



Personnel

349 AMW MENTORING PROGRAM

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This 349 AMW pamphlet (349 AMWPAM) supports Air Force Policy Directive (AFPD) 36-24, *Air Force Mentoring Program*. This pamphlet applies to all 349 AMW personnel.

1. General. Key elements of the 349 AMW mentoring program: it is non-bureaucratic in nature with minimal administrative requirements, and reporting above wing level is not required. The program is supervisor-based, formal, and voluntary in nature. It is designed to use existing professional development tools, such as the Officer and Enlisted Performance Feedback Forms, Officer and Enlisted Performance Reports, the Officer Professional Development Program, and the Enlisted Career Field Education and Training Plan (CFETP). The formal mentoring program targets its focus on enlisted personnel in grades E-6 (7 Level Duty Air Force Specialty Code (DAFSC)) through E-8 and officer grades O-1 and O-4. Traditional informal mentoring is highly encouraged for personnel in junior grades with emphasis on skills and mandatory upgrade training requirements.

2. Definition and Purpose. Mentoring is a relationship in which a person with greater experience guides another to a higher level of personal and professional excellence. The key to successful mentoring is providing feedback to subordinates on their current duty performance, personal and professional development needs, and guidance to achieve near, mid, and long-term career goals.

2.1 The immediate supervisor is designated as the primary mentor for each of his or her subordinates who volunteer to participate in a formal mentoring program. This designation in no way restricts the subordinate's right to seek additional informal counseling and professional development advice from other sources or mentors.

2.2 Mentoring of military personnel is not a new concept. It occurs at every echelon and activity and is essential to support the Air Force Reserve and 349 AMW missions. People are more effective at carrying out the mission when they are professionally prepared to assume the duties and responsibilities inherent in their grade or position.

2.3 Mentoring is not a promotion enhancement program. Instead, it is a professional development program designed to help each individual reach maximum potential. Several

programs exist to help the supervisor focus attention on a subordinate's professional development. Among these are performance feedback, professional military education (PME) programs, academic education opportunities, assignment options, recognition programs, and the individual's own personal development actions.

3. Mentoring Responsibilities:

3.1. Inasmuch as mentoring is an inherent responsibility of leadership, supervisors will take the initiative to offer the program to each individual they supervise. Supervisors are responsible for familiarizing themselves with the process and tools available before entering into a mentoring contract with a volunteering subordinate. They must take an active role in the professional development of the people they supervise by evaluating each subordinate's performance and potential, counseling and advising them on professional development, and serving as positive role models.

3.2. The protege` will assist in goal setting by defining a vision of where they project themselves to be in 5 years. The supervisor should assist in determining the appropriateness of the goal and both the supervisor and subordinate are responsible for communicating possible barriers along with strategies to overcome them.

3.3. AFI 36-3401/AFRC Sup 1, Chap 5, expands Professional Development guidance in the areas of Skill Assessment and Skill Enhancement.

4. Evaluation and Performance Feedback:

4.1. Air Force evaluation systems are designed to accurately appraise performance. Supervisors will provide performance feedback during a private, formal meeting with their subordinate. Performance feedback is designed to provide a realistic assessment of performance, career standing, future potential, and actions required to assist the subordinate reach the next level of professional development. Before conducting a feedback/mentoring session, the supervisor should complete a review of the subordinate's duty performance and personnel records to determine the subordinate's current level of professional development.

4.1.1. Supervisors of officers should carefully study the career path pyramid and career experience matrix found in AFPAM 36-2630, *Officer Professional Development Guide*, as it pertains to their subordinates' specific Air Force specialties; paying particular attention to assignment and job levels as they apply to company grade through more senior field grades. Also, note the technical expertise key on each career experience matrix to determine what leadership opportunities and staff experience are considered mandatory, essential, desired, or optional.

4.1.2. Supervisors of enlisted personnel should carefully study the CFETP for essential professional development guidance.

4.2. Performance evaluation systems are an integral part of mentoring and professional development. The main purpose of an appraisal system is to provide:

4.2.1. Meaningful feedback to individuals on their performance and performance expectations.

4.2.2. A reliable, long-term, cumulative record of performance.

4.3. Our evaluation systems emphasize performance in three primary ways:

4.3.1. Every supervisor is required to provide performance feedback to their subordinates to help them improve their duty performance and professional development.

4.3.1.1. Record performance feedback sessions on AF Form 724A, **Field Grade Officer Performance Feedback Worksheet**, AF Form 724B **Company Grade Officer Performance Feedback Worksheet**, and AF Form 931, **Performance Feedback Worksheet (AB-TSgt)**, AF Form 932, **MSgt thru CMSgt Feedback Worksheet**, or computer generated Performance Feedback Worksheets for enlisted personnel. Record mentoring feedback on AFRC Form 141, **Mentoring Process Guide**, for professional development recommendations and career planning. Only fill in areas deemed applicable by the supervisor.

4.3.1.2. Records of feedback/mentoring sessions are to be utilized and maintained solely by the rater and ratee. Record completion of Feedback/Mentoring sessions on first indorsement to the Unit Commander Mentoring/Performance Feedback Notice (Atch to AFRCPAM 36-3401) or a memo for record and forward to the unit orderly room. AFRCPAM 36-2401, Chapter 2, outlines orderly room administrative actions to facilitate the process.

4.3.2. Performance reports are solidly based on performance and the direct impact an individual had on the unit's mission.

4.3.3. Promotion recommendations are based on performance and potential, to include the level and extent of individual professional development efforts.

5. Professional Military Education (PME) and Academic Education.

5.1 PME and academic education enhance performance in each phase of professional development. The appropriate role of PME in professional development is to provide the right PME at the right time with the right focus.

5.2 The focus for company grade officers should be on developing skills needed to enhance professional competence. Therefore, officership and communication skills are paramount and are the primary focus of Squadron Officer School (SOS), the Air Force's company grade PME. Air Command and Staff College educates mid-level grade officers in doctrine, jointness, the profession of arms, and war fighting at the operational level. Air War College is

the senior Air Force PME. It prepares senior officers (O-5 & O-6) to lead in the strategic environment, emphasizing joint operations and the employment of air and space power in support of national security.

5.3. Enlisted PME focuses on developing those skills needed to enhance professional competence and leadership abilities. These skills allow enlisted personnel to perform in positions of increased responsibility. The importance of enlisted PME is highlighted by the fact that completion of Airman Leadership School (in residence course) or NCO Preparatory Course 1 (correspondence) is a prerequisite to assume the grade of staff sergeant. The AFRC Leadership Development Program is available to staff and technical sergeants desiring enhanced effectiveness in their supervisory capacity. Completion of the Noncommissioned Officer Academy (in residence) or Course 6 (correspondence) is a prerequisite to assume the grade of master sergeant; and completion of the Senior NCO Academy (in residence), Course 8 CDC, or Course 5 CD ROM, is a requirement for promotion to senior master sergeant.

5.4. Associate's, bachelor's, master's or other advanced academic degrees are important to professional development to the extent they enhance the degree holder's job and professional qualifications. A degree directly related to the individual's primary specialty area is the most appropriate because it adds to the depth of experience, i.e. an associate's degree through the Community College of the Air Force. An associate's, bachelors, or advanced degree in management or more general studies would tend to enhance job performance for personnel reaching grade levels where breadth of development begins to take place.

6. Assignments

6.1. The individual's primary focus should be on becoming fully successful in his or her current assignment.

6.2. The focus of the mentor's and individuals efforts should be toward enhancing aspects of professional development that complement the long term assignment goals.

7. Recognition, Awards, and Decorations.

7.1 All military personnel are eligible for consideration of a decoration. Recommendations for a decorations should be to recognize meritorious service, outstanding achievement, etc., which clearly places the individual above his or her peers. AFI 36-2803, *Air Force Awards & Decorations Program*, provides specific guidance.

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