

CIVILIAN Career & Leadership



What Is Mentoring?

Mentoring links employees with experienced professionals for career development. A mentor facilitates personal and professional growth in an employee by sharing the knowledge and insight that have been learned through the years. Is there someone you talk to about career advice and guidance? You can think of that person as a mentor.

Mentoring is a powerful form of human development and offers an opportunity for mentors and employees to expand their leadership, interpersonal and technical skills. The mentoring process can be simple and natural or very sophisticated.

Why should you get involved in mentoring? Most people think of mentoring as a benefit to employee being mentored, but there are also many benefits to the mentor and the organization.

For the Mentor:

Career advancement for the Mentor – Becoming identified as a “star-maker” attracts highly qualified, high potential individuals to the mentor’s division/organization; having employees to assign special projects to can build the mentor’s reputation for getting things done; and developing others to follow in your footsteps can facilitate the mentor’s upward advancement.

Personal Satisfaction:

Mentor’s generally report a sense of pride from watching the employees they mentor develop, and a sense of contribution to the organization. It is an opportunity to pass on your legacy to the next generation of employees.

Sharpened Management/Leadership Interpersonal Skills:

Mentors sharpen their own skills as they challenge and coach the employees they mentor. In fact, mentoring is an important management competency in the CLD continuum.

Source: *Civilian Leadership Development Mentoring Handbook*. If you want to read more about mentoring, [click here](#).

Williamsburg, Virginia the Site of First CCLD Conference

The first CCLD conference was from 12-15 March 2001 in Williamsburg, Va. More than 50 command representatives gathered into six Strategic Planning Groups (SPGs) to develop recommendations and provide HQMC and the Civilian Career Advocacy Board with a strong vision of the needs of the future workforce.

The SPGs discussed changes needed to the four-year Civilian Leadership Development program to better meet the needs of the future workforce. They also recommended workforce management practices that will enhance the workplace environment and provide a recruiting incentive for new employees. The groups provided a wealth of recommendations that will benefit our Marines, Civilian Marines and Corps.

As military and civilian managers and supervisors, it is recommended that careful consideration be given to the following SPG recommendations and to incorporate as many as possible into business and human resource processes of the workplace. Some of the recommendations are:

- ✓ Immediately recognize employees publicly for accomplishments in the form of cash or certificates. Don’t wait until the performance appraisal period.
- ✓ Provide funding for training fairly and equitably. Encourage civilians to participate in PMEs, where appropriate, to create a cultural atmosphere of understanding and trust.

- ✓ Establish rotational assignments within the command to cross-train employees and provide a wider experience base for supporting the command goals.
- ✓ Manage the information flow, down to each employee. This is essential to the welfare of the mission as managing information flow to the top of the command.
- ✓ Support as much workplace flexibility as possible to create a work environment that is enticing to new employees and will encourage employees to perform with excellence.
- ✓ Mentor civilian employees and give them as much respect and encouragement as their Marine counterparts.

The following are some accomplishments that are in development by HQMC and the SPGs:

- ✓ An ALMAR has been drafted to provide CMC's intent on the necessity of providing career development and leadership guidance to all Civilian Marines to strengthen the future workforce. It will also designate senior leaders for the career communities.
- ✓ A Statement of Work has been drafted to redesign the Civilian Marine website and provide access to the Skill Soft courses for career and leadership training sat the desktop.
- ✓ The Marine Corps Formal Schools Branch has agreed to provide a quota for Civilian Marines to attend Professional Military Education.
- ✓ A Civilian Career and Leadership Development Branch (Code: MPD) has been established under Manpower Plans and Policy Division, Manpower and Reserve Affairs. Selection of a branch head will be finalized in June 2001.
- ✓ A CLD Workshop is scheduled for late summer to train new CLD Administrators.

To facilitate knowledge management to all Civilian Marines, a quarterly CCLD newsletter will be electronically published with updates on the progress of the CCAB, SPG and CCLD.



Do You Have What It Takes To Be A Mentor?

A mentor is one who is genuinely interested in people and has a desire to help others. A mentor is a listener, questioner and advisor. While the mentor does not need to have all the answers the mentee may ask, he or she should be skilled in directing the search for answers. Other characteristics of an effective mentor are:

- ✓ Social skills
- ✓ Communications skills
- ✓ Integrity
- ✓ Trust
- ✓ Respect
- ✓ Knowledge
- ✓ Passion
- ✓ Confidence in People
- ✓ Balance

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Key Word:

M - E - N - T - O - R

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Leadership Training for Civilian Marines!

Did you know that the Marine Corps Learning Center at your installation provides many courses of instruction in career and leadership training? Did you know that the training is **FREE**? The Marine Corps Distance Learning Branch provides the training and there are 8,000 accounts ready and waiting for you to enroll.



What is the State of Your Civilian Career?

In whose hands do you entrust your career? If your answer is someone other than yourself, think again. Your career success or failure is in your hands. While your supervisor may support your professional goals, he or she is not responsible for rewriting your position description to upgrade your job or ensuring that you participate in professional courses. With that said, here are a few suggestions to try:

Enroll in the Civilian Career and Leadership Development Program. You will need to complete an application and attend a mentoring workshop. As you just read, training is available. If you are looking for a mentor, do not overlook someone who doesn't work in the field you're looking to enter. That is not the purpose of a mentor and you will miss out on a valuable learning experience.

Join Toastmasters. If your knees turn to jelly when speaking in groups, you cannot beat the training and encouragement you will receive.

Volunteer. Gain valuable experience while helping others and take advantage of opportunities where you can learn something for that new career. Believe it or not, you can also reinvent your current job by brainstorming ideas on how to improve your daily assignments or lend a hand to a fellow coworker. View volunteer opportunities at <http://www.volunteermatch.org>

Go back to school. If you never completed your degree or if you just want to make a career change, enrolling in a college course or two may not be a bad idea. You may be able to take a course during your lunch break or enroll in an online course.

No matter how long you've been in your present job, it's never too late to learn something new. You'll be glad you did!

'Grow Your Own' Qualified Employees

By Rudi Williams
American Forces Press Service

WASHINGTON, June 27, 2001 -- Diversity in the federal work force is a government goal. To DoD managers grumbling about how hard it is to find employees who could help them meet the challenge, Renee Coates might say, "Grow your own".

That's what Coates herself started doing in 1995 as the assistant director of Equal Employment Opportunity Programs in the Washington Headquarters Service's Personnel and Security Directorate. She hired Scott Deyo, through the summer hire program for persons with disabilities. Since then, she's added two more "home-grown" talents, Kimberly Coleman and Teisha Williams, both equal opportunity assistants.

Coates proudly touts her three proteges, saying they have become critical assets to the overall success of the agency's EEO and Cultural Diversity Program.

The three were hired as part-timers under the summer- and student-hire programs.

Deyo spent the summers of 1995 and 1996 working for the EEO Programs Division while pursuing a bachelor's degree in psychology at James Madison University, Harrisonburg, Va. Graduating in 1997, he worked at a psychiatric hospital for a year. During this time he completed his mediation certification through the Virginia Supreme Court.

While completing his master's degree at George Mason University's Institute for Conflict Analysis and Resolution, Deyo acquired practical experience by conducting alternative dispute resolution interventions at the Federal Aviation Administration and the National Institutes of Health. He also helped draft the ADR policy at the Federal Emergency Management Agency. He has since earned his master's.

Coates picked him up as a full-time ADR specialist in March. He was immediately assigned to write the administrative instructions and policies for the agency's new ADR program.

Coates said she discovered in 1995 that Deyo was a computer wizard and "grew" him by giving him assignments emphasizing automation requirements, including creating elaborate briefing charts and graphs.

"The summer program influenced my future because I was inspired by such a professional and socially conscious organization," Deyo said. "It was a big step from southern Virginia, but I welcome the challenge."

Williams and Coleman expect to earn bachelor's degrees by the end of the year. Williams is a psychology major at Bowie State University in Prince George's County, Md., and Coleman studies political science and history at American University in Washington.

"When I first started, my duties were pretty much limited to filing, mailing documents and greeting customers," Williams said. "Now, I actually deal with individuals who feel that they've been discriminated against. I interview employees documenting information, advise them of their rights and informing them of the different options available in accordance with EEO law and regulations."

"I've always wanted to work with people, and this was a good first step for me to achieve that goal," she said.

Coates said Williams' job is critical because "EEO regulations mandate that organizations must stay abreast of the administrative process in order to satisfy time-line requirements."

"When Teisha began her full-time employment with the office last summer, the EEO caseload was hovering around the 45- plus mark," Coates said. "Due to the automated tracking system she established, coupled with her expedient work

habits, she has helped to decrease this number to 27 cases."

Williams also works closely with Coleman in support of the ADR program. She identifies situations that might be mediated without going through the regulated EEO administrative process.

Coates called Coleman "the right and left arms of the office." In addition to being Coates' immediate assistant, she's the office's general administrator with oversight for a host of functions.

"More specifically, she coordinates the special emphasis programs, such as the Pentagon displays for Asian Pacific American Heritage Month, Hispanic American Heritage Month, African American History Month, Women's History Month," Coates said.

"She also provides support to the Cultural Diversity training staff to include on occasion facilitating some of the workshops," Coates said. "Her newest role is serving as the database tracking administrator for the ADR program."

She said Coleman is the first person customers talk to when they call with a problem. Coleman screens customer concerns, discerns the basic issues and determines first how the case should be handled and second to whom the case should be assigned.

"My goal is to learn as much about the EEO process as possible and become more involved in the ADR program that we're developing," said Coleman, who moved from Chicago nearly four years ago. "I'm enjoying helping Scott develop the ADR program and fine-tuning it."

Coates said Deyo, Williams and Coleman are proven examples of the types of individuals that supervisors can and should "grow" to fill positions in their organizations.

"When you witness bright young talent come through the door through such programs as the summer hire and student programs, demonstrating ambition and interest beyond the norm, supervisors should take that opportunity to challenge their

potential,” she said. “The assignments should stretch their minds and their capabilities exposing them to ideas they might otherwise never experience.”

She said managers and supervisors should have that innate ability to identify when employees demonstrate they possess that extra something. “Be willing to take a risk on those folks and expose them to greater opportunities within the organization,” Coates said. “If a vacancy occurs, you then have someone you can bring in who is not only a valued contributor, but also has an appreciation of the mission and functions of the organization.”



Equal employment opportunity assistant Teisha Williams finishes requirements for a degree in psychology this year. Photo by Rudi Williams.



Renee Coates, left, poses with her "home-grown" protégés, Teisha Williams, Kimberly Coleman and Scott Deyo. Photo by Rudi Williams.



Kimberly Coleman’s boss calls her “the right and left arms” of the Equal Employment Opportunity Programs division in the Pentagon’s Washington Headquarters Service’s. Photo by Rudi Williams.

Are You Communicating?

“Listening skills are at the base of communication!” According to Dr. Joseph Greenberg, Professor of Education at the George Washington University, people spend the following percentages of time in different communication behaviors: listening (45%), speaking (30%), reading (16%), and writing (9%). During his conference session “Communicate! Communicate!” Greenberg observed that whether you are the speaker, writer, reader, or listener, you must make yourself responsible for clear communications. Enhancing listening skills and being knowledgeable about different communication styles can greatly improve your communication effectiveness.

- [Listening](#)
- [Communication Style](#)

Listening. Although most of our time is spent listening, research shows that each person hears accurately what is said only one third of the time; the other two-thirds of the time the information is distorted. Greenberg emphasized five rules for active listening:

- ✓ Plan to report and take notes.
- ✓ Concentrate on content rather than the speaker’s delivery style.
- ✓ Never be afraid of silence; give speakers time to think.
- ✓ Be adept at asking encouraging questions in a positive tone.
- ✓ Summarize what the speaker has told you.

However, there are several obstacles to accurate listening:

- ✓ Predetermining a subject is uninteresting or too difficult creates a self-fulfilling prophecy. Try to find something of value to you.
- ✓ Criticizing the speaker’s delivery style or mannerism draws attention away from the subject matter and towards the speaker.
- ✓ Getting over-stimulated by something the speaker says makes the listener lose other pertinent information. There will be plenty of time to process the information later.
- ✓ Wasting time and daydreaming is distracting. Don’t stop listening.

Communication Style. All individuals fall within four communication styles: action, process, people, and idea. Effective speakers know their personal communication style as well as their audience’s. The most effective way to communicate is to recognize other people’s styles and talk to them on their own level. For example, people with an “action” communication style will talk about results and objectives. They are down to earth, direct, and impatient. The table on the following page summarizes the different communication styles and their associated “content” and “process”

characteristics to recognize when speaking or listening to others.

In summary, session attendees received useful tools to become active listeners and effective communicators. The styles and characteristics in the table are guidelines for better communication skills. In fact, they are at the heart of developing better listening habits and communication skills that could last a lifetime.

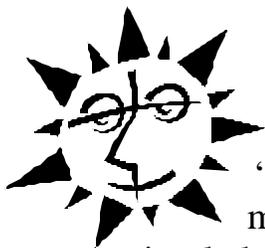
Style	Content (They talk about: . . .)	Process (They are: . . .)
Action	results, objectives, performance	down to earth, direct, impatient
Process	facts, procedures, planning	factual, systemic, logical
People	people, communication, feeling	spontaneous, warm, empathetic
Idea	concepts, possibilities, issues	imaginative, unrealistic, full of ideas

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Share Your Mentoring Success Stories!

We plan to run profiles of mentors and mentees in this newsletter. If you're a mentor, tell us why you decided to participate in the CCLD program and how it has helped you. If you're a mentee, tell us what you hope to gain from your experience. E-mail your stories to Sherry Marsteller, marstellersk@manpower.usmc.mil.

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Closing Thought:

“A failure is not a mistake—it may simply be the best one can do under the circumstances...the real mistake is to stop trying.” **B. F. SKINNER**