

Veterans Mentoring Program





Mentoring Toolkit Overview

This Mentoring Toolkit has been designed specifically for Troops to Energy Jobs employers' Veteran mentoring programs. However, most items included in the toolkit can be adjusted for other types of mentoring as well.

The first year on the job can be overwhelming, especially when transitioning from the military to the civilian workplace. Therefore, this toolkit provides structure for the first several months of the mentor/mentee working together to ensure that the typical issues a Veteran may have when they are new to the company can be covered. Though there is flexibility in how often the mentor/mentee meet, it is recommended to start off with every other week, using the nine session documents included in the toolkit. After that, the mentor/mentee can decide what will work best. Below is a list of the session topics:

- Session 1: Getting to Know Each Other & Company Culture
- Session 2: Understanding One's Job Activity
- Session 3: Understanding the Organization
- Session 4: Understanding Processes, Policies, and Procedures
- Session 5: Working with the Supervisor
- Session 6: Working with Colleagues
- Session 7: Handling Workplace Challenges
- Session 8: Handling Personal Challenges
- Session 9: Professional Development Goals

In addition, there are other helpful items included in the toolkit, including articles as well as applications and questionnaires that can be used to either jumpstart a Veteran mentoring program or enhance what your company already has in place. These include:

- Articles: *What is Mentoring?*; *Why Mentoring Matters*; *Characteristics of Successful Mentors*
- Guidance for Recruiting Mentors and Hosting an Orientation
- Mentor/Mentee Applications
- Mentor/Mentee Self-Assessments

If you have any questions about the Mentoring Toolkit, feel free to contact CEWD Educational Consultant, Valerie Taylor at valerie@cewd.org.

What is Mentoring? (from AskEARN.org: Resources to Help Employers Hire and Retain Employees with Disabilities)

In a workplace context, mentoring is a trusting relationship in which an employee receives guidance, support, and encouragement from another employee. The mentor is typically someone outside the employee's chain of supervision. While mentoring relationships can develop and operate informally, a more formal and structured approach is often most effective. According to OPM (2008), successful mentoring programs involve thoughtful planning, dedicated resources and staff to implement a structured program, and an evaluation component to measure outcomes and inform program improvement.

While mentoring may take many forms, the following are common characteristics of successful mentoring relationships and programs that follow a traditional one-on-one format:

- Mentors and protégés make a long-term commitment to working together (generally a year);
- Mentors take time to build trust and respect with their protégé;
- Protégés and mentors set high, clear, and fair expectations for themselves and their mentoring partner; and
- Mentors and protégés meet or communicate with enough regularity to develop a strong relationship (Hare, 2008).

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The National Mentoring Center recommends mentoring partners interact four to ten hours per month for face-to-face mentoring while e-mentoring programs recommend 30 to 60 minutes of online interaction or communication per week (Hare, 2008).

Mentors can play many different roles in support of their protégés' professional development. While it is up to the agency to define specific roles and responsibilities of its mentors during program planning, some possible roles include:

- Orienting the protégé to how an organization or an agency is structured and operates;
- Helping the protégé learn about and adjust to the culture of a new workplace environment;
- Introducing and connecting the protégé to other professionals within and outside the agency to expand their professional network;
- Serving as a sounding board for and providing feedback to the protégé during periods of learning, growth or change;
- Encouraging the protégé to pursue his/her own professional goals and persevere in the face of challenges at work; and
- Assisting the protégé with mastering a particular skill-set or gaining further content and subject knowledge required to maximize job performance and advance professionally.

Mentoring is not terribly difficult as long as the mentoring partners establish trust at the onset. Trust is crucial to all mentoring relationships, not just in terms of the protégé's ability to rely upon the mentor for support and help but in the mentor's ability to trust the protégé to make his/her own decisions and take actions on his/her own behalf. The protégé may be less likely to trust a mentor who tries to cure or solve perceived problems, who assumes a parental role, or who is judgmental or overly critical. By and large, the person being mentored wants their mentor to be supportive, caring, and willing to assist them in achieving their goals. A mentor who tries to direct, evaluate, or take control of the protégé's career is likely to meet resistance. Trust will be difficult to build if either one of the partners - the protégé or the mentor - is reluctant to share personal experiences, interests, and concerns with the other. Both need to be willing and enthusiastic contributors to the partnership.

Why Mentoring Matters ((from AskEARN.org: Resources to Help Employers Hire and Retain Employees with Disabilities)

Workplace mentoring has many benefits for federal government employers and agencies as well as protégés and mentors.

Benefits to Employers

Mentoring can help federal agencies, which face fierce private sector competition, to attract, support and retain talented employees at all levels. In an age of rigorous performance standards and severe budget constraints, mentoring aids in improving employee performance, motivation, and accountability. As masses of Baby Boomers prepare to retire from government service, mentoring may be most valuable as a means of transferring knowledge from one generation to the next and preparing future leaders to fill the vacancies of retirees.

Mentoring can also help federal agencies increase employees' cultural competence by expanding their awareness and deepening their relationships with other employees who differ from them. As Younes (2001) explains, "Diverse customers need a diverse workforce to serve them." Federal agencies need a diverse workforce to appropriately respond to an increasingly diverse citizenry. Offering mentoring for and between employees of diverse backgrounds and with various differences helps agencies foster collaborative relationships and open communication among all employees. For more information about mentoring in a diverse and inclusive workplace, [click here](#).

In her April 2010 testimony to Congress, the U. S. Office of Personnel Management's Associate Director and Chief Human Capital Officer Nancy H. Kichak described the important role mentoring plays in developing a diverse federal workforce:

"Mentoring is...an integral part of developing and retaining a diverse workforce. Federal agencies need managers and supervisors with the skills to manage and mentor diverse populations. Managing diversity within the workplace means creating an environment where everyone is empowered to contribute to the work of the unit; it requires sensitivity to and awareness of the interactions among staff and between staff and leadership, and knowing how to articulate clear expectations. Effective mentoring in a multicultural setting involves understanding diverse learning styles and approaches to problem-solving, as well as other cultural differences, and appreciating how to use those differences to serve the organization's mission. Mentoring to diverse populations is crucial to meeting and exceeding organizational goals" (U. S. Office of Personnel Management, 2010).

While federal agencies primarily use formal classroom based or online training and education to achieve talent development and performance improvement goals, mentoring complements these strategies by

promoting continuous learning and skills development guided and supported by the mentor. Mentoring also fosters positive workplace relationships across generations of employees or among groups of peers. Employees who receive ongoing training, support and encouragement from a workplace mentor often report greater job satisfaction, an important factor when it comes to increasing employee retention and productivity. Mentoring is a common practice in many private sector workplaces for this very reason. A KPMG employee explains how mentoring benefits their company as follows: "It has resulted in higher employee satisfaction, lower turnover and professionals who are better aligned with the organization and feel part of the team" (Owens, 2006). The Social Security Administration credits its use of mentoring at all levels of the agency with increasing employee job satisfaction and engagement ratings (Walker, 2007). The SSA moved from a number 21 ranking in 2005 to a number 7 ranking in the 2007 "Best Places to Work in the Federal Government" study conducted annually by the Partnership for Public Service and American University. More ways in which mentoring benefits employers are outlined in [Table 2](#). While most mentoring research focuses on individual outcomes among protégés, some studies demonstrate tangible organizational outcomes. Most notably, a five-year research study of the mentoring program at Sun Microsystems found the annual job performance ratings of employees who received mentoring were 40 percent higher on average than the performance ratings of non-participants (Dickinson, Jankot, & Gracon, 2009). The study also found the job retention rate of both protégés and mentors was about 20 percent greater than the job retention rate of non-participants (Holincheck, 2006, cited in Triple Creek Associates, 2010). Researchers calculated the return on the company's investment in the mentoring program to be 1000 percent based on the higher rates of retention and job performance among mentoring participants (Dickinson, Jankot, & Gracon, 2009).

Benefits to Protégés

As a guide, the mentor can help the employee choose the best path or strategies to accomplish his/her work thereby increasing the protégé's productivity. As a sounding board, the mentor can help the employee assess his/her interests, values, and skills, but ultimately leaves it up to the employee to define his/her goals. The mentor can also help the employee consider various options when faced with tough decisions and identify and remove potential barriers to success. The ways in which mentoring benefits employees are outlined in [Table 2](#).

Various research studies confirm the benefits to protégés are significant. In their review of research findings across multiple studies, Allen, Eby, Poteet, Lentz, and Lima (2004) found individuals who received career-related mentoring consistently reported better career outcomes including higher rates of promotion and higher job satisfaction when compared to employees who did not participate in mentoring.

Benefits to Mentors

Although the primary aim of mentoring is to support the protégé, mentors also benefit in the process.

According to Pardini (2006), mentoring has the following positive effects on mentors:

- Mentors gain personal and professional satisfaction from helping another person;
- Mentors gain recognition from their peers and the agency for contributing their time and expertise;
- Mentors improve their interpersonal skills by exercising many of same skills required to effectively supervise and manage their own employees;
- Mentors have an opportunity to focus energy outside of themselves;
- Mentors gain a deeper understanding of other employees' experiences; and
- Mentoring prepares those who serve as mentors to take on greater responsibilities and leadership roles within the agency.

Higher job retention rates found among mentors in the Sun Microsystems mentoring program study are a concrete example of how participation affects mentors (Holincheck, 2006, cited in Triple Creek Associates, 2010).

QUALITIES OF SUCCESSFUL MENTORS

- **Personal commitment to be involved with another person for an extended time — generally, one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference.
- **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their mentees and the privilege of being advisors to them.
- **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
- **Ability to empathize with another person's struggles.** Effective mentors can feel *with* people without feeling *pity for* them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.
- **Ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their mentees with optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.
- **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.), and even to be changed by their relationship.

GOALS FOR A SUCCESSFUL MENTOR RECRUITMENT SESSION

(For workplace-based mentoring)

Goals:

- To provide prospective mentors with the information they need to decide if they have the personality, commitment and time to mentor a young person;
- To provide a clear definition of mentoring and mentoring expectations;
- To give information about where and when employees can mentor;
- To explain the application process and criminal background check policies;
- To explain the company's mentoring policies, including release-time policies and risk management policies; and
- To explain the support that will be provided to employees by the school or mentoring program.

Keys to a Successful Recruitment Event:

- If possible, make sure the school or mentoring program is ready to place mentors within six to eight weeks of the recruitment session;
- Make sure someone from management (the higher, the better) opens the recruitment session and explains the support employees will receive;
- Invite the mentor coordinators from the school or mentoring program to attend the event and meet the employees;
- Give employees plenty of notice so they can put it on their calendars;
- Keep it to one hour;
- Have food (coffee, soda and light snacks are fine);
- Invite an experienced mentor to be on the agenda. They are often the best salespeople for the program; and
- Keep extra handouts for those who could not attend but still may be interested.



Mentor Application

Name:

Title:

Department:

Work Address:

Email Address:

Phone Number(s):

How long have you worked in your current position?

How long have you worked at the company?

Describe your current and prior professional experience and responsibilities:

How would you describe yourself in terms of personal attributes as well as professional knowledge and skills?

Describe your educational background (What if any degrees do you have; name of education institution(s); certifications):

What are your main interests and passions outside of work?

Why are you interested in serving as a mentor to another Veteran?

Have you served as a mentor before? If yes, what did you like and dislike the most about the experience?

What are two primary things you would like to help another Veteran accomplish through mentoring?

What if any preferences do you have regarding specific mentee characteristics or experience?

Please describe any special needs that will help you participate fully in the program.



Mentor Self-Assessment

This self-assessment is a self-reflection activity for you to complete before a mentor-mentee match has been decided. The purpose of this activity is to help you identify what you can bring to a mentoring relationship and what traits could benefit a mentee.

Answer each question below.

I am very knowledgeable about:

My greatest skills include:

I would describe myself (my attributes) as:

My previous professional experience includes:

My current professional responsibilities are:

The ways in which I'd like to help and think I'd be good at helping another Veteran are:

I am not really interested in or don't think I would be good at doing the following as a mentor:

On a personal level, my interests and passions include (things I enjoy doing outside of work):

MY PRIMARY INTERESTS FOR MENTORING

Based on this quick assessment, the two primary things I would like to help another professional accomplish or do through mentoring are:

-
-

PRIMARY CONTRIBUTIONS AS A MENTOR

The main things about myself (skills, knowledge, attributes, experience) I'd like to share or contribute through mentoring are:

-
-



Mentee Application

Name:

Title:

Department:

Work Address:

Email Address:

Phone Number(s):

How long have you worked in your current position?

How long have you worked at the company?

Describe your current and prior professional experience and responsibilities:

What are your short term professional goals?

What is your long term career goal or aspiration?

Describe your educational background (What if any degrees do you have; name of education institution(s); certifications):

What are your main interests and passions outside of work?

Have you had a mentor before? If yes, what did you like and dislike the most about the experience?

What are two primary things you would like your mentor to help you with?

What are two traits (skills, knowledge, experience, attributes) you would like your mentor have?



Mentee Self-Assessment

This self-assessment is a self-reflection activity for you to complete before we match you with a mentor. The purpose of this activity is to help you identify what you want to gain from a mentoring relationship and what traits we should look for or request in a mentor.

My Wants & Needs - Answer each question below.	The ways I would like a mentor to help me with this are:	Define Desirable Mentor Traits - To help me with this, my mentor may need these characteristics (include skills, knowledge, contacts):
My immediate professional goal is:		
What I need to learn right now to succeed at work is:		
What I want to do at work right now is:		
My long term career interest or aspiration is:		
What I need to pursue this longer term career interest/ goal is:		

MY PRIMARY GOALS FOR MENTORING

Based on this quick assessment, the two things I want a mentor to help me with most are:

-
-

PRIMARY TRAITS I AM SEEKING IN A MENTOR

The two main traits I want my mentor to have are:

-
-

BUILDING RELATIONSHIPS

Getting Started

The beginning of any new relationship can be awkward. We don't know what to expect, although we certainly have expectations or a set of preconceived notions. We have ideas about the other person, either from stereotypes or from things that we've heard about people with similar circumstances, or we have ideas from our own experiences about how relationships work.

As you are preparing to enter the mentor/mentee relationship, you will probably be both apprehensive and excited about the adventure to follow. Here are some things to keep in mind as you begin your journey.

1. **You will both be nervous.** You will each feel as though you are expected to perform in a particular way or to achieve a particular goal or set of goals. You are each likely to feel as though you are a title, mentor or mentee, rather than a person. You will also be wondering what the other person expects from you.
2. **You are both valuable to the relationship.** Although it is true that both participants will be working to help the mentee reach his or her goal, the mentee and the mentor are on equal footing within the relationship. Together, you have a much wider perspective and a greater set of resources with which to work than either of you had on your own.
3. **You do not yet trust each other.** Trust comes from a sense of comfort with another person, and comfort comes from repeated experience. Trust is developed over time, once we have a good idea of who the other person is, what he or she values, how he or she responds in particular situations and how he or she feels about us.
4. **Keep a positive outlook.** This relationship is new for both of you. There will be all kinds of new experiences that arise because you are in this new relationship. If you look for the positive aspects of situations as they occur, you will keep yourself and your partner moving forward.



Getting to Know Each Other & Company Culture

Below are discussion points for the mentor and mentee to use for their first meeting. Feel free to add topics as the conversation flows.

Questions for the Mentee:

- What do you hope to get out of the mentor/mentee relationship?
- Share about your journey from the military to the energy industry.
- What are you most excited about with your new job?
- What are you most apprehensive about with your job?
- Which military nuances do you think might be different in working for an energy company?
- Tell me about your family and interests outside of work.

Questions for the Mentor:

- Why did you decide to mentor a Veteran?
- What do you hope to get out of the mentor/mentee relationship?
- Share about your journey from the military to the energy industry.
- What do you like most about your job?
- What do you like least about your job?
- Which military nuances were a challenge for you when you transitioned to working for an energy company?
- Tell me about your family and interests outside of work.

Topics for Discussion about Company Culture:

- Discuss how working for an energy company is different from the military.
- Discuss how working for an energy company is similar to the military.
- In any organization there are unwritten rules of how things are done. What are some unwritten rules that the new employee/Veteran should be aware of?
- How does the chain of command operate in this company and how does it differ from that of the military?
- In terms of how things are done around here, what should the Veteran be aware of that may differ from how things are done in the military? In a corporate environment, there may be more flexibility in how things are done.
- Does the Veteran have any questions regarding the benefits provided him as a new employee that possibly the mentor can assist with or at least direct the Veteran where to get answers?
- Provide any guidance on how the Veteran can build rapport with his colleagues and manager.



Understanding Your Job Activities

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about your job responsibilities. Answer the following questions to the best of your knowledge in advance of the second session with your mentor.

- As I currently understand it, my roles and responsibilities are:
- As I currently understand it, my roles and responsibilities are relevant to the organization's mission, goals, and objectives in the following way:
- As I currently understand it, my supervisor and/or co-workers will rate my job performance, **either formally or informally**, based on the following:

Primary Tasks - I am responsible for completing the following major tasks or projects:	Indicators of Quality - Doing this task well means the following qualities will be present in my work:	Target Outcomes - If I do this task well, the expected end result will be:

- Questions I have for my supervisor and co-workers about my roles, responsibilities, and the job performance expectations are:

Questions or requests for assistance for my mentor related to "Understanding My Job & Performance Expectations" are:



Understanding My Organization

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about the company. Answer the following questions to the best of your knowledge in advance of the third session with your mentor.

- In my own words, the organization's mission is:
- The organization's yearly goals and objectives are:
- The organization measures its success in terms of:
- The values the organization seeks to operate by are:
- The organization's culture is characterized by:
- Key leaders of my organization are:
- The primary customers/ clients of my organization are:
- The primary partners of my organization are:
- Current changes occurring within my organization are:
- Recent accomplishments or successes of my organization are:
- The organization's primary challenges at present are:
- I expect my job could be affected by what I have learned about my organization in the following ways:

Questions or requests for assistance for my mentor related to "Understanding My Organization" are:



Understanding Processes, Policies, and Procedures

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about how processes, policies, and procedures impact your job. Answer the following questions to the best of your knowledge in advance of the fourth session with your mentor.

The following organizational processes, policies, and procedures have specific relevance and bearing upon my job in the following ways:

Specific Process, Policy, or Procedure	Relevance to My Job - The implication(s) for my job is:	Remaining Questions - What I still need to learn about this is:

Questions or requests for assistance for my mentor related to "Understanding Processes, Policies, and Procedures" are:



Working with My Supervisor

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about the best way to work with your supervisor. Answer the following questions to the best of your knowledge in advance of the fifth session with your mentor.

As I currently understand it, my supervisor prefers to work and communicate with me in the following ways for the following purposes/ situations:

My supervisor prefers...	Specific Purpose or Situations
I consult him/her when:	
I consult others when:	
I complete the work independently when:	

Type of Interaction	My supervisor prefers this why, when, where, and how often:	Implications for my work:
Meet face-to-face one-on-one		
Meet face-to-face as a group		
Communicate by telephone		
Communicate by email		
Communicate by written memo or report		

Questions or requests for assistance for my mentor related to "Working & Communicating with my Supervisor" are:



Working with Colleagues

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about the best way to work with colleagues. Answer the following questions to the best of your knowledge in advance of the sixth session with your mentor.

Our job performance is not just a result of our own hard work. We may work alongside other employees to jointly perform certain responsibilities and we may rely on others performing their responsibilities so we can perform our own. Just as we may depend on others to perform their jobs well, other employees may depend on us. For this reason, it is important to develop a clear understanding about both how our work affects others and how our work may be affected by others. Learning the ropes requires learning about and considering the perspectives and expectations of other employees with whom our job responsibilities intersect.

In the space provided below, list any people your work may affect and also any people whose work may affect you. Ask yourself the following questions as you reflect on the implications of your work:

- How will each person listed be affected by my work and job performance and what expectations are they communicating to me about the intersection of our jobs?
- How will each person listed affect my work and job performance and what expectations do I need to communicate to him/her about the intersection of our jobs?

Specific Person & Their Role/ Responsibility	How Our Work Intersects - The way our work relates and what this means for my job is:	Remaining Questions - What I still need to learn about working and communicating with this person is:

Questions or requests for assistance for my mentor related to "Working & Communicating with Others" are:



Handling Workplace Challenges

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about the best way to handle workplace challenges. Answer the following questions to the best of your knowledge in advance of the seventh session with your mentor.

A workplace challenge is a situation or condition experienced at work that makes performing your job difficult. Your mentor can serve as a sounding board and resource for handling challenges that you may encounter at work. If you are experiencing a challenge, use this worksheet to reflect upon and articulate the problem and how it is affecting you. Ask your mentor to help you identify strategies or resources for addressing the challenges.

- A challenge I am faced with at work is:
- The ways in which this is affecting me and my job performance are:
- Some actions I might take or resources I might use to address this challenge are:

All individuals face challenges at work at times that cause stress and may interfere with job performance and productivity. Your mentor can be a valuable source of support for handling these challenges. In addition to listening and offering encouragement, your mentor may have helpful suggestions for handling challenges based on his/her own personal experiences or knowledge of resources.

If you are looking for support and helpful resources, a good place to start is the **Employee Assistance Program (EAP)** at your company. EAP offers free, voluntary, confidential short-term counseling and referral for various issues affecting employee mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.



Handling Personal Challenges

TO BE COMPLETED BY THE MENTEE.

This activity will help you learn more about the best way to handle personal challenges. Answer the following questions to the best of your knowledge in advance of the eighth session with your mentor.

A personal challenge is a difficult situation or condition experienced outside of work. Personal challenges can have an adverse effect on your job performance and career. Your mentor can serve as a sounding board and resource for handling challenges that you may encounter outside of work. If you are experiencing a challenge, use this worksheet to reflect upon and articulate the problem and how it is affecting you. Ask your mentor to help you identify strategies or resources for addressing the challenges.

- A challenge I am faced with outside of work is:
- The ways in which this is affecting me (may or may not include effects on job performance) are:
- Some actions I might take or resources I might use to address this challenge are:

All individuals face personal challenges outside of work at times that cause stress and may interfere with job performance to some degree. Your mentor can be a valuable source of support during difficult times. Opening up to him or her about personal challenges may help you cope with stressful or anxious feelings. In addition to listening and offering encouragement, your mentor may have helpful suggestions for handling your challenges based on his/her own personal experiences or knowledge of resources related to your challenge.

If you are looking for support and helpful resources, a good place to start is the **Employee Assistance Program (EAP)** at your company. EAP's that offers free, voluntary, confidential short-term counseling and referral for various issues affecting employee mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.



Professional Development Goals

TO BE COMPLETED BY THE MENTEE.

This activity will help you identify professional development goals. Answer the following questions to the best of your knowledge in advance of the ninth session with your mentor.

Energy companies offer their employees a variety of training and professional development opportunities designed to improve job specific skills and knowledge. Once you've identified your own professional development and job performance goals (see the Understanding Oneself self-assessment and goal-setting activity), learn more about the professional development options offered by your company. Ask your mentor, your supervisor, co-workers, and human resources staff what training and professional development programs are offered within your own organization.

In the spaces provided below, identify two professional development goals for the coming year and activities that will help you achieve these goals:

Goal #1:

Professional development activities I will pursue in order to achieve this goal are:

Goal #2:

Professional development activities I will pursue in order to achieve this goal are:

Formed in March 2006, the Center for Energy Workforce Development (CEWD) is a non-profit consortium of electric natural gas and nuclear utilities and their associations —Edison Electric Institute, American Gas Association, Nuclear Energy Institute, and National Rural Electric Cooperative Association. CEWD was formed to help utilities work together to develop solutions to the coming workforce shortage in the utility industry. It is the first partnership between utilities, their associations, contractors and unions to focus on the need to build a skilled workforce pipeline that will meet future industry needs.



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