



FAI

# Federal Acquisition Institute Instruction Guide for Mentors and Mentees

Preparing Today's Workforce for Tomorrow's Challenges.

**Federal Acquisition Institute**

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# Federal Acquisition Institute (FAI) Instruction Guide for Mentors and Mentees

## Purpose of mentoring

Mentoring provides relationship-building and an opportunity for open interaction and professional development between colleagues at different levels and stages of their career. There are many applications for and outcomes of a successful mentoring relationship including improved individual motivation and performance.

According to the Office of Personnel Management (OPM), mentoring is often a component of career development with the major function of promoting the mentee's development in specific areas. A successful mentorship will thus require the mentor and mentee to set specific goals and expectations, including scheduled check points, for their time together.

Below are some specific reasons, provided by OPM's *Best Practices: Mentoring* paper (p. 3), why mentoring relationships are beneficial to the acquisition community:

1. Skills Enhancement – mentoring enables experienced, highly competent staff to pass their expertise on to others who need to acquire specified skills.
2. Career Development – mentoring helps employees plan, develop and manage their careers. It also helps them become more resilient in times of change, more self-reliant in their careers and more responsible as self-directed learners.
3. Leadership and Management Development – mentoring encourages the development of leadership competencies. These competencies are often more easily gained through example, guided practice or experience than by education and training.
4. Knowledge Management/Knowledge Transfer – mentoring provides for the interchange/exchange of information/knowledge between members of different organizations.

## Informal Mentoring

FAI is making available tools and resources for acquisition professionals either currently involved in or interested in participating in an *informal mentoring* relationship. In a *formal mentoring* relationship, mentors and mentees are matched by a third party, taking into account certain characteristics and common goals. The relationship is then monitored and guided by specific roles, responsibilities and schedules. In an informal mentoring relationship the mentor and the mentee are not matched by the third party but rather select each other informally. The mentoring relationship is not structured, as compared with the formal program.

The success of a mentor relationship is based on the understanding of the expectations agreed upon by each

member at the kick-off meeting and the follow through of both parties. The resources provided here are meant to serve as a guide for establishing the groundwork of the relationship and can be tailored to meet your individual needs.

## Time commitment

We live in a dynamic and fast-paced world which can make it difficult to coordinate schedules and carve out time to meet with our mentor/mentee. The use of technology is a viable resource for conducting an effective relationship; however, it should not be relied upon as the only method for communication and should not take the place of in-person mentoring. If you are interested in a more formal partnership you may establish a set time-frame for your mentoring relationship. Formal mentoring relationships should last for a minimum of 12 months but can be altered to meet your individual needs.

## Roles and responsibilities of the mentor

Mentors will serve not only as a coach and advisor to the mentee but also as the subject matter expert (SME) in acquisition-related competency development. A strong relationship helps the mentee to develop in the workplace which will thus improve the overall strength of the acquisition workforce.

One-size-fits-all will not work in mentoring relationships. You will need to work together to create an individualized partnership. It is important to understand your mentee's specific needs and tailor your approach to tackle those needs. You will be looked to for advice but you must first help your mentee to uncover their core values for career satisfaction. Without establishing this foundational knowledge your advice may not fall in line with what is important to your mentee. Responsibilities of the mentor include:

**Performance Planning and Appraising:** Mentors will be required to assist their mentee in setting objectives, creating action plans, and determining outcomes as well as evaluating performance and providing appropriate feedback.

**Coaching:** Mentors will provide feedback that reinforces the objectives and goals set at the beginning of the relationship in an effort to improve performance.

**Technical Competence Advising:** Mentors will be required to guide the mentee through acquisition-related competency development and must be able to demonstrate and explain task fulfillment.

**Championing:** Mentors will not only serve as coach, advisors and teachers to the mentee but also as their advocates in searching out developmental opportunities and increased visibility.

**Challenging:** The mentor should listen carefully to the mentee and resist the urge to talk too much or solve the problems, but rather encourage and guide the mentee to new ways of thinking, challenging the mentee to stretch their abilities.

## Roles and responsibilities of the mentee

Mentees must be willing to bear a majority of the responsibility for the development of a successful mentorship. They must be proactive in determining the direction of the relationship and are ultimately responsible for identifying their developmental goals. Responsibilities of the mentee include:

**Driving the relationship:** The mentor and mentee both gain from the relationship, however, it is up to the mentee to determine the direction of the alliance and communicate this information to the mentor.

**Performing self-assessments:** Self-assessment is a vital first step in both career development and the mentoring process. The goal setting and developmental efforts are more effective with a solid foundational understanding of the resources possessed and a clear picture of where the mentee wants to take their learning.

**Identifying developmental goals:** A critical component to a successful mentoring relationship is identifying professional goals and a plan for achieving them. The self-assessment evaluation should provide input into understanding the developmental needs and with the help of the mentor; the mentee can set achievable goals.

**Willingness to accept feedback:** The mentor will be serving as a coach, advisor and teacher throughout the relationship and thus the mentee must be receptive to the feedback and suggestions provided towards helping you attain the established goals.

**Assessing the relationship:** The mentee is responsible for providing honest feedback to the mentor regarding the direction and status of their relationship.

## Mentoring Components

### Perform a self-assessment

Ultimately the mentee is responsible for determining the values, skills and interests which are important to them and form the basis for their career direction. Performing a self-assessment will help the mentee to develop an awareness of how they will be the most satisfied in the work environment and allow them to manage their professional growth by making proactive career decisions. The self-assessment is the foundation for understanding how to create a career in which you can be the most personally effective and satisfied. Consider

some of the following questions to help guide the self-assessment process:

- What are your strengths and how do you currently use these in your work?
- What are your most important work values and how does your work contribute to satisfying these values?
- How do you currently gain career satisfaction?
- What is your definition of career success?
- What professional accomplishments do you want to achieve during your career?
- What competencies do you feel are important to your job, which are not current strengths? How could you develop these competencies? What support is necessary?
- What restraints, if any, are currently impeding your development? What can you do to overcome these obstacles?

## Mentoring sessions

It is important to stay committed to the relationship and not let obstacles prevent mentoring sessions. Both mentor and mentee have a role in making the mentorship a success by following through with scheduled meetings. A key is to be prepared for every formal meeting with your mentor; time is valuable so know what topics will be addressed in each session. The goal of each meeting will differ based on the stage of the mentoring relationship and where the mentee stands in terms of their developmental growth and individual needs.

Some meetings may be more formal and target coaching while others are more informal and target other aspects of mentoring. The coaching portion of the relationship involves the mentor teaching and providing feedback; however, this is only a component of the mentoring. The scope of mentoring addresses the development of the entire person and their career thus it is important to cover more than just developmental goals. The mentor will be responsible for opening doors for the mentee and providing exposure and visibility which would otherwise be unavailable. The mentor is not simply a coach but also a friend, role-model and sponsor.

### Kick-off Meeting

The initial meeting is especially important as it sets the stage for the type of relationship between the mentor and mentee. As the mentee is the driver of the relationship, the following guidelines may be helpful to consider for the kick-off meeting:

- Be prepared and schedule the meetings in advance with adequate notice.
- Discuss the logistical parameters of your relationship; duration of relationship, frequency of meetings, locations and formats for sessions.

- Share your motivation for seeking out a mentor.
- Discuss the results of your self-assessment and your ideas for short and long range career plans.
- Review your developmental needs and reach an agreement on a goal for achievement.

It is critical to discuss the expectations of both parties involved in the mentorship and form a mutual agreement at the initial meeting. This agreement is the foundation for the commitment to work through the developmental goals and objectives. A *Mentoring Agreement Template* has been included in Appendix A for use or tailoring as needed.

## Developing an action plan

After completing the self-assessment and establishing a mutual agreement for the mentoring relationship, the mentee works with the mentor to create an action plan for reaching developmental goals. The self-evaluation process will help the mentee determine goals and objectives which they may want to incorporate into the action plan. Additionally, the mentee should consider both the acquisition-specific technical competencies and the general business competencies which are relevant to his/her job responsibilities and career goals. The FAC-C related competencies have been included in Appendices C and D respectively.

The action plan will help facilitate the mentee meeting their needs whether it be to become more effective in their current role or prepare them for a future position by outlining specific goals, objectives, actions, individuals with whom to work and a timeline for meeting the objectives. The mentee should be the main author of the action plan with assistance and input from the mentor regarding possible action steps and suggestions for goal attainment. A *Mentoring Action Plan Template* has been included in Appendix B for use or tailoring as needed.

**The plan should include the following components:**

1. **Goal:** A brief statement describing the focus of the plan.
2. **Objective:** A description of the desired improvement or change resulting from successful completion of the goal. There may be more than one objective created to support the goal. These goals and objectives should follow the SMART format:
  - a. **Specific:** Clearly state what is to be accomplished
  - b. **Measurable:** The results of the goal are observable
  - c. **Attainable:** The goal is within reach
  - d. **Realistic/Relevant:** The goal can be met in the time frame set and with the resources available and is relevant to your chosen career direction
  - e. **Time Limited:** A reasonable time frame for goal completion should be set

3. **Action Steps:** The specific learning steps involved in achieving the objective, these should be incremental and actionable. The mentor should assist the mentee in formulating specific options for achieving the developmental objectives.
4. **Involvement of Others:** Persons necessary for achievement of the action steps and objectives should be determined during the planning phase. The mentor may play a critical role in making resources available to the mentee.
5. **Target Dates:** These are specific dates linked to each action step, designed to keep the mentee both motivated and on track, be reasonable when setting target dates.
6. **Progress Review:** The mentee should regularly evaluate their own progress on goal attainment as well as periodically review with the mentor.

## Evaluation of the mentoring relationship

Evaluations should be conducted throughout the course of the mentoring relationship by both mentor and mentee. The evaluation process is a critical component of the relationship such that it will help the participants to track the progress made on the established goals and realign their efforts if necessary. The evaluation process should occur at least twice throughout the program or more frequently if determined necessary by the participants.

Sample questions which can be included in the mid-point evaluation process are:

- Are we staying on track with scheduled meetings?
- Are the meetings occurring frequently enough?
- Are we on track for meeting our goals?
- Have we identified sufficient and varied opportunities for learning?
- Have the goals changed, if so has a new development plan been created?
- What is working well and what needs improvement?
- Is the quality of our mentoring interactions sufficient and are we providing candid constructive feedback?

Sample questions which can be included in the final evaluation process are:

- To what extent did you accomplish your goals?
- What obstacles prevented you from meeting your goals?
- If obstacles prevented goal attainment is there a plan to reach these goals in the future?

- What have you gained from the mentoring relationship?
- Will you continue the mentoring relationship and set new goals?

## Tips for success

1. Commit to making it work
2. Stay focused
3. Be generous with your time
4. Be yourself; do not try to be someone you think the other person wants you to be
5. Have genuine respect for each other
6. Learn about each other. This may take time but first start by trying to find some common areas of interest you can talk about
7. Put into action what you can do; don't dwell on what you do not have the time or resources to accomplish



# Appendix A: Mentoring Agreement Template

## Mentoring Agreement

The following are the conditions agreed upon for the mentoring partnership and includes the expectation that both parties will evaluate the relationship periodically to ensure it continues to meet their needs.

**Duration of the formal mentoring relationship:**

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**Frequency of meetings and additional logistical details:**

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**Goal of the Mentor:**

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**Goal of the Mentee:**

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**Additional Comments:**

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**Mentor Signature:** \_\_\_\_\_

**Mentee Signature:** \_\_\_\_\_

# Appendix B: Mentoring Action Plan Template

## Mentoring Action Plan

Development Goal:

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Development Objectives:

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Action Step:

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Others Involved: \_\_\_\_\_ Target Date: \_\_\_\_\_

Action Step:

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Others Involved: \_\_\_\_\_ Target Date: \_\_\_\_\_

Action Step:

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Others Involved: \_\_\_\_\_ Target Date: \_\_\_\_\_

Progress Review Dates:

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## Appendix C: Contracting Professionals Competencies

### Technical Competencies and Aligned Skills

#### Strategic Planning

Ability to advise customers on their acquisition-related roles and in the development and implementation of strategies needed to assure that supplies and services are available when needed to meet mission requirements.

Aligned Skills:

- **Strategic Planning:** Advise customers on their acquisition-related roles and the development and implementation of strategies needed to assure that supplies and services are available when needed to meet mission requirements.

#### Project Management

Ability to develop and maintain a workable plan and manage resources to accomplish the overall goal of the acquisition project.

Aligned Skills:

- **Project Management:** Develop and maintain a workable plan and manage resources to accomplish the overall goal of the project; manage and follow through to ensure the smooth flow and timely completion of activities that deliver project results.
- **Contracting with Appropriate Government wide Acquisition Systems:** Select the most appropriate electronic system or tool to use during market research, solicitation, evaluation, award, and contract administration.

#### Market Research

Ability to collect and analyze relevant market information and identify possible sources for the acquisition through effective market analysis and industry knowledge.

Aligned Skills:

- **Market Research:** Collect and analyze relevant market information from Government and non-government sources as well as prospective offerors. Identify possible sources for the acquisition through effective market analysis and knowledge of suppliers.

#### Managing Competition

Ability to advise customers on competitive options based on business strategies, market environments, acquisition goals, and FAR requirements. Ability to determine whether to limit competition to socio-economic concerns.

Aligned Skills:

- **Requirements Analysis:** Review and provide business advice in the preparation of requirements documents and related elements of the Procurement Request.

- **Competitive Sourcing:** Conduct public-private competitions pursuant to OMB Circular A-76, including the issuance of solicitations, the conduct of source selections, and the administration of letters of obligation with the "Government's Most Efficient Organization."
- **Competitive Sourcing Regulations:** Comply with competitive sourcing regulations; handle collective bargaining, right-of-refusal, and conflict-of-interest issues.
- **Managing Competition:** Determine how to manage competition based on business strategies, market environments, acquisition goals, and socio-economic conditions.

### Small Business and Preference Program Participation

Ability to identify opportunities for small business and other preference programs to participate in solicitations. Ability to strategize with program officials to encourage preference program participation.

Aligned Skill

- **Socioeconomic Requirements:** Determine whether to limit competition to small business concerns, eligible 8(a) concerns, or a single eligible 8(a) concern.

### Defining Requirements

Ability to determine or develop offer evaluation factors that will discriminate between offerors and that tie back to the technical requirements included in the solicitation. Ability to determine the most appropriate method of acquisition for each procurement request.

Aligned Skills:

- **Selecting Offer Evaluation Factors:** Selecting appropriate offer evaluation factors for incorporation in the solicitation.
- **Determining Method of Acquisition:** Determine the most appropriate method of acquisition based on forecast requirements, acquisition plans, market research, the Procurement Request, and other related documents.

### Performance Based Acquisition

Ability to determine if performance based acquisition is the appropriate acquisition strategy to use in a procurement. Ability to develop a performance work statement or a statement of objectives. Ability to conduct research to determine performance standards or incentives that will effectively measure contractor results.

Aligned Skills:

- **Performance Based Acquisition (PBA):** Determine if performance based acquisition is the appropriate acquisition strategy to use; develop a performance work statement or a statement of objectives; conduct market research to determine performance standards or incentives to effectively measure contractor results.

## Defining Contractual Relationships

Ability to identify and select the most appropriate contractual terms and arrangements; for example, in pricing, financing, and payment methods.

Aligned Skills:

- **Environmental, Energy, and Water Efficiency:** Comply with applicable FAR requirements when acquiring energy, environmental, or water efficient products and services.
- **Pricing Arrangements:** Select the most appropriate pricing arrangements(s) to solicit.
- **Recurring Requirements:** Determine whether and how to provide for recurring requirements.
- **Unpriced Contracts:** Prepare unpriced orders and contracts using a simplified acquisition procedure.
- **Contract Financing:** Determine whether to provide for Government financing, and, where necessary, the method of financing to use.
- **Methods of Payment:** Select the most appropriate method of payment that will best minimize the Government's overhead.
- **Documenting the Source Selection Plan:** Determine whether a written source selection plan is necessary, and if so, properly documenting the source selection planning.

## Solicitation of Offers

Ability to manage the solicitation process and adhere to procedures, including writing and publicizing the procurement, conducting discussions and conferences, and amending or canceling the solicitation when appropriate.

Aligned Skills:

- **Publicizing Proposed Acquisitions:** Selecting and implementing a method of publicizing the proposed procurement.
- **Sub-Contracting Requirements:** Establishing requirements and incorporating the appropriate Sub-Contracting and make-or-buy clauses in the solicitation.
- **Conducting Oral Solicitations/Proposals:** Planning and conducting effective oral solicitations/proposals.
- **Solicitation Preparation:** Prepare a written solicitation that includes the appropriate provisions and clauses for the requirement, assembled in a format appropriate to the acquisition method and market.
- **Responding to Inquiries and FOIA Requests:** Respond appropriately to an inquiry about the solicitation received prior to contract award or a request for information under the Freedom of Information Act.
- **Pre-Quote/Pre-Bid/Pre-Proposal Conferences:** Conduct a pre-quote, pre-bid, or pre-proposal conference when appropriate and maintain an accurate record of the meeting.

- **Amending/Canceling Solicitations:** Amend or cancel a solicitation when it is in the best interest of the Government and conforms to laws and regulations.

## Bid Evaluation

Ability to receive, handle, and evaluate bids adhering to proper procedures.

Aligned Skills:

- **Managing the Bidding Process:** Effectively manage a sealed bidding process including receiving and recording bids, evaluating the received bids, calculating the evaluated price, and determining whether the low bid conforms to all requirements.

## Proposal Analysis and Evaluation

Ability to receive, handle, and evaluate quotations/proposals adhering to proper procedures. Ability to obtain proper disclosure of accounting practices and to determine if the firm's accounting practices comply with Government cost accounting standards.

Aligned Skills:

- **Managing the Quotations and Proposal Process:** Receive quotations/proposals including the safeguarding, opening, tracking, assessing compliance with minimum solicitation requirements, and identifying the quotations/proposals that will not receive further consideration.
- **Evaluating Non-Price Factors:** Apply non-price factors in evaluating quotations, proposals, and past performance.
- **Pricing Information from Offerors:** Determine what pricing information to require from offerors.
- **Evaluating Accounting and Estimating Systems:** Determine the adequacy of a firm's accounting and estimating systems in making Contracting decisions. Assure that a firm properly discloses its accounting practices when required by Government cost accounting standards (CAS) and that the disclosed practices comply with CAS requirements.
- **Using Audit Information:** Using audit findings to support cost analysis, price analysis, or cost reasonableness analysis and to develop negotiation objectives.

## Negotiation

Ability to plan negotiation positions and prepare negotiation strategies. Ability to conduct a negotiation session and document the elements of the negotiated agreement.

Aligned Skills:

- **Performing Price and Cost Analysis (Negotiated Acquisitions):** Establish pre-negotiation positions on price and cost factors.
- **Performing Analysis for Negotiated Acquisitions:** Establish pre-negotiation positions on price and cost

factors and on other terms and conditions.

- **Conducting Proposal Communications:** Conduct communications to enhance Government understanding of proposals and to facilitate the Government's evaluation process.
- **Establishing the Competitive Range:** Select the offerors/quoters to participate in discussions thereby establishing the competitive range under FAR Part 15.
- **Negotiation Strategy:** Prepare a negotiation strategy and plan that will permit negotiators to maximize the Government's ability to obtain best value.
- **Conducting Discussions/Negotiations:** Conduct a negotiation session and negotiate an agreement on cost/price, terms and conditions.
- **Determining Responsibility/Capability:** Determine and document the responsibility or capability of a firm to effectively perform the terms and conditions of the contract.

## Contract Award

Ability to handle all aspects of contract award and resolution including preparation and distribution of documents and notifications and debriefing unsuccessful offerors. Ability to resolve complaints and concerns.

Aligned Skills:

- **Preparing and Issuing Awards:** Prepare, approve, sign, execute, and document the contract award, making all required notifications.
- **Conducting Debriefings:** Conduct pre-award debriefings to provide feedback to unsuccessful offerors.
- **Handling Protests:** Process protests in accordance with FAR and agency requirements, acting to resolve the complaint or concern in an appropriate manner.
- **Entering Procurement Related Data:** Entering timely, complete, and accurate procurement-related data on contract awards and actions into FPDS.

## Requirements Management

Ability to administer contract requirements and manage vendor relationships for effective delivery of goods and services. Ability to work with COTRs to monitor and manage contracts.

Aligned Skills:

- **Contract Administration Planning and Orientations:** Plan for the review, evaluation, and judging of a contractor's performance; clearly define the COTR roles and responsibilities. Conduct post-award orientation meetings to review contract milestones and responsibilities.
- **Contract Modification and Adjustment:** Modify or adjust a contract when appropriate in an effective and equitable manner.

- **Task and Delivery Order Contracting:** Apply the policies and procedures for utilizing task and delivery order contracts and using basic ordering agreements.

## Performance Management

Ability to monitor contract performance and take any necessary action and apply remedies to protect the rights of the Government. Ability to use performance metrics to evaluate actual performance against goals.

Aligned Skills:

- **Performance Metrics:** Monitor performance by evaluating actual performance processes, workflow requirements, and outputs against pre-determined goals.
- **Performance Management:** Monitor contract performance and take any necessary action related to delays in contract performance or the need to stop work under the contract. Document past performance information completely and fairly, validly characterizing the contractor's actual performance.

## Financial Management

Ability to manage all financial aspects of contract administration including cost/pricing remedies, authorizing payments, recovering debts, and detecting fraud.

Aligned Skills:

- **Commercial/Simplified Acquisition Remedies:** Apply remedies to protect the rights of the Government under commercial item contracts and simplified acquisitions.
- **Noncommercial Acquisition Remedies:** Apply remedies to protect the rights of the Government under noncommercial item contracts.
- **Administering Financing Terms:** Administer contract financing terms appropriately; paying proper amounts due contract under the contract financing clause.
- **Costs, Pricing, and Fees:** Make appropriate decisions to allow or disallow contract costs. Adjust the price or fee in accordance with the terms of the contract. Determine if cost or pricing data were defective and apply appropriate remedies.
- **Reviewing Invoices:** Review invoices and determine whether to authorize payment in full, in part, or not at all.

## Dispute Resolution and Termination

Ability to investigate, analyze, and manage disputes; negotiate resolutions and prepare a Contract Officer's decision. Ability to determine, recommend and perform the termination of contracts when it is in the best interest of the Government.

Aligned Skills:

- **Identifying Fraud:** Identify whether fraud or other civil or criminal offenses may have been committed;



document the information discovered; refer all indications to the proper authorities.

- **Resolving Disputes:** Analyze a claim and determine its validity; negotiate a resolution if necessary; prepare a decision.
- **Collecting Contractor Debts:** Recover debts due from contractors.
- **Administer Special Terms and Conditions:** Enforce Government and contractor compliance with special terms and conditions.
- **Terminating Contracts:** Terminate contracts when in the best interest of the Government, following applicable FAR and/or UCC requirements.
- **Contract Closeout:** Perform contract closeout and archive records as appropriate.

## Appendix D: General Business Competencies

**Arithmetic:** Performs computations using whole numbers, fractions, decimals, and percentages.

**Attention to Detail:** Is thorough when performing work and conscientious about attending to detail.

**Contracting/Procurement:** Has knowledge of various types of contracts, techniques for Contracting or procurement, and contract negotiation and administration.

**Creative Thinking:** Uses imagination to develop new insights into situations and applies innovative solutions to problems; design new methods where established methods and procedures are not applicable or are unavailable.

**Customer Service:** Works with customers to assess needs, provide assistance, resolve problems, satisfy expectations; knows products and services.

**Decision-Making:** Makes sound, well informed, and objective decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, to accomplish organizational goals; causes change.

**Flexibility:** Is open to change and new information; adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; effectively deals with ambiguity.

**Influencing/Negotiating:** Persuades others to accept recommendations, cooperate, or change their behavior; work with others towards an agreement; negotiates to find mutually acceptable solutions.

**Information Management:** Identifies a need for and knows where or how to gather information; organizes and maintains information or information management systems.

**Integrity/Honesty:** Contributes to maintaining the integrity of the organization; displays high standards of ethical conduct and understands the impact of violating these standards on an organization, self, and others; is trustworthy.

**Interpersonal Skills:** Shows understanding, courtesy, tact, empathy; develops and maintains relationships; deals with difficult people; relates well to people from varied backgrounds; is sensitive to individual differences.

**Learning:** Uses efficient learning techniques to acquire and apply new knowledge and skills, uses training, feedback, etc., for self-learning and development.

**Math Reasoning:** Solves practical problems by choosing appropriately from a variety of mathematical and statistical techniques.

**Memory:** Recalls information that has been presented previously.

**Oral Communication:** Expresses information to individuals or groups effectively, taking into account the audience and nature of the information; makes clear and convincing presentations, listens to others; attends to nonverbal cues.

**Planning and Evaluating:** Organizes work, sets priorities, determines resource requirements, determines goals and strategies; coordinates with other organizations, monitors progress; evaluates outcomes.

**Problem Solving:** Identifies problems; determines accuracy and relevance of information; uses sound judgment to generate and evaluate alternatives, and make recommendations.

**Reading:** Understands and interprets written material including technical material, rules, regulations, instructions, and reports; applies what is learned from written material.

**Reasoning:** Identifies rules, principles, or relationships that explain facts, data or other information; analyzes information and makes correct inferences or accurate conclusions.

**Self-Esteem:** Believes in own self-worth; maintains a positive view of self and displays a professional image.

**Self-Management/Initiative:** Sets well-defined and realistic personal goals; displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner; works with minimal supervision; is motivated to achieve; demonstrates responsible behavior.

**Stress Tolerance:** Deals calmly and effectively with high stress situations (for example, tight deadlines, hostile individuals, emergency situations, and dangerous situations).

**Teamwork:** Encourages and facilitates cooperation, pride, trust; fosters commitment; works with others to achieve goals.

**Writing:** Recognizes or uses correct English grammar, punctuation, and spelling; communicates information in a succinct and organized manner, produces written information that is appropriate for the intended audience.

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