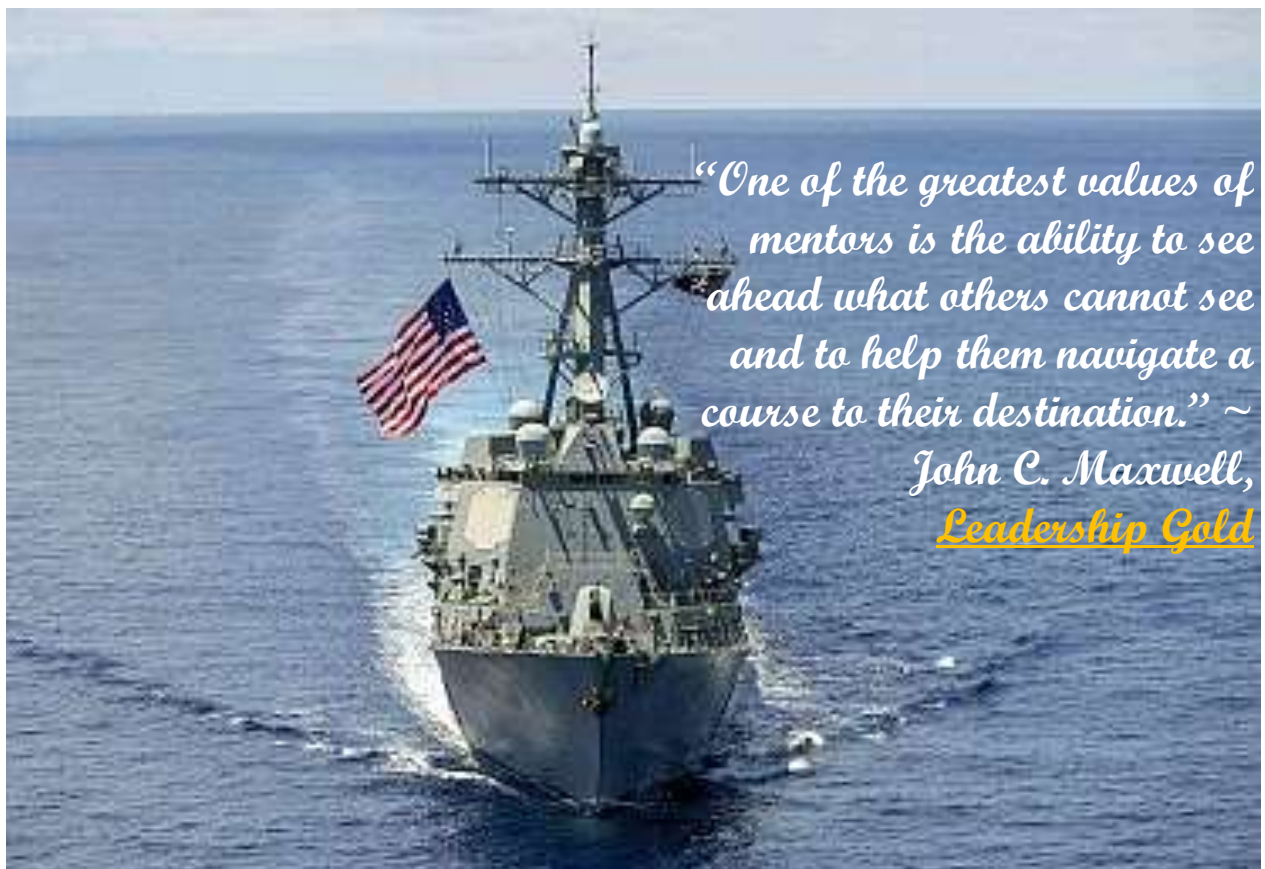
Exceptions: FTS officers desiring Navy Operational Support Center (NOSC) CO billets should complete the Navy Reserve Echelon IV/V Shore Command Qualification Program in lieu of the HR Command PQS, per COMNAVRESFORCOMINST 1412.1C.

SELRES officers aspiring to command must complete the Navy Reserve Augment Unit Commanding Officer and Officer-in-Charge (NRAU CO/OIC) PQS, pass the NRAU CO/OIC CQOB, and be awarded the 2N1 AQD in order to be eligible for NRAU CO/OIC billets via the APPLY Board, per COMNAVRESFORINST 1412.2. Since the HR Command PQS is an active status/commissioned unit requirement and does not encompass nor supersede NRAU CO/OIC requirements, SELRES HR officers do not have the option of completing the HR Command PQS in lieu of the NRAU CO/OIC PQS requirement. However, if they desire to expand their HR Community body of knowledge, they may do so, with the understanding that it will not fulfill the requirement for SELRES unit command. Only the NRAU CO/OIC PQS (NAVEDTRA 43202) is tailored to the type of leadership positions SELRES officers will likely assume and shall be prioritized by 1205 HR officers and their mentors.

10. Conclusion

This guide has been developed to provide both the mentor and protégé information to assist in developing a desired mentoring relationship to enhance HR career progression. A protégé may be active or passive. That is, the member may respond to the mentor's support, or he/she may set the pace and prompt the mentor for results. Whether brief or sustained, active or passive, the success of each mentoring relationship is ultimately based on the commitment of the participants.

All in all, mentorship shouldn't be a complex process. It can basically be summed up by a few simple questions: *"Where are you? How far are you going? How will you get there?"*



"One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination." ~
John C. Maxwell,
Leadership Gold

Appendix A: Onboarding Processes Overview

Active Component/FTS Process

- Once accession board results (Probationary Officer Continuation Board, Lateral Transfer Board, etc.) are promulgated, the detailers initiate contact with the new HR officers and provide a Welcome Aboard package, including a welcome aboard letter from Community Leadership, the HR Career Guide, and other pertinent information.
- Detailers also provide member information to the Regional Captain.
- The Regional Sponsor Coordinator, via the Regional Captain, assigns an HR sponsor who reaches out to the member to introduce him/her to the region and ensure completion of the Mentoring Intake Form.
- The form is forwarded to the Regional Mentoring Coordinator who ensures that a mentor is assigned.
- The sponsor continues to be a source of information throughout the process. Meanwhile, the selectee works with the detailer for assignment and final redesignation. Once orders are set, the detailer communicates this information to the gaining region.
- The new HR officer signs up for the first available HR Introductory Course and transitions to his/her first HR assignment, having already been welcomed in to the community and the region.

SELRES Process

- **For Direct Commission Officer (DCO) Officers:**
 - Once the results of SELRES HR DCOs are promulgated, they are also provided to the NR NRC HQ unit which assigns a sponsor from that unit.
 - The assigned sponsor makes contact with the member and provides a Welcome Aboard package, including a welcome aboard letter from Community Leadership, the HR Career Guide, and other pertinent information.
 - The sponsor also delineates the expectations for DCO Indoctrination Course (DCOIC) and HR Introductory Course (HRIC) completion.
 - Upon Reserve affiliation and assignment, the sponsor provides the DCO with the Regional Captain and Deputy Captain's information as well as the Mentoring Intake Form, to be used by the region to assign a mentor. The Regional Captain and Deputy Captain are copied on this communication.
 - The sponsor continues to maintain regular contact with the DCO to track DCOIC/HRIC completion.
 - The sponsor also follows up to ensure that the new DCO is plugged into the Regional Captain network and that a mentor is assigned. The sponsor continues to be an additional source of information for the new DCO.

- Once in the Regional Captain network, the assigned mentor is responsible for completing the CCA worksheet for the DCO.
- **For Redesignated Officers:**
 - Upon receipt of results, the NR NRC HQ unit assigns a sponsor from that unit.
 - The sponsor makes contact with the new member and provides a Welcome Aboard package, including a welcome aboard letter from the Community Leader and the HR Career Guide.
 - The sponsor also delineates the expectations for HR Introductory Course (HRIC) completion.
 - The sponsor provides the new officer with the Regional Captain and Deputy Captain's information as well as the Mentoring Intake Form, to be used by the region to assign a mentor. The Regional Captain and Deputy Captain are copied on this communication.
 - The sponsor continues to maintain regular contact with the new HR officer to track HR Introductory Course completion.
 - The sponsor also follows up to ensure that the officer is plugged into the Regional Captain network and that a mentor is assigned.
 - Once in the Regional Captain network, the assigned mentor guides the protégé through completion of the CCA worksheet. Completion of the worksheet is the responsibility of each individual officer. The mentor reviews, signs and forwards for review IAW CCA Business Rules.
- **For Career Transition Office (CTO) Accessed Officers:**
 - Incoming officer information is provided to the NR NRC HQ unit which assigns a sponsor from that unit.
 - The sponsor makes contact with the member and provides a Welcome Aboard package, including a welcome aboard letter from the Community Leader and the HR Career Guide.
 - The sponsor provides the new officer with the Regional Captain and Deputy Captain's information as well as the Mentoring Intake Form, to be used by the region to assign a mentor. The Regional Captain and Deputy Captain are copied on this communication.
 - The sponsor also follows up to ensure that the officer is plugged into the Regional Captain network and that a mentor is assigned.