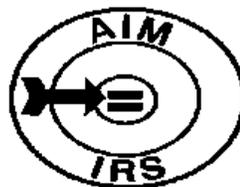




*Mentoring.....The higher you climb, the better the view!*



**AIM-IRS NATIONAL  
CAREER ASSISTANCE MENTORING  
PROGRAM  
(CAMP)**

**HANDBOOK**

**AIM-IRS  
NATIONAL CAREER ASSISTANCE MENTORING PROGRAM (CAMP)  
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## **OVERVIEW OF AIM-IRS NATIONAL CAREER ASSISTANCE MENTORING PROGRAM (CAMP)**

### **CAMP Description**

The AIM-IRS National Career Assistance Mentoring Program (CAMP) is administered by the AIM-IRS National Mentoring Committee (Committee). CAMP is an exclusive benefit of AIM-IRS membership and is available to any AIM-IRS member of a participating local AIM-IRS Chapter (Chapter). The participating Chapter administers and delivers the program to the participants locally. The objective of CAMP is to prepare members for career advancement through the use of a mentor. CAMP is a self-help program that is designed to be completed on the protégé's and mentor's own time. No administrative time or work time is provided to participate in this program. However, the support of IRS management is beneficial to meeting the objectives. The model for the successful delivery of the program is based on face-to-face interaction between the protégé and mentor. Exceptions may be made for virtual mentoring relationships, based on individual situations. The protégé and mentor are required to sign the AIM-IRS National Career Assistance Mentoring Program Agreement to document their commitment to follow program guidelines.

The objectives of the program are accomplished by the protégé and mentor working together to complete each monthly activity. They work together to arrange meetings at least once per month. The Chapter provides at least three career related workshops that the protégés are required to attend/review. These workshops are part of the 10 programmatic workshops that the Chapter normally delivers each year. The CAMP Coordinator (Coordinator) administers the program by supporting the mentoring pairs to meet the objectives and ensuring that program guidelines are followed.

Some of the objectives are based on Stephen Covey's book, 7 Habits of Highly Effective People and the book is required reading for the class. The CAMP consists of nine monthly developmental activities to assist the protégé in identifying and achieving their career goals.

### **CAMP Objectives are as follows:**

- (1) Self-Assessment
- (2) Self-Awareness
- (3) Self-Development
- (4) Time Management Skills
- (5) Presentation Skills
- (6) Shadowing Assignment
- (7) Networking Skills
- (8) Job Application Writing Skills
- (9) Interviewing Skills

After all of the objectives have been met, the Coordinator provides a list of names to the Committee and the National Recording Secretary, and certifies to the Committee that each protégé has completed the objectives. A certificate of completion is issued to the protégés. Upon completion of the program, the protégé may receive credit on the IRS Enterprise Learning Management System (ELMS). CAMP is listed as a workshop on ELMS and the official title is AIM-Career Assistance Mentoring Program (CAMP), item number 22940 (see page 10 for information on ELMS registration).

## **Combined Federal Campaign Funds (CFC)**

A Chapter may request CFC funds for CAMP incidental expenses (i.e., workshops, training material, etc....) while sponsoring the program for its members. All existing CFC procedures and guidelines must be followed.

## **How to use the CAMP Handbook**

### Coordinators:

The handbook may be used by participants for various purposes. The Coordinator will need a complete understanding of all sections in the handbook. It will act as a reference guide to start CAMP for the chapter through completion of the nine-month course.

### Protégés:

Each objective for CAMP is described in the handbook and it provides a listing of all of the assignments for the course. Protégé's roles and responsibilities are also outlined.

### Mentors:

The handbook provides a description of a mentor's roles and responsibilities as well as a description of the objectives that will help provide assistance to the protégé.

### Coaches:

The handbook provides a description of coaches' roles and responsibilities as well as a description of the objectives that will help provide assistance to the assigned mentoring pairs.

## **MARKETING CAMP**

### **Soliciting Protégés and Mentors**

The purpose of marketing the program is to inform members and non-members of the services provided by the Chapter. The program is open to all grade levels and employees in any operating division or function. Marketing CAMP as one of the membership services delivered by the local Chapter and is a good way to provide visibility and support career development of IRS employees.

The initial step in delivering the program is to identify a CAMP Coordinator to solicit protégés and mentors to participate in the program. This may be accomplished through general membership meetings, e-mail communications or other means of delivery. The Chapter may start CAMP in any time during the calendar year. The protégés must be members of the participating Chapter, but the mentors are not required to be members. This exception is made in order to increase the pool of potential mentors. However, mentors should be invited to join the Chapter.

### **Collaboration with Stakeholders**

Marketing the program and soliciting protégés and mentors may be done in collaboration with other employee organizations, EEO, NTEU and IRS management.

Workshops or meetings may be delivered to their leadership to explain how CAMP is delivered and how it will benefit their members or employees. CAMP may supplement other IRS career development programs, such as the Senior Manager Readiness and the Front Line Readiness Programs.

Soliciting mentors from these organizations is just as important as soliciting protégés. After they gain an understanding of CAMP, joint efforts may be planned to solicit protégés and mentors from their organizations.

## **CAMP ADMINISTRATION**

### **Roles and Responsibilities**

#### Protégé

The role of the protégé is to proactively accomplish the goals of CAMP and take charge of their career. The protégé must complete each activity within the prescribed 30 day period. Protégés should follow the activities for each assignment as outlined in this handbook. They must also take the initiative to contact their mentor to schedule time to work on completing the objectives. The activities that require review (i.e., career goals) must be provided to the mentor in time to provide feedback and still meet the 30 day deadline.

The protégé's is responsible for completing CAMP and benefiting from the activities. If there are problems meeting the guidelines or objectives of the program or working with their mentor that cannot be resolved with the mentor, the protégé is responsible for contacting the Mentoring Coach (Coach) assigned to the pair or the Coordinator to resolve the issue. The protégé should submit assignments to the Coordinator upon completion of review by the mentor.

#### Mentor

The role of the mentor is to guide the protégé through the program objectives and be actively involved in each activity. In order for the protégé to complete the program, the mentor is required to review the documentation provided by the protégé, and provide constructive feedback, before the protégé supplies a copy of the assignment to the Coordinator. Mentors are also expected to act as a positive role model throughout the program.

If there are problems with the protégé meeting the guidelines or goals of the program, the Coach assigned to the pair or the Coordinator should be contacted. The mentor may apply the IRS Leadership Competencies when working with their protégé such as, Developing Others, Influencing others, Communication, and any other competencies that are appropriate for the activities of the program.

Mentoring is a power-free, two-way mutually beneficial learning situation focused on the development and professional growth of a protégé. The mentor and protégé are partners in learning. The mentor meets at least once per month, or as needed, with the protégé to provide advice, and share knowledge and experiences relating to the activities as well as other professional challenges that arise during the program.

Mentoring is:

- Life based
- Individually based
- Modeling behavior
- Power free
- Periodic/situational

Establishing mentoring ground rules will help avoid many problems later on. Ground rules establish the framework of the relationship. It is important that both participants are comfortable and agree to the ground rules set. These ground rules should be in writing and shared with the mentoring coach/coordinator.

Some of the characteristics required to be an effective mentor are as follows:

- Communication skills
- Genuine interest in the Protégé
- Commitment to the relationship
- Knowledge and experience in a particular field
- Ability to use professional networks and resources for the Protégé
- Belief in the agency mission, values and vision

In order to have a successful mentoring relationship, there are certain actions that should be taken between the mentor and protégé.

**Set Clear Expectations:** Both parties need a clear understanding of what is expected during the program to be successful. Measures of success could be completion the program, positive mentoring relationship, improved performance, career development, or growth as a leader.

**Build Trust:** The protégé is in a vulnerable position entering into a mentoring relationship with someone they don't know. The Mentor must commit to confidentiality that allows what is said and done to stay just between the two parties. If the mentoring coach/coordinator is contacted to help resolve an issue, both parties should be informed prior to the contact.

**Identify Needs:** Use the Self Awareness objective to identify strengths and areas of improvement and prioritize what the protégé would like to work on during the program.

**Provide Open and Honest Feedback:** The most critical aspect of the mentoring relationship is balancing constructive criticism and positive feedback.

### Mentoring Coach

If a Chapter has ten (10) or more mentoring pairs, a Mentoring Coach (Coach) may need to assist the Coordinator to support the mentoring pairs. This will help ensure that the meetings between the mentor and protégé take place in a timely manner and that program objectives are met.

A Coach may be assigned to up to three (3) pairs of protégés and mentors depending on resources available. The role of the mentoring coach is to monitor the progress of each pair they are assigned and maintain open communication with them during the entire nine months of the program. The mentoring coach will also support the pairs in accomplishing the objectives of each activity. The mentoring process will involve this three person team; however the primary relationships are between the protégé and the mentor. The coach will report the progress of the pairs to the Coordinator on a monthly basis.

### CAMP Coordinator

The role of the CAMP Coordinator (Coordinator) is to administer the program. A committee may be established to assist in the delivery of CAMP. The mentors and coaches may be able to provide support the program beyond their roles, but additional assistance should be requested from the chapter president to accomplish the tasks listed below. At the completion of the nine month CAMP class, the Coordinator is responsible for providing a list of all protégés, mentors, and coaches that completed the program to the AIM-IRS Chair, National Mentoring Committee.

Administering the program involves the following:

- Marketing the Program
- Soliciting Protégés/Mentors
- Processing Applications/Matching
- Delivering CAMP Orientation/Program Expectations
- Providing support to the mentoring pairs to complete the program objectives
- Verifying that all objectives have been completed
- Scheduling Mock Interviews/Providing Feedback
- Submitting Reports to the Chapter President/Region
- Recognizing the protégés for completing the program
- Providing protégés and mentors with completion date and time for completing the ELMs process
- Recognizing mentors, coaches, and others for supporting the program
- Evaluating CAMP
- Reporting results to the AIM-IRS Chair, National Mentoring Committee

### AIM-IRS National Mentoring Committee

The role of the AIM-IRS National Mentoring Committee (Committee) is to provide guidance, support and monitor the implementation of the program. The Committee is comprised of a Chair and a representative from each AIM-IRS Region with oversight from the AIM-IRS National President and Senior Vice President. The primary point of contact for the Coordinator is the Committee member that covers their region.

The Committee will monitor the progress of each chapter participating in the national program to ensure that program guidelines are followed and each protégé meets the program completion requirements. The National Coordinator, National President and Senior Vice President will have final say on the selection and removal of all Regional and Chapter Coordinators.

## **Application Process**

The protégé should be provided an AIM-IRS Membership Application, if they are not current members, and an AIM-IRS National Career Assistance Mentoring Program Protégé Application (see page 25). The protégé must be a current member of the Chapter at the time of application for the program. The local AIM-IRS Chapter Membership Chair is responsible for verifying that the CAMP applicant has submitted their annual membership dues for the current period.

A deadline for protégés to apply for CAMP should be established within two weeks before the CAMP Orientation Class. The protégé and mentor applications must be reviewed for completeness. Although the program is non-competitive, the applications must be complete to facilitate the matching process. If an application is not complete, it should be returned to the applicant for completion. If it is not completed before the deadline, the application may be denied by the Coordinator

The application process for the mentor does not require membership. Potential mentors should be provided the AIM-IRS National Career Assistance Mentoring Program Mentor Application (see page 28). However, an AIM-IRS Membership Application should also be provided to the potential mentor and it should be clearly explained that they are not required to be a member of AIM-IRS to participate in the program as a mentor, but are welcomed and encouraged to become a member.

The application period for the mentors is essentially the same as the protégés. However, if there are more protégé applications than mentor applications, additional time may be allowed to solicit more mentors to apply. The mentor application process may be extended up to one week before the CAMP Orientation Class. This is necessary because the pairings should be completed before the orientation. At least one-week lead-time may be required to notify the pairs for their mandatory attendance to the class.

## **Matching Protégés and Mentors**

The process of matching the protégés and mentors can be very difficult. Criterion for matching may include their division, function, target position, grade level, geographic location, or any other relevant factors. The grade level of the mentor should be at least one grade level higher than the protégé. However, some mentors may be at the same grade level as the protégé, if they have more job related experience. The experience may add value to them when working through the activities. This will be a decision that the Coordinator will have to make based upon available resources.

If there are more protégés than mentors after an additional solicitation is made, the Coordinator must match the protégés with the available mentors. The decision to select one protégé over another should be based on the information on the application and other relevant information. Although CAMP is not competitive, the quality and content of the application is the first step in making a selection. The protégé may also be interviewed by the Coordinator to fully explain CAMP and determine how committed they are to advancing their career. Protégés that are not selected should receive priority consideration for the following year's class and offered alternative

career assistance from the Chapter. It is not recommended to provide more than one protégé per mentor. Having more than one protégé per mentor puts the quality of CAMP at risk, however exceptions may apply based on individual situations.

If there are more mentors than protégés, the same process is followed by reviewing the mentor's application and potentially interviewing them. If needed, mentors that are not selected may be offered positions as Coaches or members of the mentoring committee by the Coordinator. They should also receive priority consideration for the class the following year.

### **CAMP Orientation Class**

The CAMP Orientation Class must be delivered in order to share program expectations with the protégés, mentors and coaches. The protégés, mentors and coaches must fully understand what is expected of them in order for them to make the commitment. If there are more than two (2) mentoring pairs, it is recommended that space be reserved to share the program expectations to all of them at once. Make-up sessions should also be offered for any participant that did not attend the originally scheduled orientation. The duration of the class may take up to 90 minutes to introduce the participants/guests, cover the material and sign the AIM-IRS National Career Assistance Mentoring Program Agreement (Agreement). The original Agreement should be maintained by the Coordinator and copies provided to the mentor and protégé.

Another benefit of providing an orientation is that it gives all of the mentoring pairs an opportunity to meet. Until the program is completed, it may be the only time the entire class is together. During the course of the program it is beneficial for the pairs to share experiences with each other as they work through the activities. If there are less than two pairs, the expectations may be provided in a more informal setting for the pair.

The AIM-IRS National Career Assistance Mentoring Program Handbook is the "text" for the orientation. It should be provided to the mentoring pairs prior to the orientation.

At a minimum, the following agenda topics should be covered during the orientation:

- CAMP Description
- Roles & Responsibilities
- CAMP Objectives
- CAMP Lessons Learned
- CAMP Completion
- AIM-IRS National CAMP Agreement

### **CAMP Report**

The Coordinator will submit a quarterly report (see page 36) to the Chapter President by the 3<sup>rd</sup> day of the month following the end of each quarter. The report should include a list of current CAMP participants, as well as activities which have occurred with the program during the quarter. The Chapter President will include the report information in the Quarterly Report to their Region. The CAMP information from the Quarterly Report should be combined by the Regional CAMP representative, and submitted to the National CAMP Coordinator.

## **CAMP Lessons Learned**

The CAMP Lessons Learned is not an objective, but it is an activity for the last month of CAMP. The lessons learned activity allows the protégé and mentor to meet and discuss the outcome of the last nine months of activities. The discussion should address questions like - “What could I have done to be a better mentor? What could I have done to get more out of the program as a protégé?”

## **CAMP Completion**

The completion of the program requires the protégé and mentor to jointly complete each activity. The Coordinator will determine if all CAMP requirements are met on a monthly basis, and at the completion of CAMP. All assignments must be submitted timely and within the guidelines provided in the CAMP Handbook. Like any other course, if the assignments are not completed in a satisfactory manner, the protégé will not receive certification of completion by the Coordinator at the end of the course.

To successfully complete the program, protégés must:

1. Meet with their Mentor on a monthly basis (at a minimum),
2. Successfully complete and submit all assignments on a timely basis as outlined in the CAMP Handbook.
3. Follow through on commitments and agreements made with the Mentor.

Missed appointments and/or incomplete or late assignments, without advance reasonable explanation, will jeopardize a protégé’s continuation in, and completion of the program. All parties are expected to make a good faith effort to resolve any issues to participate in CAMP.

## **Withdrawal or Removal from CAMP**

Prior to a request for withdrawal or removal of a protégé, mentor or coach, the Coordinator will discuss the circumstances resulting in the failure to meet the CAMP Completion requirements with the participant provided in the CAMP Handbook.

The Coordinator may request that a protégé, mentor, or coach withdraw from CAMP, if CAMP Completion requirements stated above or other CAMP Handbook guidelines are not followed to the Coordinator’s satisfaction. The Coordinator may recommend removal of a participant from CAMP with the concurrence of the local Chapter President. If the participant wants to appeal the decision, they may raise the issue with the National Mentoring Committee for final resolution.

## **IRS Enterprise Learning Management System (ELMS)**

The IRS Human Capital Office (HCO) has recognized CAMP as a course for which employees may receive credit in their Enterprise Learning Management System (ELMS) learning history. CAMP is an instructor led (mentor, coach, coordinator) course that is delivered by the local AIM-IRS Chapter. All participants may receive credit in ELMS as either a student (protégé) or instructor (mentor, coach, or coordinator).

**Record Learning for Self:** Once the Coordinator has certified that the class has been completed satisfactorily, the process of obtaining credit on ELMS for CAMP participants as follows (some of the key entries):

1	Login to <b>ELMS</b>
2	Select <b>Record Learning (on the right side of the screen under “Easy Links”)</b>
3	Enter <b>Keyword – “CAMP”</b> ; click <b>“Next”</b>
4	Select – <b>AIM-Career Assistance Mentoring Program (CAMP)</b> ; click <b>“Next”</b>
5	Enter – <b>Learning Event Information:</b> a. Instructor Name (Use Mentor’s name); b. Completion Status; c. Completion Date; ( <b>Note:</b> completion date and time will be provided by the CAMP Coordinator. <b>Coordinator</b> - use the date that your CAMP session concludes – after the last assignments have been submitted. The time will be whatever the Coordinator designates for the conclusion of the session.) d. Completion Time; click <b>“Next”</b> e. Correct the time zone; click <b>“Next”</b>
6	"Edit User" page shows; click <b>“Next”</b>
7	"Record Learning" page shows; click <b>“Finish”</b>
8	"Success" page shows; You have completed the record. Log out of ELMS

### **CAMP Evaluation**

The AIM-IRS National Career Assistance Mentoring Program Orientation Class Evaluation (see page 34) will be delivered immediately after the conclusion of the CAMP Orientation Class. The evaluation results will be used to improve the next orientation class. The evaluation should be administered, if possible, by an independent third-party and a summary of the results shared with the Coordinator to maintain the confidentiality of the identity of the evaluation participants from the Coordinator.

The overall AIM-IRS National Career Assistance Mentoring Program Evaluation (see page 34) will be delivered within ten (10) business days after the conclusion of the program. A copy of the results should also be provided to the AIM-IRS Chair of the National Mentoring Committee. The Chair will discuss the results with the AIM-IRS Chapter President and/or Coordinator prior to the next CAMP class.

### **OBJECTIVE 1 - SELF ASSESSMENT**

**Purpose:** The purpose of this objective is for the protégé to assess their technical skills and competencies. This information will be used to establish career goals and a career development plan to achieve them.

**Description:** A critical first step in determining where you want to go is to assess where you are now. Identifying what you have been successful at in terms of your aptitude or natural talents and what competencies you possess is a good foundation in setting career goals.

You may either pursue areas where you already have a high aptitude or find a new career path and develop new skills. Another aspect of this objective is to

identify or “inventory” your skills and competencies, so that you can have a complete picture of your assets. It will also give you an opportunity to see what skills and competencies are missing or that need improvement.

**Activity:**

Protégé:

- List all of your technical skills
- List all of your competencies
- List your top three (3) technical skills that you would like to improve
- List the top three (3) competencies that you would like to improve
- Complete ELMS Course # 59233 Mentoring - What's in it for Me?
- Provide a copy of the assignment to the Coordinator after mentor review

Mentor:

- Assist the Protégé in developing the lists
- Discuss the strengths and areas of improvement with the Protégé
- Secure and review a copy of the lists
- Complete ELMS Course #12669 Effective Mentoring

Coach/Coordinator:

- Ensure that the Protégé and Mentor discuss the strengths and areas of improvement
- Secure a copy of the lists from the protégé

**Tools:**

ELMS Course # 59233 Mentoring - What's in it for Me?

ELMS Course #12669 Effective Mentoring

IRS Leadership Competencies

**OBJECTIVE 2 - SELF AWARENESS**

**Purpose:** The purpose of this objective is for the protégé to define who they are and what they stand for. It is also intended to identify career goals, which will lead to the development of a career plan.

**Description:** In the first objective, an assessment was made of your strengths, areas of improvement, skills and competencies. Now that the assessment has been completed, it's time to define who you are and focus on setting goals. One way to define who you are is to write a Personal Mission Statement (PMS). A PMS is a personal philosophy or creed. It focuses on what you want to do (contributions or achievements) or what you want to be (in terms of character). Much like our work commitments, the PMS should include statements of commitment that the Protégé wants to work toward. Writing a PMS is much like writing the Constitution of the United States. It is a statement of what you hope to achieve, or live by.

Statements should start with, “I will...” or “I commit to...” For example:

*I will exercise initiative in accomplishing my goals by doing XYZ on a daily basis.*

*I will act on situations and opportunities.*

Good mission statements outline why you are committing to doing something different.

For example:

*In order to balance my career and family life, I commit to ...*

To clarify what your goals are, they must be written down. They should be broken down into short and long term goals. A short-term goal is something that can be achieved in one year or less. A long-term goal is defined as something that can be achieved within 2-3 years.

**Activity:**

Protégé:

- Read pages 106-109 of, The 7 Habits of Highly Effective People, Stephen R. Covey (Note: A summary of the book may be obtained on: [books24x7](#). Also pages may be slightly different on newer versions of the book.)
- Develop a Personal Mission Statement
- List your top three short-term goals
- List your top three long-term goals
- Provide a copy of the assignment to the Coordinator after mentor review

Mentor:

- Assist the Protégé in writing the PMS
- Assist the Protégé in identifying their top three short-term goals
- Assist the Protégé in identifying their top three long-term goals
- Secure a copy of the PMS and goals and review

Coach/Coordinator:

- Ensure that the Protégé and Mentor discusses the development of the PMS and goals
- Provide any support necessary to accomplish the objective
- Secure a copy of the PMS and goals to verify completion of the objective

**Tools:**

The 7 Habits of Highly Effective People, Stephen R. Covey

**OBJECTIVE 3 – SELF DEVELOPMENT**

**Purpose:** The purpose of this objective is to develop a plan to achieve your career goals.

**Description:** Now that you have identified your career goals, it's time to develop a plan to achieve them. Based upon your self-assessment and self-awareness results, you now have a strong foundation to build your career plan. The plan will include actions to take advantage of your strengths as well as areas of improvement. Completion of these actions is intended to improve your current performance as well as assist in preparing you to obtain your target position.

In this objective you will use the Employee Career Learning Plan, Form 10094 or the Manager Career Learning Plan, Form 10094-B (or electronic version) to document your

activities. The CLP website may also be used to complete this process. The Protégé and Mentor will work together to develop the plan. After the plan is completed the Protégé will discuss the CLP with their manager to secure approval. Activities in the plan should include some of the CAMP Objectives. Additional activities such as, developmental assignments, details, Skill Soft courses, reading books, college courses, seminars, etc. may be included in the plan. The Human Capital Office CLP main website is located at:

<http://hco.web.irs.gov/devtrain/LEAD/clpSect1.html>

If the plan is not supported by the manager, other alternatives will need to be discussed with the mentor for self-development on the Protégé's own time. Although it is important to have managerial support of your career plan, if you don't have it, you must continue your efforts to achieve your self-development goals. For the purposes of CAMP, the objective is completed when a final draft of the CLP is submitted to the protégé's manager. The actual approval of the CLP by the manager may take longer than the 30 days allocated to this objective.

**Activity:**

Protégé:

- Develop a Career Learning Plan with your mentor
- Discuss the Career Learning Plan with your manager
- Provide a copy of the assignment to the Coordinator after mentor review

Mentor:

- Assist the Protégé with development of the Career Learning Plan
- Secure a copy of the Career Learning Plan
- Review a copy of the Career Learning Plan and provide feedback

Coach/Coordinator:

- Ensure that the protégé and mentor discuss the career plan
- Provide any support necessary to accomplish the objective
- Secure a copy of the career plan to verify completion of the objective

**Tools:**

Employee Career Learning Plan, Form 10094  
Manager Career Learning Plan, Form 10094-B  
[HCO CLP website](#)

**OBJECTIVE 4 – TIME MANAGEMENT SKILLS**

**Purpose:** The purpose of this objective is to enhance time management skills. Determining how to spend your time through setting priorities and planning and scheduling are critical to executing the career learning plan, and accomplishing goals.

**Description:** “Things that matter most must never be at the mercy of things which

matter least”, Goethe. Three key elements of time management involve (1) setting priorities, (2) planning and (3) execution.

Here are some questions you need to consider when addressing these three elements:

How do you decide what to do first?

How do you plan your day?

How do you make sure you execute your plan?

In Stephen Covey’s book, 7 Habits of Highly Effective People, he approaches time management as a function of “putting first things first”. He uses “The Time Management Matrix”, which separates time into four quadrants. Quadrant I - Activities that are urgent and important, Quadrant II-Activities that are not urgent, but important, Quadrant III-Activities that are urgent but not important and Quadrant IV- Activities that are not urgent and not important.

### **Activity:**

#### Protégé:

- Read pages 146-170 of 7 Habits of Highly Effective People. (*Pay special attention to “The Time Management Matrix” on page 151*)
- Assess what Quadrant in “The Time Management Matrix” you spend most of your time.
- On any Monday this month, establish your goals and priorities of what you want to accomplish for the week
- Create a “to do list” the morning of each day to set your priorities as it relates to activities in Quadrants I and II and your goals
- At the end of the week, review your accomplishments, and assess how well you executed your plan
- Provide a copy of the assignment to the Coordinator after mentor review

#### Mentor:

- Read pages 146-170 of 7 Habits of Highly Effective People
- Assist the protégé in establishing their goals and priorities for the week as well as the “to do list”. (*The goals may be job related tasks. However, they can be in the form of a personal project or task. The critical aspect of the activity is to set priorities, plan and execute them for the given week*)
- Discuss the effectiveness of the protégé’s execution of the plan
- Secure a copy of their goals and to do list and provide feedback

#### Coach/Coordinator:

- Ensure that the mentor and protégé discuss the execution of the plan
- Provide any support necessary to accomplish the objective
- Secure a copy of the goals and to do list to verify completion of the objective

### **Tools:**

7 Habits of Highly Effective People, Stephen R. Covey

Daily Task List (i.e., Day Timer or Franklin Planner or other planning system)

## **OBJECTIVE 5 – PRESENTATION SKILLS**

**Purpose:** The purpose of this objective is to enhance oral communication skills in order to perform in your current or target position.

**Description:** Being able to effectively explain or describe information in the form of an oral presentation is a critical communication skill. The ability to persuade others by conveying your ideas to improve a process, system or product is also a valuable communication skill to advance your career. The skills learned in this activity could range effectively from proposing audit adjustments to a taxpayer, to delivering a CPE presentation to 300 of your co-workers.

The activity will involve developing an outline of your talking points, visual aids (i.e., power point, handouts, etc.), and the delivery of the information. The presentation could either be a “real” job situation or one created by the mentor. The presentation can be on any topic, but a presentation on the protégé’s career aspirations or a story about who they are or what personal skills and attributes they possess is a good way to practice “selling yourself”. Examples of presentation situations are: group meetings, AIM-IRS meetings, briefings, team meetings, Toast Masters, staff meetings, proposing adjustments to taxpayers, etc.

### **Activity:**

#### **Protégé:**

- Select a topic or identify a job situation for an oral presentation
- Develop an outline of your talking points for the presentation
- Develop visual aids to support your presentation
- Deliver at least a 10-15 minute presentation
- Provide a copy of the assignment to the Coordinator after mentor review

#### **Mentor:**

- Assist the Protégé in developing their outline and visual aid
- Arrange an audience for the presentation or help identify a job related opportunity
- Suggest joining Toast Masters
- Attend the presentation, if possible
- Provide feedback or discuss the outcome of the presentation with the protégé, if you did not attend
- Secure a copy of the outline and visual aid, and provide feedback
- The Presentation Skills Checklist (see page 37) should be used to assist with assessment of the protégé's presentation.

#### **Coach/Coordinator:**

- Ensure that the mentor assists the protégé in preparing for the presentation and arranging the event.
- Provide any support necessary to meet the objective
- Secure a copy of the outline, visual aid, and Presentation Skills Checklist, as well as confirming with the mentor that the presentation was delivered to verify the completion of the objective

## **OBJECTIVE 6 – SHADOWING ASSIGNMENT**

**Purpose:** The purpose of the shadowing assignment is to gain knowledge of the protégé's target position by observation and discussing the responsibilities of the job with the person they are shadowing.

**Description:** This activity should be included in the employee or manager career learning plan or at least discussed with the manager to allow time on the job to complete the activity. After approval from both the Protégé's and the employee's to be observed manager, the Protégé will observe the performance of critical job duties of the target position. The Protégé will also ask the employee questions about the nature of the job and work environment. The shadowing assignment could range from observing a meeting to observing several days of activities.

### **Activity:**

#### Protégé:

- Identify your target position based on your career learning plan. Secure approval from your manager to participate in the shadowing assignment for a specific period of time. Your manager, with your mentor's assistance if necessary, should contact the target position's manager to make the arrangements
- Determine what information you would like to gain from the shadowing assignment
- Develop a list of questions to ask the person in the target position
- Shadow the designated position
- Provide a copy of the questions, date of the assignment and target position to the Coordinator after mentor review

#### Mentor:

- Assist the Protégé in identifying the target position (*This should have already been completed in the career learning plan. Due to workload considerations of the Protégé and the employee in the target position, the assignment may not be completed within the 30 days allotted for this activity. As long as the assignment is completed within the 9 month program, it is acceptable. You must notify the Coordinator of when the assignment is scheduled*)
- Assist the Protégé in determining what they would like to gain from the assignment
- Assist the Protégé in developing questions for the person in the target position
- At the conclusion of the assignment, discuss the outcome with the Protégé
- Secure the list of questions, date of the assignment and target position and provide feedback to the protégé

### Coach/Coordinator:

- Ensure that the mentor facilitates securing managerial approval from both the Protégé's manager and the target position's manager
- Provide any assistance necessary to meet the objective
- Secure a copy of the questions, date of the assignment and target position to verify completion

### **Tools**

Employee Career Learning Plan, Form 10094  
Manager Career Learning Plan, Form 10094-B

## **OBJECTIVE 7 – NETWORKING SKILLS**

**Purpose:** The purpose of this objective is to enhance current job performance as well as career advancement opportunities through networking.

**Description:** It's been said that "It's not who you know, it's who knows you" when it comes to effective networking. No one can do their job effectively or advance their career without some type of assistance. You can't effectively do your job in a vacuum. In order to perform your job efficiently and effectively, you must confer, consult or otherwise contact people with various types of expertise or experience that you may not possess.

Networking to perform your current job duties involves creating a network of people in different divisions or functions that impacts your work product. It is through others that you can accomplish tasks without "reinventing the wheel" and wasting time. Sometimes just sharing your approach to solving a problem with someone with more or different experience is beneficial.

Networking to advance your career is also an important use of this skill. A support network of mentors, sponsors, advisors, peers, etc. that can help you make career decisions or support you achieving your career goals is critical. Creating this network involves letting influential people know what your career goals are and including them in your decision making process. At some point you will reach a critical decision point or get into some type of situation where you will need help. It's difficult to get honest feedback and advice from people that don't know you. Remember, "It's not who YOU know, It's WHO knows you.'

### **Activity:**

#### Protégé:

- Identify and list at least three people in other divisions or functions that impact your work product
- Identify and list at least three people that could help you advance your career
- Contact the people you have identified that impact your work product and introduce yourself. (*In most cases, they are a customer, supplier, or stakeholder that has some interest in your work product.*)

- Contact the people you have identified that can help advance your career (*Tell them what your career goals are and ask if they would be interested in sharing their experience with you.*)
- Provide a copy of the assignment lists to the Coordinator after mentor review

Mentor:

- Assist the Protégé in identifying customers, suppliers, and stakeholders that may be interested in their work product.
- Assist the protégé in identifying people that can help them advance their career.
- Assist them in following the proper protocol in contacting (Executives or Sr. Managers), but you should not initiate the contact. The learning experience in this activity is for them to make the contact and learn how to network
- Secure and review a copy of the networking lists. Provide feedback to the protégé

Coach/Coordinator:

- Ensure that the mentor discusses the networking activity with the protégé.
- Provide any support necessary to accomplish the objective
- Secure a copy of the networking list to verify that the objective is completed

## **OBJECTIVE 8 – JOB APPLICATION SKILLS**

**Purpose:** The purpose of this objective is to enhance job application writing skills in order to effectively use the USA JOBS application process. An emphasis on writing a résumé that will capture your specific job experience is necessary to make it through the screening process.

**Description:** In the networking objective we said that “It’s not who you know, it’s who knows you.” When you apply for a job, assuming that no one knows you, all they have to consider is your job application. A ranking panel and selecting official may determine who will be selected based on the quality of the job application. In this objective we will primarily focus on the job application writing, we will also discuss the other three components of the job application process. This information will assist you in learning more about your target position and writing your job application to specifically address the target position.

The job application process can be broken down into four major components (1) position research, (2) job application (3) work environment “politics”, and (4) the job interview. The four job application components are described as follows:

(1) Position Research: It is very important to know what the actual duties and responsibilities are of the position for which you are applying. The job

announcements and position descriptions are relatively broad. They are not very likely to tell you what you'll actually be doing, or what the specific needs of the office are relative to the position being announced. You'll need to talk to the manager of the office announcing the job and if possible, talk to an employee in the position for which you are applying. You should have general knowledge about the mission and strategic goals of the division or function in which you are applying.

(2) Job Application: Your USA JOBS application is the most critical information the personnel specialist, ranking panel, recommending official and selecting official has to make a hiring decision. Most of the information is simply listing or describing your education and work history, which will qualify you to apply for the target position. However, the most telling part of your paper work is how you respond to the position requirements in your résumé and answer relevant questions that may be included on the USA JOBS website.

(3) Work Environment “politics”: You can say that you don't want to be involved in “politics”, but anytime you compete for a position, who knows you and what they think they know about you becomes a part of the unofficial job application process. The people making hiring decisions may or may not have an “organizational book” (*what people on the job believe to be true about your character and work ethic*) on you.

In addition to your job application, your reputation as a person (character) as well as your work product (technical skills) is judged by others that may not have accurate information about you. People make unofficial recommendations or say things that may have an adverse impact on you getting the job for which you are applying. It may also work to your advantage depending on what's in your “organizational book”.

You should know what's in your “organizational book”. How do you find out? It's difficult, but you can start by asking co-workers that you value their opinion and trust will give you honest feedback. Although these may not be the same people directly involved in the politics, it will give you a general idea of how people perceive you as a person and the quality of your work product.

(4) Job Interview: If you are selected for a job interview by making the Best Qualified (BQ) list, it's time to tell the interview panel who you are and why they should recommend you for selection. The job application got you the interview, now they need to know who you are as a person (character) and how effectively you can communicate. As soon as you apply for the job, you should start preparing for the interview as if you were going to make the BQ list.

Although KSA's are no longer included in the application process, the résumé should address the requirements of the sought after position. A model that can be used in your résumé to address position requirements is the “**STAR**” model: **S**ituation – Tell what position/title (i.e., secretary, revenue agent, program analyst, group manager, etc.) you were in and describe the circumstances (i.e., I was new to the position ..., The system was down and ..., etc.) and of

the situation you were addressing.

**Task** – Describe the problem or challenge you had to overcome (i.e., short deadline, lack of resources, customer not satisfied, etc.).

**Action** – Describe what steps you took to solve the problem or meet the challenge. (i.e., First I contacted the customer, I listed her concerns, next I ...). What was your

logic or thought process in analyzing the situation and what did you actually do or direct someone else to do, if you were in a leadership position.

**Result** – Tell how the story ended. (i.e., The business unit adopted my solution to apply to all EEO cases, I received an award, the customer wrote a letter to the Commissioner to thank me, etc.)

### **Activity:**

#### Protégé:

- Identify your target position and secure a copy of the position description.
- Research the USA JOBS and find your target position or something similar and secure a copy of the responsibilities that are required for the position.
- Walk through (do not submit unless actually applying) the process of submitting a job application on USA JOBS, with your mentor
- Write a résumé for your targeted position using the “STAR” model.
- Provide a copy of the resume to the Coordinator after mentor review

#### Mentor:

- Assist the protégé in identifying their target position and securing the position description
- Walk through the USA JOBS application process with the Protégé
- Review the résumé and provide feedback to the protégé

*Note: You may seek assistance from an experienced manager or Human Resources employee to assist in walking through the application process, reviewing the application, and providing feedback.*

#### Coach/Coordinator:

- Ensure that the mentor discusses the job application process and résumé with the protégé
- Provide any assistance necessary to support meeting the objective
- Secure a copy of the résumé to verify completion of the objective

### **Tools**

Examples of Résumés  
Leadership Competencies  
USA JOBS web site

## **OBJECTIVE 9 – INTERVIEWING SKILLS**

**Purpose:** The purpose of this objective is to enhance interviewing skills through preparation for and participation in a mock interview.

**Description:** Once you've completed your job application process and résumé, you are ready to start preparing for the job interview. During the course of completing the job application process and résumé, you should have conducted the necessary research about the operating division/function (i.e., W&I, SB/SE, MITS, AWSS, Appeals, etc.) and the office in which you have applied to work. Your paperwork is the source for all of the answers for a "behavioral interview". When you used the "STAR" model to address the position responsibilities, you have essentially written your script for the job interview.

The interview panel already has information about your work history and education. What they don't have is information about your character and your ability to demonstrate how you communicate. The challenge is how to effectively orally present information about yourself relative to the job for which you are applying. You must be able to "tell stories" about experiences you have had that lets the interview panel know who you are.

The mock interview will be a 30 minute interview using behavioral interview questions followed by 30 minutes of oral feedback from the panel (total 60 minutes). Within one week (unless other arrangements are made) the panel members (2-3) will provide the protégé written feedback to address the delivery as well as the content of the responses to the questions by the protégé. The mock interview is intended to simulate a real interview, so professional attire, arriving on time, and staying in character during the interview by the panel members and protégé is very important. Panel members may be mentors (except the protégé's mentor) or other employees with interview experience.

### **Activity:**

#### Protégé:

- Use your job application and any research you have conducted about the position to prepare for the mock interview. (This will involve practicing answering various questions about the requirements for the position.)
- Actively participate in the mock interview
- Ensure that a copy of received feedback is shared with the Coordinator

#### Mentor:

- Assist the protégé in preparing for the mock interview as if it was a real interview. This can be accomplished by giving them a sample behavioral mock interview questions (see page 32) to answer and allowing the protégé to practice their delivery with you.
- Ensure that the protégé treats this experience as if it was a real

interview by reminding them to dress professionally, be on time, and be prepared

- Work with the Coordinator to establish the mock interview panel(s)
- Work with the Coordinator to schedule the mock interview(s) (panel members, time, location, questions, etc.)
- Notify the Coordinator when the mock interview has been completed
- Work with the Coordinator to ensure that written feedback (see page 33 for sample sheet) is provided to the protégé within a week of the interview, if not make sure a commitment is made by the panel members within a reasonable time.

#### Coach/Coordinator:

- Work with the Mentor to establish the mock interview panel(s)
- Work with the Mentor to schedule the mock interview(s) (panel members, time, location, questions, etc.)
- Provide the mock interview panel with the behavioral interview questions
- Work with the Mentor to ensure that written feedback is provided to the protégé within a week of the interview; if not make sure a commitment is made by the panel members within a reasonable time.
- Secure a copy of the mock interview panel feedback to verify completion of the objective

#### **Tools**

Mock Interview Questions and Feedback Sheet  
IRS Behavioral Interview Questions

## ATTACHMENTS

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# AIM-IRS NATIONAL CAREER ASSISTANCE MENTORING PROGRAM PROTÉGÉ APPLICATION

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This application will be used by AIM-IRS members who wish to apply for career assistance by embarking on a nine-month mentoring process wherein the Protégé would be paired with a Mentor in an IRS business unit or the career field in which the Protégé has an interest. The AIM-IRS National Career Assistance Mentoring Program (CAMP) is described in the Attachment to this application.

We require professional development information that consists of six questions that ask the candidate to write brief narrative in regard to professional and organizational interests, and the candidate's expectation of the program and anticipated outcome.

Both the Protégé and the Mentor will be asked to make a commitment to the Program and to each other. You will be asked to participate in a different interactive activity each month, and to meet face-to-face with your Mentor at least monthly for one hour. Other communication will likely be necessary during the month in order for this process to be an effective mentoring tool for the Protégé, and to meaningfully achieve one of the IRS leadership competencies (Developing Others) for the Mentor.

## **INSTRUCTIONS FOR COMPLETING APPLICATION:**

**(Professional Development Narrative):** Consists of five (6) questions requiring a narrative response for each question. Total narrative is limited to two pages (12-point font minimum).

## **WRITING TIPS**

As you prepare your application, keep in mind some of the following tips:

- Inventory your skills and accomplishments, selecting only those that are directly relevant to this opportunity.
- Use your own words.
- Be concise. Use the least amount of words to state your qualifications.
- Demonstrate job progression; show career growth and development.
- Use strong action verbs. Describe your qualifications in concrete terms such as: organized, improved, communicated, developed, etc. Avoid using passive phrases like “responsible for” or “assisted with.”
- Write in the first person.
- Don't exaggerate. Don't be humble either.
- Prepare a draft of your narrative and then give it to a trusted colleague to review.
- Create an attractive document. Review it for any misspelled words grammatical errors and clarity.

## **SUBMISSION PROCESS**

- Application should be completed in MS Word and sent via e-mail to the CAMP Coordinator on the date designated by the Coordinator. Any applications received after that date may be placed on hold pending identification of additional Mentors or denied.
- Please make sure that your manager is aware of your participation in this program. Both you and your Mentor will be asked to sign the AIM-IRS National Career Assistance Mentoring Program Agreement.

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AIM-IRS  
NATIONAL CAREER ASSISTANCE MENTORING PROGRAM  
PROTÉGÉ APPLICATION

---

NAME:

DATE:

BUSINESS UNIT (i.e. W&I, SB/SE, etc.)

BRANCH, SECTION:

POSITION TITLE & GRADE:

TELEPHONE NUMBER:

E-MAIL ADDRESS:

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AIM-IRS  
NATIONAL CAREER ASSISTANCE MENTORING PROGRAM  
PROFESSIONAL DEVELOPMENT STATEMENT

1. In the space below, please introduce yourself and write a narrative about something that you think is most important, or the most interesting thing, for us to know about you.
  
2. What are your professional goals for the next 3 to 5 years? If your goals are to advance in a career field or business unit different than the one you are currently in, please elaborate and be specific.
  
3. Describe any actions you are currently taking to advance your current career?
  
4. Describe at least 3 areas in which you believe you need to improve, or skills which you would like to develop.
  
5. What are your expectations of this Mentoring Program, and what do you hope to get out of it?
  
6. What do you think a Mentor should do for a Candidate in the program?

Thank you for your candid responses!

**AIM-IRS  
National Career Assistance Mentoring Program**

**Description of the Program**

The 9 month program outlines the skill-building for each month's Objectives, as follows:

Month 1 Objectives Self-Assessment:

Skills assessment and competencies: Mentor and Protégé to discuss, what jobs have you been really good at, and why? What skills are required for upward mobility in that field?  
How can your current skill competencies be applied to the new career field of your desire?

Month 2 Objective Self Awareness:

Develop a personal *mission* statement of your (the Protégé's) career goals

Identify 3 critical *personal development* goals that you want to work on  
Goal setting (Dialogue about short and long range career objectives, and gap analysis between personal self-assessment and job skills assessment from month #1.)

Month 3 Objective: Self-Development—

Develop a career learning plan

Month 4 Objective: Time Management Skills – Setting Priorities/Meeting Deadlines

Month 5 Objective: Presentation Skills

Discussion of how to do an effective presentation, and provide Protégé with an opportunity to make presentation.

Month 6 Objective: Shadowing Assignment:

Mentor will arrange a Shadowing opportunity in the Protégé's desired career field.

Month 7 Objective Networking Skills

Enhance networking skills to improve current performance and career advancement

Month 8 Objective: Job Application Writing Skills

Writing in preparation for a target position using USA JOBS Application process

Month 9 Objective: Interview Skills

Interview preparation and a mock with an interview panel for a target position; feedback from the panel on the interview.

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**AIM-IRS  
NATIONAL CAREER ASSISTANCE MENTORING PROGRAM  
MENTOR/COACH APPLICATION**

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This application is requested by the local AIM-IRS Chapter for all Mentors who unselfishly volunteer their services to the AIM-IRs National Career Assistance Mentoring Program (CAMP) by embarking on a nine-month mentoring process wherein a Protégé would be paired with an IRS Mentor in the business unit, or the career field, in which the Protégé has an interest.

The Protégé, Mentor and Coach will be asked to make a commitment to the program and to each other. You will be asked to participate in a different interactive activity each month, and Mentors must meet face-to-face with your Protégé at least monthly for one hour, unless other arrangements must be made. Other communication will likely be necessary during the month in order for this process to be an effective mentoring tool for the Protégé, and to meaningfully achieve one of the IRS leadership competencies (Developing Others) for the Mentor.

Please complete this application and forward it to the CAMP Coordinator.

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**AIM-IRS  
NATIONAL CAREER ASSISTANCE MENTORING PROGRAM  
MENTOR/COACH APPLICATION**

---

NAME \_\_\_\_\_  
\_\_\_\_\_

DATE:

BUSINESS DIVISION:

\_\_\_\_\_

BRANCH/SECTION:

\_\_\_\_\_

POSITION TITLE & GRADE:

\_\_\_\_\_

TELEPHONE NUMBER:

\_\_\_\_\_

E-MAIL ADDRESS:

\_\_\_\_\_

- 
1. What experience do you have as a mentor, coach, leader or manager within or outside the IRS? Please describe that experience and the types of formal or informal programs or mentoring or coaching training you have had.
  2. What positions have you held within the past seven years?
  3. What steps are you willing to take to ensure that the mentoring relationship is successful?

**AIM-IRS  
National Career Assistance Mentoring Program**

**Description of the Program**

The 9 month program outlines the skill-building for each month's Objectives, as follows:

Month 1 Objectives Self-Assessment:

Skills assessment and competencies: Mentor and Protégé to discuss, what jobs have you been really good at, and why? What skills are required for upward mobility in that field?  
How can your current skill competencies be applied to the new career field of your desire?

Month 2 Objective Self Awareness:

Develop a personal *mission* statement of your (the Protégé's) career goals

Identify 3 critical *personal development* goals that you want to work on  
Goal setting (Dialogue about short and long range career objectives, and gap analysis between personal self-assessment and job skills assessment from month #1.)

Month 3 Objective: Self-Development:

Develop a career learning plan

Month 4 Objective: Time Management Skills

Setting Priorities/Meeting Deadlines

Month 5 Objective: Presentation Skills

Discussion of how to do an effective presentation, and provide Protégé with an opportunity to make presentation.

Month 6 Objective: Shadowing Assignment:

Mentor will arrange a Shadowing opportunity in the Protégé's desired career field

Month 7 Objective Networking Skills

Enhance networking skills to improve current performance and career advancement

Month 8 Objective: Job Application Writing Skills

Writing in preparation for a target position using the USA JOBS application process

Month 9 Objective: Interview Skills

Preparation for the interview and a mock interview with a panel and feedback.

Interview preparation and a mock with an interview panel for a target position; with feedback from the panel on the interview.

**AIM-IRS**  
**NATIONAL CAREER ASSISTANCE MENTORING PROGRAM**  
**AGREEMENT**  
**BETWEEN PROTÉGÉ AND MENTOR**

*We both voluntarily enter into a mentoring relationship that we expect will benefit both parties. We want this to be a rewarding experience with most of our time together being spent on professional development activities. We mutually agree on the following conditions:*

- 1. The mentoring relationship will last for the duration of the nine 9 month program.*
- 2. We agree to schedule a face-to-face meeting at least once a month, unless other arrangements must be made. While unforeseen circumstances may alter a particularly scheduled date, meetings with each other will become part of my monthly calendar.*
- 3. Each face-to-face meeting will last a minimum of 1-hour. It is agreed that the Protégé will come to the Mentor at a location designated by the Mentor for the monthly meetings, unless other arrangements are made.*
- 4. We agree that the mentoring relationship will only be as successful as the commitment that we make to it. Therefore, we agree to come to each meeting fully prepared to engage in meaningful dialogue with each other, and fully prepared to work on the skills- based competency for that month as outlined in the CAMP Handbook.*
- 5. We agree that in between meetings, we can contact each other by e-mail or telephone for guidance, if necessary.*
- 6. The Mentor agrees to be honest and provide constructive feedback designed to help and support the Protégé. The Protégé agrees to be open to feedback and will consider the Mentor's suggestions into his or her professional routines.*
- 7. We agree to a no-fault conclusion to this relationship. Specifically, the relationship can end if the parties come to mutual agreement that it is no longer productive without fault being attributed to anyone, this may result in the withdrawal from CAMP.*
- 8. Lastly, we affirm that we have solicited the support of our managers to participate in this self-development program.*

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*Protégé's Signature*

*Date*

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*Mentor's Signature*

*Date*

**AIM-IRS  
NATIONAL CAREER ASSISTANCE MENTORING PROGRAM  
SAMPLE BEHAVIORAL INTERVIEW QUESTIONS**

1. TELL US ABOUT YOURSELF.
  
2. TELL US ABOUT A TIME WHEN YOU HAD TO SOLVE A PROBLEM THROUGH THE ANALYSIS OF INFORMATION.
  
3. TELL US ABOUT A TIME WHEN YOU HAD TO ORGANIZE AND PLAN A WORK ASSIGNMENT.
  
4. TELL US ABOUT A TIME WHEN YOU HAD TO USE YOUR KNOWLEDGE OF IRS COMPUTER SYSTEMS TO SOLVE A PROBLEM.
  
5. TELL US ABOUT A TIME WHEN YOU HAD TO COMMUNICATE IMPORTANT INFORMATION ORALLY OR IN WRITING TO MANAGEMENT OR OTHER EMPLOYEES.
  
6. TELL US ABOUT A TIME WHEN YOU HAD TO MEET A SHORT DEADLINE.
  
7. TELL US ABOUT A TIME WHEN YOU HAD TO RESOLVE AN ISSUE FOR A DIFFICULT CUSTOMER.
  
8. TELL US WHY YOU SHOULD BE SELECTED FOR THIS POSITION.

**AIM-IRS  
NATIONAL CAREER ASSISTANCE PROGRAM  
INTERVIEW FEEDBACK SHEET**

**BODY LANGUAGE**

- Eye Contact
- Pace of Response
- Tone of Voice
- Posture/Gestures
- Appearance
- Energy/Enthusiasm

**RESPONSE TO QUESTIONS**

- Organization of thoughts (STAR)
- Specific response (was the question answered)
- Understanding of question ( was the question repeated)

**AIM-IRS National Career Assistance Mentoring Program  
Orientation Class  
Evaluation**

The purpose of this orientation is to provide AIM-IRS National Career Assistance Mentoring Program participants with an understanding of the program activities and expectations between protégés, mentors and coaches to successfully complete the program. Your feedback is important and will be used to improve the quality of future CAMP Orientation classes. (Please circle your choice below for each question).

**1. The topics covered in the orientation clearly explain how the program will be delivered and what is expected of you.**

1                      2                      3                      4                      5  
Not Agree                      Agree                      Strongly Agree

**2. The location of the orientation convenient for you to attend.**

1                      2                      3                      4                      5  
Not Agree                      Agree                      Strongly Agree

**3. The instructor(s) demonstrated a thorough knowledge and understanding of the topics.**

1                      2                      3                      4                      5  
Not Agree                      Agree                      Strongly Agree

**4. The length of time allotted for the session appropriate.**

1                      2                      3                      4                      5  
Not Agree                      Agree                      Strongly Agree

**5. The time of the orientation was convenient for me.**

1                      2                      3                      4                      5  
Not Agree                      Agree                      Strongly Agree

**Other comments: (Provide any additional comments below)**

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## AIM-IRS

### National Career Assistance Mentoring Program Evaluation

*Your opinion is valuable to us. We will use the information from this evaluation to make improvements to the AIM-IRS National Mentoring Program. Please submit this evaluation at the completion of your CAMP session. Your response will remain confidential.*

**INSTRUCTIONS:** Place an **X** in the appropriate box below. If **other** is marked, type your answer. Please send the completed evaluation to the AIM-IRS National Mentoring Committee Chair at [ccgblackwell@sbcglobal.net](mailto:ccgblackwell@sbcglobal.net).

<b>Please Identify Yourself –</b>		<b>Mentor:</b>		<b>Protégé:</b>	
<b>Identify Your Function -</b>	W&I:	TE/GE:	Chief Counsel:	LMSB	
Other:	C&L:	CI:	MITS:	SB/SE	Appeals:
<b>Are you a member of AIM?</b>	Yes:		No:		
<b>How did you find out about the program?</b>	AIM Member:		AIM Announcement:	Other:	
<b>How would you rate the overall Mentoring Program?</b>	Excellent:		Above Average:		
	Average:		Below Average:		
<b>What were your expectations when you agreed to participate in the program (mentor or protégé)?</b>					
<b>Were your expectations met?</b>	Yes:	No: (Please explain below)			
<b>Did you complete the program?</b>	Yes:	No: (Please explain below)			
<b>Please rate the following Aspects of the Mentoring Program (Put an X in the box that applies.)</b>					
	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Comments</b>
1. Length of the program					
2. Activities for the program					
3. Time spent with mentor/protégé					
4. Your understanding of the Program					
5. Assistance provided to you by the Mentoring Program Coordinator					
<b>How would you rate your Mentor/Protégé/Coach Relationship?</b>					
<b>If you could change one thing about CAMP, to improve it, what would it be?</b>					



**AIM-IRS**  
**NATIONAL CAREER ASSISTANCE MENTORING PROGRAM**  
**PRESENTATION CHECKLIST**

**PRESENTATION OF MATERIALS**

- Power point, if used, was easy to follow
- Topic was clearly defined and presented
- The objective of the presentation was accomplished
- An outline of talking points for the presentation was available
- Clear, understandable visual aids were used to support the presentation
- Deliver was at least 10-15 minutes in length

**COMMUNICATION OF TOPIC**

- Eye contact was acceptable
- Tone of voice was acceptable
- Energy/Enthusiasm was at a good level

**COMMENTS**

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Please mark each box for presentation completeness, as described. Enter any additional information under comments.