



2023 NCA CEMETERY DIRECTOR

DEVELOPMENT PROGRAM



NATIONAL CEMETERY ADMINISTRATION

January 23 - 25, 2023

630-983-7607

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ABOUT THE FACILITATORS

Michael and Gwen Onatolu are specialists in leadership development. They specialize in leadership development training, employee coaching and strategic planning, including management initiatives supporting organizational change. They are co-owners of Management Resource Services, Inc., a leadership development training and consulting firm founded in 2001.

Gwen has experienced first-hand the roles of technical manager, executive coach, and project team leader. She successfully led business and engineering projects throughout her 23-year corporate career with AT&T, Bell Laboratories, and Lucent Technologies. Gwen is a Certified Professional in Talent Development (CPTD™), earning her certification from the Association for Talent Development (ATD) Certification Institute in 2006. She is also certified in principles of adult learning and has taught master-level courses on the subject.

Michael has over 20 years in corporate roles with first-hand experience in financial management and telecommunication product consultancy, including roles as department accountant, regional wireless marketing manager and chief financial officer. Michael's career spans several industries; he held positions in telecommunication, banking, and social services working at AT&T, Lucent Technologies, Bank One, Dresser Industries and non-profit agencies supporting the State of Illinois.

Michael and Gwen each hold two business degrees with Masters in Business Administration. Most importantly, as trainers and consultants, they understand how to leverage their work experiences to help their clients succeed. They are able to facilitate learning experiences that convert management theory into practical knowledge and actionable steps to help clients lead projects forward and develop new skills and competencies supporting management and staff employees.

Over the past twenty-three years, Michael and Gwen have provided management consulting services and facilitated professional development programs for federal, state and city governmental agencies, including the Department of Veterans Affairs, Department of Defense, Department of Homeland Security, Department of Labor, Department of Health and Human Services, NASA, State of Illinois, University of Illinois, Illinois Department of Transportation, Illinois Regional Offices of Education and numerous school districts. They also have worked across numerous corporate industries, including banking, telecommunication, printing, marketing, etc.

Michael and Gwen reside in Hampstead, North Carolina, after living in Naperville, Illinois, for nearly 30 years. They have two adult children.



NETWORKING

<u>NAME</u>	<u>CONTACT INFORMATION</u> EMAIL, PHONE, CELL	<u>NICHE AREA</u> Area of Expertise



GROUND RULES

Be 100% responsible for your own learning

Share your experiences

Speak using “I”
statements

Expect unfinished
business

There are few right
or wrong answers



Listen to each other

Be timely and stay on
topic

Contribute honestly
and positively

What is said in this room
STAYS in this room

There are no dumb questions; please ask it

Learn a Lot and Have Fun



ICARE VALUES

NCA CDM - CDT TRAINING



BECAUSE I CARE, I WILL....

- ▣ **INTEGRITY** Act with high moral principle. Adhere to the highest professional standards. Maintain the trust and confidence of all with whom I engage.

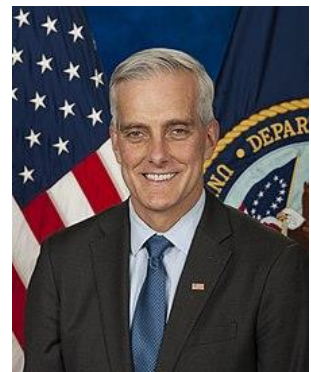
- ▣ **COMMITMENT** Work diligently to serve Veterans and other beneficiaries. Be driven by an earnest belief in VA's mission. Fulfill my individual responsibilities and organizational responsibilities.

- ▣ **ADVOCACY** Be truly Veteran-centric by identifying, fully considering, and appropriately advancing the interests of Veterans and other beneficiaries.

- ▣ **RESPECT** Treat all those I serve and with whom I work with dignity and respect. Show respect to earn it.

- ▣ **EXCELLENCE** Strive for the highest quality and continuous improvement. Be thoughtful and decisive in leadership, accountable for my actions, willing to admit mistakes, and rigorous in correcting them.

- ✓ I care about those who have served.
- ✓ I care about my fellow VA employees.
- ✓ I care about choosing "the harder right instead of the easier wrong."
- ✓ I care about performing my duties to the very best of my abilities



*The Honorable
Denis Richard McDonough*



ICARE VALUES

NCA CDM - CDT TRAINING

CUSTOMER SERVICE COMMITMENTS

The Honorable Matthew T. Quinn
Under Secretary for Memorial Affairs



- COURTESY** We will treat you with respect, dignity and compassion every time you interact with any National Cemetery Administration employee.
- ACCESS** We will provide gravesite locator assistance that is accessible, current and accurate at each national cemetery.
- We will provide a toll-free telephone line for you to make inquiries about headstone and marker orders. Your call will be answered by a Customer Service Representative within three minutes.
- PROMPT DELIVERY OF SERVICE AND BENEFITS** We will confirm eligibility and schedule your committal service within two hours of the request.
- We will set headstones and markers at national cemeteries within 60 days of interment.
- We will deliver headstones and markers to recipients other than national cemeteries within 60 days of receipt of your application.
- We will mail [Presidential Memorial Certificates](#) to families of eligible Veterans within 45 days of the Veterans' death information being reported to the U.S. Department of Veterans Affairs (VA).
- ACCURACY - DOING IT RIGHT** We will provide a headstone or marker that is correctly inscribed.
- We will replace a headstone or marker that is damaged or incorrectly inscribed within 30 days of notification.
- We will replace a Presidential Memorial Certificate that is incorrectly inscribed within 20 days of notification.
- APPEARANCE** We will maintain the appearance of VA's national cemeteries in a manner befitting a national shrine.
- EFFECTIVE OUTREACH** We will seek every opportunity to provide you with accurate and timely information about burial benefits and services.



ACRONYMS

CDM	Cemetery Director Mentor
CDT	Cemetery Director Trainee
DOP	Developmental Opportunities Plan
ICARE	Integrity, Commitment, Advocacy, Respect, Excellence
NCA	National Cemetery Administration
TBD	To Be Determined
CDDP	Cemetery Director Development Program
eIDP	electronic Individual Development Plan
MRS	Management Resource Services, Inc.



PROGRAM EXPECTATIONS... FROM THE LEADERSHIP TEAM



PROGRAM GOAL:

ENHANCE THE CAPACITY TO SUCCESSFULLY TRANSITION INTO A CEMETERY DIRECTOR ROLE WHILE STRIVING TOWARDS MAKING ALL **VETERANS CEMETERIES NATIONAL SHRINE**

OBJECTIVES:

WORK AS CDM-CDT PAIR TO:

1. Cultivate a relationship to provide the CDT with a trusted resource outside the chain-of-command with whom the CDT can consult and discuss problems and concerns.
2. Identify and develop initial growth goals customized to the CDT's needs.
3. Continuously, evaluate CDT's needs and identify new developmental growth areas.
4. Participate and contribute in on-going dialogue throughout the program.
5. Complete assigned projects to experience the core functional areas of cemetery operations.
6. Demonstrate effectiveness in the CDT achieving the goals defined in the development plan.
7. Evaluate effectiveness of the CDM-CDT relationship.
8. Evaluate effectiveness of the CDM-CDT program and make recommendations for improvement.



TRAINING SESSION



PROGRAM GOAL:

PROVIDE THE FOUNDATION FOR A SUCCESSFUL CDM-CDT PROGRAM

CDM – CDT TRAINING OBJECTIVES:

1. Provide a face-to-face opportunity to start the mentoring relationship.
2. Explore the roles and responsibilities in a mentoring relationship.
3. Gain awareness of the Mentoring Process.
4. Understand your communication style and how your style may affect the CDM-CDT relationship.
5. Explore similarities and differences across communication styles.
6. Explore and develop strategies for a healthy and productive mentoring relationship.
7. Draft team protocols to set expectations.
8. Baseline a developmental opportunities list.
9. Draft a customized Development Opportunities Plan to support your transition to Cemetery Director.
10. Share NCA best practices gained from previous programs.



AGENDA

- **Day 1**

- Getting Started
- Private CDM - CDT Pair Introductions
- Explore Fundamentals of Mentoring
- Mentor - Protégé Expectations (Roles/Responsibilities)
- Insights / Impacts of Communication Styles – Knowledge Building

- **Day 2**

- Establish Team Protocols
- Role of DOP
- Cemetery Office Functional Roles & Tasks
- Separate Session: CDMs Only; CDTs Only
- Independent work: Self-Assessment and Planning
- DOP Planning Session with CDM - CDT Pair

- **Day 3**

- Panel Discussion
- Meeting with CDM - CDT Pair to Review and Finalize DOP for sign-off
- Lunch CDM – CDT Pairs
- After –Action Program Plan
- Administrative Items
- Wrap Up



GETTING TO KNOW YOU

DYAD SHARING

- SHARE A BIT ABOUT YOUR PERSONAL HISTORY:**
 - Birth place, birth order, number of siblings
 - How you got your name
 - A favorite memory from your childhood
 - A difficult memory from your childhood
 - Who has been most influential in your life
 - What you do to relax

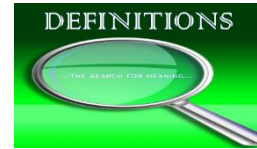


- SHARE A BIT ABOUT YOUR PROFESSIONAL LIFE:**
 - Education
 - Positions held
 - Best boss you ever had and why
 - Most rewarding job and why
 - Most challenging job and why
- SHARE A PAST MENTORING EXPERIENCE (FORMAL OR INFORMAL):**
 - What did you learn from the experience that you hope to take into this relationship?
- SHARE YOUR EXPECTATIONS ABOUT PARTICIPATING IN THIS MENTORING PROGRAM.**
- WHAT FEARS, IF ANY, DO YOU HAVE ABOUT PARTICIPATING IN THIS MENTORING PROGRAM?**



FUNDAMENTALS

MENTORING



Process of offering advice, guidance and information by a person with relevant experience, skills and expertise to promote another person's personal and professional development for career advancement.

MENTOR

An experienced adviser that helps another achieve personal and professional growth toward career goals.

MENTEE

A person whose career has the potential to be advanced by another with influence, experience and expertise.

The essence of a mentoring relationship is being counseled, championed and nurtured by someone who has been where you want to be.



BENEFITS OF MENTORING

CDT

- ☞ Smoother transition in a career change
- ☞ Transfer of formal learning to real job situations
- ☞ Career development opportunities come faster
- ☞ Get assistance from a recognized expert within the Agency
- ☞ Professional networks
- ☞ Greater exposure across the Agency



CDM

- ☞ Recognition as an expert by NCA
- ☞ Enhance your skills in counseling, listening, coaching and modeling
- ☞ Increase your knowledge in working across generations
- ☞ Demonstrate expertise and share knowledge

"TEACH A MAN TO FISH AND HE WILL EAT FOREVER."



CORE ELEMENTS OF A MENTORING TEAM

1. TURN A GENERAL SENSE OF PURPOSE INTO SPECIFIC GOALS
2. ADOPT STRONG CORE VALUES
3. HAVE THE RIGHT 'MIX' OF SKILLS
4. HOLD EACH OTHER ACCOUNTABLE
5. SELF-MANAGING MEMBERS
6. INTEGRATE TECHNOLOGY TO INCREASE EFFICIENCY AND
PERFORMANCE
7. EMBRACE CONTINUOUS LEARNING
8. COMMITMENT TO HIGH QUALITY



THE HUMAN SIDE OF MENTORING

ESTABLISH PROTOCOLS



TEAM VALUES

- ✓ BE PROFESSIONAL
- ✓ BE TRUSTWORTHY
- ✓ TREAT OTHERS WITH DIGNITY AND RESPECT
- ✓ PRACTICE OPEN, CLEAR, AND HONEST COMMUNICATION

**TEAM
VALUES**

TEAM NORMS

- ✓ KEEP ALL CONVERSATIONS CONFIDENTIAL
- ✓ KEEP ALL COMMITMENTS
- ✓ RESPECT EACH OTHER'S TIME
- ✓ PROVIDE CONSTRUCTIVE FEEDBACK, TACTFULLY
- ✓ WORK TOGETHER TO THE BEST OF YOUR ABILITY THROUGHOUT THE PROCESS
- ✓ WORK THROUGH MINOR DISAGREEMENTS
- ✓ CONTINUOUSLY EVALUATE EFFECTIVENESS OF THE RELATIONSHIP





↑ Effectiveness

Time →

STAGES OF TEAM DEVELOPMENT

1. **FORMING**

- ✓ CDM and CDT are polite; frustrations and conflicts are seldom voiced directly
- ✓ CDM's opinions are guarded and generally reserved
- ✓ CDT is a bit nervous



2. **STORMING**

- ✓ CDT is challenged
- ✓ Personality clashes may occur.
- ✓ No one concedes a single point...possible 'in-fighting'.
- ✓ Limited communication occurs or a breakdown in communication.



3. **NORMING**

- ✓ Trust begins to emerge in the relationship.
- ✓ CDT recognizes the merits of the guidance and advice. Collaboration increases.
- ✓ New spirit of cooperation is evident.
- ✓ CDT begins to feel more secure in expressing weaknesses and seeking advice.
- ✓ More definitive feedback is given on performance.



4. **PERFORMING**

- ✓ CDM and CDT have agreed on a system for working together.
- ✓ Knowledge, skills and abilities are evident in the CDT's growth.
- ✓ CDT has a high degree of appreciation for the opportunities gained and the lessons learned.
- ✓ CDM provides less guidance for developmental assignments.



5. **ADJOURNING**

- ✓ Post-mortem review of what worked well and didn't work for the team.
- ✓ Celebration of the CDT's successes.
- ✓ Express appreciation of the CDM's contributions.
- ✓ There is an official end to the Mentoring Relationship.





FUNCTIONS OF MENTORING

HUMAN (THE RELATIONSHIP/CHEMISTRY)

1. Establish a personal bond
2. Discuss role model behaviors, attitudes and values needed to excel
3. Agree on team protocols to work together
4. Offer counseling on difficult professional situations
5. Show acceptance and affirm support



TECHNICAL (THE PROCESS/WORK)

1. Provide developmental opportunities to stimulate growth and preparedness for a future role
2. Stimulate learning through advising, probing and offering feedback
3. Be a sponsor to open doors that would otherwise be closed
4. Provide exposure and visibility to the right projects and people in the organization





THE HUMAN SIDE OF MENTORING

CDM'S ROLE



- ☒ Assist the CDT in defining goals.
- ☒ Set up / recommend developmental experiences for growth.
- ☒ Provide constructive and honest feedback about your CDT's successes and failures.
- ☒ Offer guidance and coach on weaknesses or missing skills without judgment.
- ☒ Be a champion for the protégé.
 - ☒ Provide or help find the resources CDT needs to meet his/her goals.
 - ☒ Promote CDT within the NCA system.
 - ☒ Open doors that are not otherwise accessible to protégé.
- ☒ Maintain accessibility to meet with the CDT on a regular basis, including emergency situations.
- ☒ Provide professional and emotional support when things don't go as planned.
- ☒ Provide guidance to manage gray areas not covered in the manual.
- ☒ Adhere to personal and professional confidentiality expectations.





THE HUMAN SIDE OF MENTORING

CDT'S ROLE



- ☒ Commit to meet with the CDM on a regular basis.
- ☒ Establish goals and objectives to work toward.
- ☒ Communicate openly and honestly about your successes and failures.
- ☒ Accept constructive feedback and input without getting defensive or upset.
- ☒ Follow through to take actions on your goals in-between meetings.
- ☒ Document write-ups and reports, as agreed.
- ☒ Avoid complaining to your CDM.
- ☒ Find ways to give back.
- ☒ Communicate gratitude for your CDM's time and expertise.
- ☒ Adhere to personal and professional confidentiality expectations.



OWN THE RELATIONSHIP...NO ONE CARES ABOUT YOUR CAREER MORE THAN YOU!



FUNCTIONS OF MENTORING VS. COACHING



MENTORING

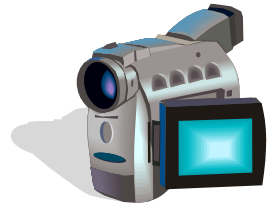
COACHING

	MENTORING	COACHING
GOAL	Guides personal and professional growth	Corrects inappropriate behavior or poor job performance
INITIATES	CDT is in charge of initiating and learning	CDM leads the learning
AREA OF FOCUS	Addresses longer-term professional and personal career development	Addresses immediate performance issues or learning opportunities
APPROACH	Heavy on advising, probing and offering feedback	Heavy on telling
LENGTH	Generally for long-term	Typically for short-term, though dependent on need
RELATIONSHIPS	Outside the CDT's chain-of-command	Often times the supervisor



THE RUNNERS

AN ANALOGY FOR CDM CDT PAIRS



- What did the leader do, i.e., mentor, that made the colleague want to follow his guidance?

- What did the colleague, i.e., protégé, do that made him successful?

- What behaviors contributed to the team's success?

- How did the mentor earn the protégé trust?

- What messages / generalizations can you take away from this experience as it relates to your CDM - CDT roles?



RELATIONSHIP BUILDING INTERPERSONAL EFFECTIVENESS

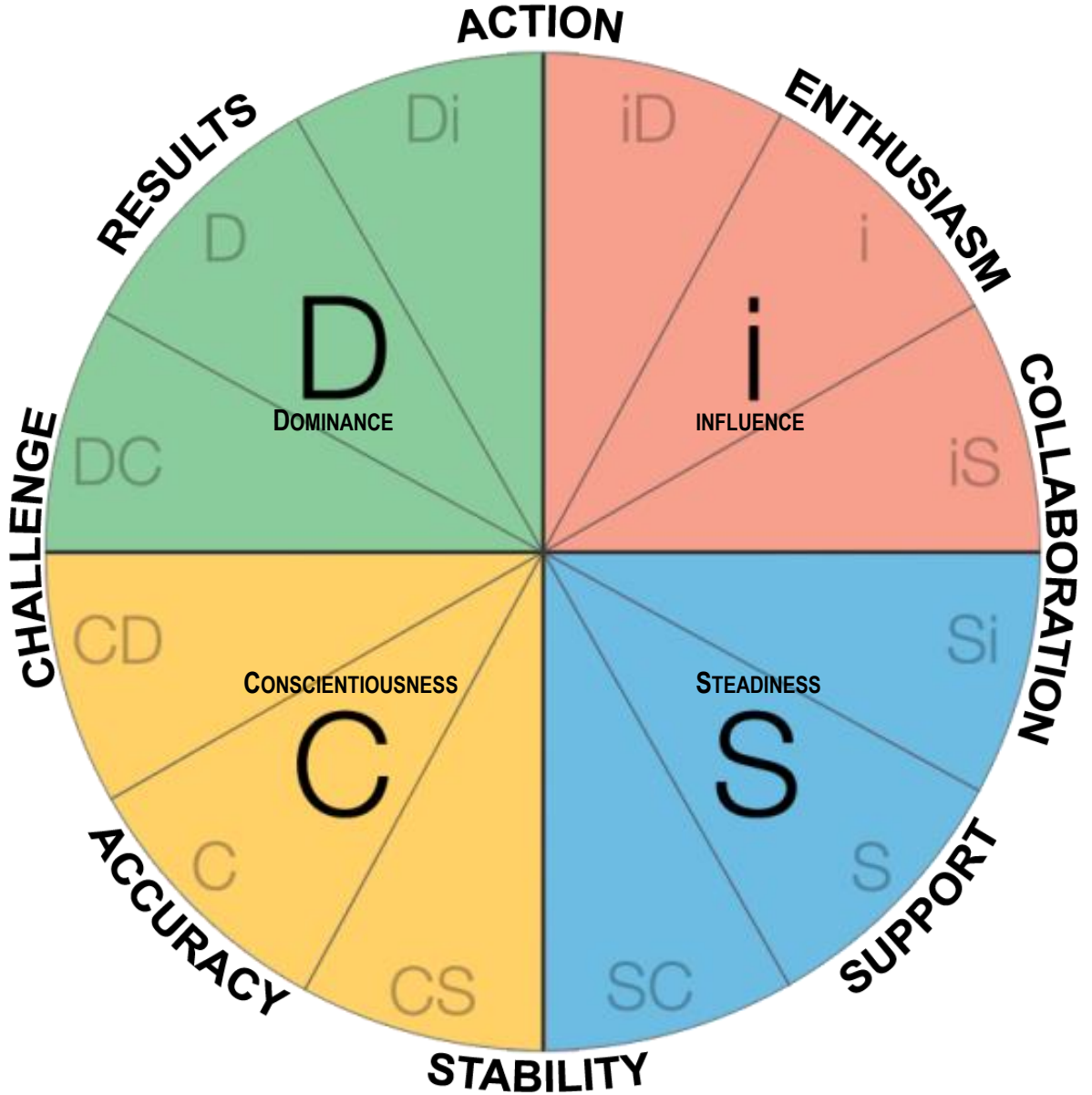
- Understanding Your Communication Style
- Understanding Your Partner's Style
- Understanding Similarities and Differences across the Styles





UNDERSTANDING YOUR COMMUNICATION STYLE

DISC® BEHAVIORAL MODEL





DISC® PRINCIPLES

- ▶ All DiSC® Styles and priorities are equally valuable and everyone is a blend of all four Styles.
- ▶ Your workstyle is influenced by factors such as life experiences, education, and maturity.
- ▶ Understanding yourself better is the first step to becoming more effective when working with others.
- ▶ Learning about other people's workplace styles can help you understand their priorities and how they may differ from your own.
- ▶ You can improve team building on work teams by using DiSC® principles to build more effective relationships.



CDM CASE IN POINT SCENARIO

You are providing feedback to your CDT, Tim, regarding what appears to be a personality clash with one of the staff. As you probe to understand what is causing the problem, you sense that Tim has tuned you out. Typically, Tim is peppering you with questions to get more details to assess the situation. This time however, there is simply silence over the phone. He really hasn't contributed to the dialogue since you brought up the subject. It is still early in your mentoring relationship so you decide to tread lightly.

Reflecting on the DiSC Principles and your own life experiences, how do you re-engage Tim so the two of you can problem-solve to resolve the personnel issue.

Add details to make the scenario realistic for the NCA.

TABLE TOP DISCUSSION





CDT CASE IN POINT SCENARIO

Tony is in week 5 of the Mentoring program and has yet to have a mentoring meeting / conference call since the mentoring training in late January. Based on Tony's understanding leaving the session, he was scheduled to meet a couple times in February though nothing yet. The two dates scheduled for meetings were canceled at the last minute with the promise they would get rescheduled. Tony did send an email a week ago though he hasn't gotten a response yet. Tony hesitates to follow-up with her again; he's sure she is busy. Besides, he is thinking 'we both have accountability for the relationship. I must admit, this leaves me a bit jaded and disappointed because I thought we had a solid commitment for our mentoring relationship. I want to be at the top of my game when I graduate. Perhaps this just won't work out after all'.

Reflecting on the DiSC Principles and your own life experiences, how can Tony overcome this obstacle?

Add details to make the scenario realistic for the NCA organization.

TABLE TOP DISCUSSION





ACTION PLAN – PERSONAL REFLECTION

ENHANCE YOUR PERSONAL LEADERSHIP

Personal leadership is rooted in leaders having a realistic assessment of how they approach leading in their work environments. Using feedback from your DiSC® Report, assess your leadership style. Which behaviors are assisting you in your role and which behaviors inhibit your success?



Start this reflection by reviewing the 3 personalized strategies shown in your DiSC® feedback located in the Workplace section on the Catalyst platform or on page WP4 if you have a printed copy of your report.

Note: This write-up is for your personal reflection and growth. You will not be asked to share a copy of your reflection.



DISC® ATTRIBUTES

GENERAL INFORMATION NEEDS

ACTIVE

FAST-PACED
ASSERTIVE
DYNAMIC
BOLD

DOMINANCE

INFLUENCE

GOAL / TASK FOCUS

RELATIONSHIP FOCUS

QUESTIONING

LOGIC-FOCUSED
OBJECTIVE
SKEPTICAL
CHALLENGING

ACCEPTING

PEOPLE-FOCUSED
EMPATHIZING
RECEPTIVE
AGREEABLE

PACE

PRIORITY

PRIORITY

PACE

CONSCIENTIOUSNESS

STEADINESS

THOUGHTFUL

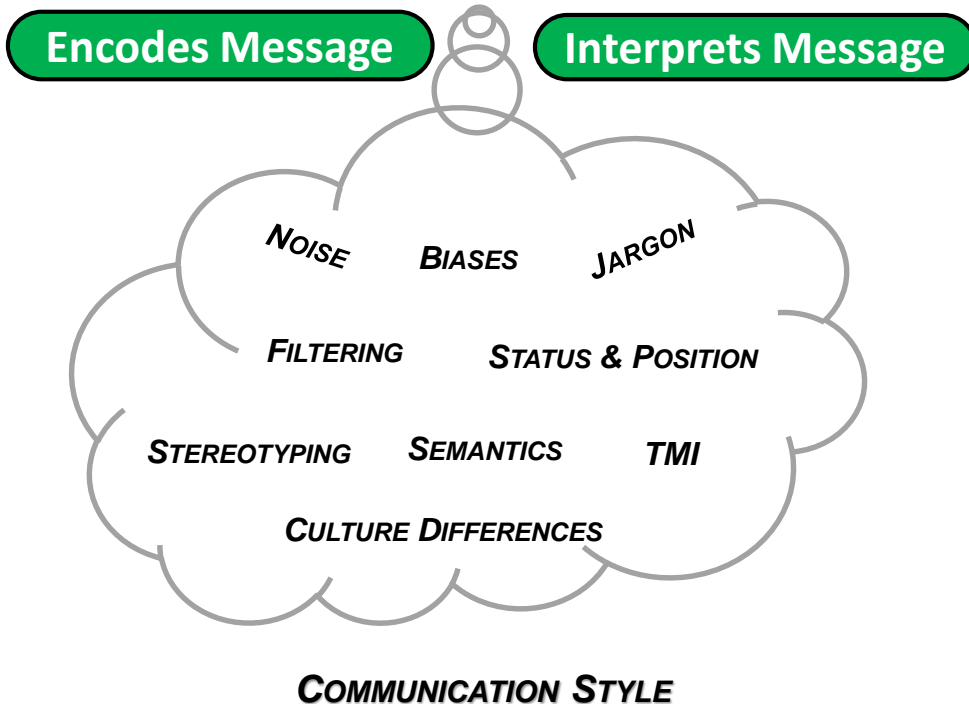
MODERATE-PACED
CALM
METHODICAL
CAREFUL

SPECIFIC INFORMATION NEEDS



THE HUMAN SIDE OF MENTORING

ARE WE COMMUNICATING?





THE HUMAN SIDE OF MENTORING

ACTIVE LISTENING

THE ABILITY TO HEAR WHAT IS NOT BEING SAID



- INTENT
- CONTENT (PARAPHRASING FOR MUTUAL UNDERSTANDING)
- BODY LANGUAGE
- EMOTIONAL FILTERS
- EMPATHY
- PROBING (OPEN ENDED) QUESTIONS



INHERENT BENEFITS OF ACTIVE LISTENING

- MINIMIZES CONFLICTS AND CONFUSION
- IMPROVE COMMUNICATION EFFICIENCY AND PROBLEM SOLVING
- REDUCE STRESS AND TENSION
- BUILD TRUST



FEEDBACK TOOL: HOW TO RECEIVE FEEDBACK

P. A. USE

P = Paraphrase

A = Ask Questions (Clarifying questions only)

Use = Use Time (to Internalize & Reflect)

FEEDBACK TOOL: HOW TO GIVE FEEDBACK

R. I. S. C

R = Report the facts

I = State the impact and why

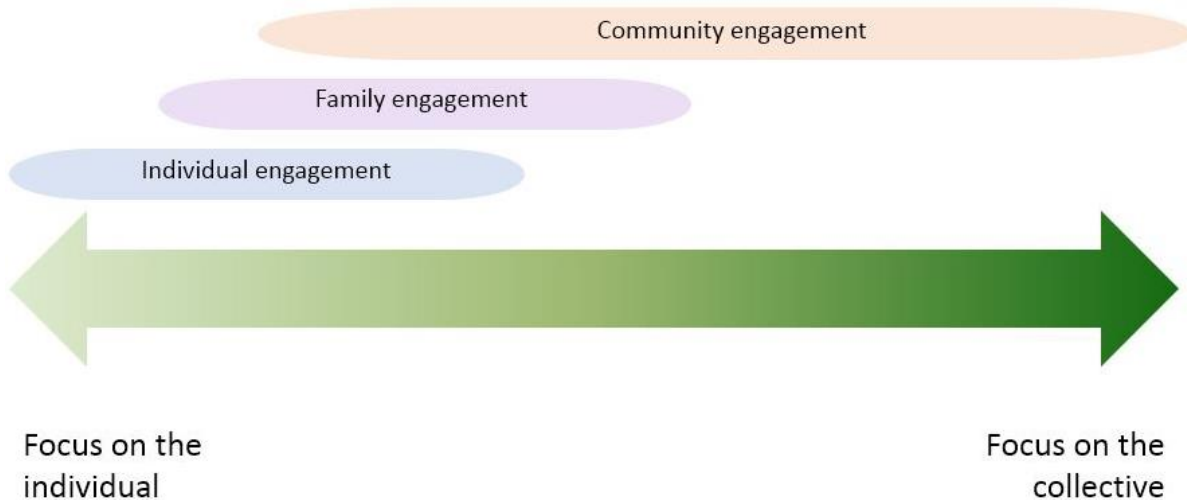
S = Specify what you prefer

C = State the consequences



DISC® CONTINUUM DYAD ACTIVITY

<https://catalyst.everythingdisc.com/login>



Explore the *Your Colleague* section of your DiSC Profile using the Catalyst Platform.

CDM-CDT Dyad Group Assignment



1. Access your DiSC Report on the Catalyst Platform.
2. Use the `Colleague` feature to look up your partner and briefly review her/his information.
3. Review the comparison continuum bars and identify those where you differ a lot.
4. Discuss how you will mitigate these differences when partnering to manage the relationship and the success of the mentorship.

Remember to click on the plus sign (+) in the report to see additional details.



TEAM PROTOCOLS

Team Values

Team Norms/Ground Rules

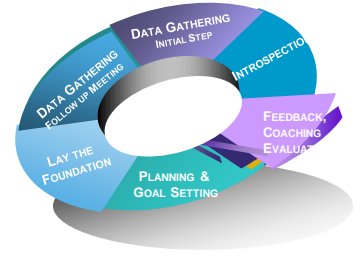
Roles and Responsibilities

Process for Dealing with Interpersonal issues



THE TECHNICAL SIDE OF MENTORING

THE PROCESS



INTROSPECTION

DATA GATHERING

LAY THE FOUNDATION

FEEDBACK & ADVICE

PLANNING & GOAL SETTING

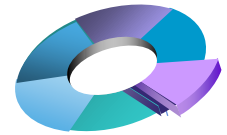
FEEDBACK, COACHING, EVALUATING

INTERPERSONAL SKILLS



THE TECHNICAL SIDE OF MENTORING

INTROSPECTION



CDM

CDT

SELF-ASSESS READINESS TO BE A CDM:

- Skills and talents
- Communication style
- Time to commit to the relationship
- New skills needed for mentoring

REFLECT ON HOW YOU GOT TO WHERE YOU ARE:

- Challenges and how you overcame them
- Strengths and weaknesses you bring to the relationship
- Lessons learned critical to share with your CDT

SELF-ASSESS WHAT YOU WANT FROM THE EXPERIENCE:

- Enhance your mentoring and coaching skills
- Enhance interpersonal skills
- Gain unexpected knowledge from your CDT
- Give back to your Agency
- Personal satisfaction

SELF-ASSESS READINESS TO BE MENTORED:

- Skills and talents
- Communication style
- Willingness to receive feedback
- Eagerness to learn
- Strengths and weaknesses
- Developmental goals and objectives
- Fears and concerns
- Time to commit to the relationship

SELF-ASSESS HOW YOU CAN SUPPORT YOUR CDM:

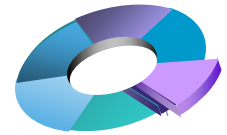
- Use of technology
- Share state-of-the-art tools
- Share relevant research
- Other

A self-assessment tool is provided in this guide.



THE TECHNICAL SIDE OF MENTORING

DATA GATHERING



CDM

PREPARE FOR THE INITIAL MEETING

- Decide how you will introduce yourself
- Identify resources to share
- Develop a list of questions to ask
- Consider potential assignments
- Set the agenda for the meeting
- Assess availability for scheduling future meetings
- Set up the meeting with CDT

CDT

PREPARE FOR THE INITIAL MEETING

- Decide how you will introduce yourself
- Bring a copy of your resume to review your career and work experiences
- Bring copies of self-assessments to share
 - Be prepared to elaborate on strengths
 - Be prepared to discuss weaknesses you hope to address
- Read CDM's corporate bio, if available
- Be prepared to answer many questions
- Develop a list of questions you have for your CDM
- Develop a list of your short and long-term goals
- Assess availability for scheduling future meetings
- Confirm the meeting logistics

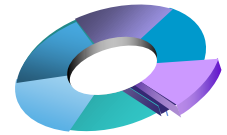
A sample Meeting Agenda and Questions List is provided in this guide.

A sample Question List is provided in this guide.



THE TECHNICAL SIDE OF MENTORING

DATA GATHERING



CDM

CDT

HOST THE INITIAL MEETING

Be prepared for the meeting.

Remember to turn off phones, texts and emails.

Use a Journal as a management tool

- Record notes, tasks, observations, comments, milestones, lessons learned, etc.
- Use it to record questions and key points in between meetings.

Recognize you are the host

- Prepare to make your CDT at ease
- Propose an agenda.

Initiate discussion on confidentiality.

Formally introduce yourself providing information on your personal and professional life.

- Sharing personal information helps to build trust

Ask CDT to introduce him/herself providing details about both personal and professional life.

Tune-In for:

- Clues about your CDTs' personality and perspectives
- Areas of passion and struggles
- Potential resource materials to recommend
- Potential assignments supporting career goals.

Ask key questions from your list.

Check calendars to set standard time zone for future meetings.

PARTICIPATE IN THE INITIAL MEETING

Be prepared for the meeting.

Remember to turn off phones, texts and emails.

Use a Journal as a management tool

- Record notes, assignments, tasks, observations, comments, milestones, lessons learned, etc.
- Use it to record questions and key points in between meetings.

Discuss confidentiality.

Formally introduce yourself providing information on your personal and professional life

- Share resume.
- Relevant feedback from 360° and Self-Assessment reports

Share your goals for the mentorship.

Recognize you are the primary beneficiary

- Show your eagerness
- Express appreciation for time and expertise.

Ask key questions from your list.

Tune-In for:

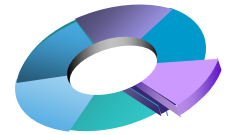
- Clues about your CDMs' personality and perspectives
- Areas of passion
- Ways you can give back .

Check calendars to set standard time for future meetings.



THE TECHNICAL SIDE OF MENTORING

LAY THE FOUNDATION



CDM

CDT

PROVIDE FEEDBACK AND ADVICE

Share initial observations and insights on CDT's professional life.

Give feedback on CDT's stated goals (realistic?)

- Share several areas of strengths
- Share several areas for growth
 - Weigh the degree of feedback you provide at this early stage.

Check-in on the CDT's reaction to your feedback

- Tune-in to the non-verbals
- Be prepared to discuss any discomfort or disagreement
- Assess if the meeting should end early.

Discuss and reach agreement on areas of focus for the mentoring

- Assess if goals are realistic and attainable
- Rein in unrealistic expectations.

Discuss and agree on Team Protocols

- Team Values
- Team Norms / Ground Rules
- Roles and Responsibilities

Wrap-up

- Ask for feedback on the meeting
- Suggest specific actions to take (E.G., Draft SMART Goals)
- Agree on schedule for future meetings.

RECEIVE FEEDBACK AND ADVICE

Receive initial observations and insights from your CDM

- Be prepared to hear things you may not like
- Keep in mind feedback is a gift
- Internalize feedback on previously stated goals
- Ask for clarification when unclear of the message
- Only clarify points you may have misstated.

Use active listening.

Discuss and reach agreement on areas of focus for the mentoring

- Discuss if goals are realistic and attainable.

Identify specific actions your CDM wants you to take prior to the next meeting

- E.g., Self-Assess against the NCA Competencies, Draft SMART Goals

Discuss and agree on Team Protocols

- Team Values
- Team Norms / Ground Rules
- Roles and Responsibilities

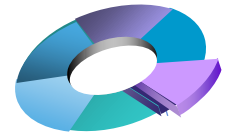
Wrap-up

- Agree on schedule for future meetings



THE TECHNICAL SIDE OF MENTORING

PLANNING & GOAL SETTING



CDM

CDT

PLANNING AND GOAL SETTING

Check in with the CDT following the feedback and advice discussion.

Review and support finalizing SMART goals to focus on over the next 6-12 months

- Assess if long-term goals are realistic and achievable
- Determine the short-term goals to focus on
- **Identify key developmental experiences to focus on**
- Agree on measures to evaluate progress.

Provide support to draft a Developmental Opportunities Plan (DOP)

- Consider if sub-objectives are needed to chunk the work to show progress
- Define deliverables to measure success and evaluate progress.

Request a copy of the DOP prior to the next meeting.

Wrap-Up

- Agree on actions the CDT will take before the next meeting
- Request feedback on the session
- Confirm schedule for follow-up sessions

PLANNING AND GOAL SETTING

Review work completed and finalize DOP tasks to focus on over the next 6-12 months

- Share draft plan with your CDM
- Finalize objectives, e.g., task areas from the cemetery opps list
- Agree on measures to evaluate progress.

Agree on the short-term objectives to focus on.

Develop action plans to accomplish the short-term objectives

- Consider sub-objectives are needed to chunk the work to show progress
- Define deliverables to measure success and evaluate progress.

Populate the DOP Template

- Provide your CDM a copy of the completed plan following the session.

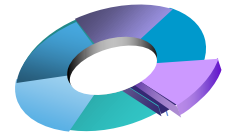
Wrap-Up

- Agree on actions to complete before the next meeting
- Confirm schedule for follow-up sessions
- Inquire about reference materials and resources that may support your efforts.



THE TECHNICAL SIDE OF MENTORING

FEEDBACK, COACHING, EVALUATING



CDM

CDT

HOST ON-GOING SESSIONS

Review the List of Actions CDT worked on since the previous meeting

- Discuss progress towards the previously set goals
- Discuss actions to consider to make new progress
- Assess if roadblocks exist and how to address them.

CDM feedback

- Be a source of encouragement communicating successes
- Communicate weaknesses that need addressing
- Provide project specific feedback when available
- Communicate areas of concern and problem-solve to overcome.

Participate in problem-solving difficult challenges using the Socratic Questions Technique.

- *Guidelines provided in this handbook*

Identify new developmental opportunities to consider.

Wrap-up

- Arrange networking meetings to make connections, as needed
- Identify resources to provide to CDT
- Confirm schedule for follow-up session
- Ask for feedback on the meeting
- Reinforce your desire to have them be successful

PARTICIPATE IN ON-GOING SESSIONS

Come to the meeting prepared

- Come prepared to lead the meeting
- Write out questions prior to the meeting.
- Report progress made toward your goals
- Report tasks that are challenging you

Receive feedback and advice

- Seek clarity as needed
- Identify lessons learned

Request help in areas that are challenging you?

Express appreciation for the CDM's support.

Post-meeting Reflections:

- Reflect on the mentoring meeting to assess the outcome
- Determine what worked, didn't work and changes you will make for future sessions



SECTION-CDM

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EXPLORE CORE CEMETERY OPERATIONS: DEVELOPMENT OPPORTUNITIES

CDM Activity

It is important to develop a comprehensive roadmap of core cemetery operations or roles you want to expose your CDT to either directly or through guided conversations. These are experiences that you view critical to the CDT's success when starting his/her first assignment post graduation. First, independently review the cemetery ops list created by the previous mentoring class to determine if new items should be added and if any items should be removed.

Next, working as a team, consolidate your ideas to baseline a roadmap of core developmental opportunities. A key part of this activity is to take advantage of the collective wisdom of all CDMs supporting this year's program. Later in the CDM-CDT session, you will use the updated cemetery ops list to help your CDT create a customized Developmental Opportunities Plan (DOP) based on his/her specific needs.

STEP #1 – REVIEW CEMETERY OPS LIST

Review the list and determine what, if any, new items should be added to the list. Also, assess if items should be removed from the list.

STEP #2- CRITICAL CEMETERY OPERATIONS ROLES AND TASKS:

Working in your small team, reach consensus on the key functional cemetery roles and tasks CDTs should be exposed to during the mentoring program, either through site visits, conference calls, etc. Discuss the outcome from step #1—items to add and items to drop. Reach a team consensus to baseline the list for this year's CDTs. Also, review the NCA CD Competencies located in the Reference section of your handbook as a resource to help complete this step.

STEP #3 – CLASS PRESENTATIONS

Each small team will present its recommendations.

STEP #4- BASELINE DEVELOPMENT OPPORTUNITIES LIST

As a class, reach agreement to baseline the list-Development Opportunities List – to support you in your CDM role. This list will help identify areas of focus when goal setting with your CDT.

STEP #5 – ACTION PLANNING

Reflecting on the baseline list generated from this activity, note areas you want to consider for your CDT. You will refine the roadmap as you learn more about your CDT's needs in future meetings. *Use the sheet on the following page to capture your thoughts.*



GIVING FEEDBACK

Conversation Starters

- *“Any advice I give you is meant to help you develop...”*
- *“I want to help you reach your full potential, so I will be giving you constructive advice to help you do that. You may not like everything I have to say, however, ...”*
- *“Feedback is a gift and meant to help you develop to be your best...”*
- *“I have nothing but good intentions for you and want you to succeed. With that in mind, I’d like you to consider...”*



GIVING FEEDBACK

Positive Feedback

"I felt you did an excellent job on _____ . When you _____ , it was quite effective because _____ .

The outcome of this will benefit _____ (the department, team, the project). Thank You".

Corrective Feedback

"I felt that _____ was ineffective.

When you _____ , it resulted in (negative impact) _____ .

It is important to correct this situation because _____ .

Moving forward, what can you do to be more effective?"



SOCRATIC QUESTIONING TECHNIQUE

The Socratic Questioning Technique can be applied as a mentoring tool to facilitate guided discussions with your CDT. It aids in promoting independent thinking and problem-solving by testing assumptions and evidence that shape a CDT's thought process when making crucial decisions. It will also engage the CDT to explore his/her thinking more in-depth while examining assumptions and evidence and the implications of decisions being made.

An Approach:

- Write out questions in advance to guide the discussion.
- Ask questions and allow time for CDT to process what is being asked.
 - Anticipate periods of silence.
- Follow-up on CDT's responses with probing questions to dig deeper into the thought process to facilitate self-discovery and examination of the situation.
- Summarize key learning points from the dialogue.
 - Ask CDT to add any missing points.
- Finalize decision and lessons learned.



SOCRATIC QUESTIONING TECHNIQUE

SOCRATIC CATEGORIES	SAMPLE QUESTIONS
<p>CLARIFYING QUESTIONS: <input checked="" type="checkbox"/> Start the process of critical thinking.</p>	<ul style="list-style-type: none"> • Could you expand on that? • Tell me more about what you are thinking? • What is meant by that? • Can you give an example? • What do we currently know about this?
<p>PROBING QUESTIONS: <input checked="" type="checkbox"/> Promote self-reflective thinking on the argument being presented.</p>	<ul style="list-style-type: none"> • Why do you believe this is important for the team to address? • Why do you believe this is the case? • What else should be considered at this time?
<p>ASSUMPTIONS: <input checked="" type="checkbox"/> Think deeper about the beliefs your position is based on.</p>	<ul style="list-style-type: none"> • What assumptions are your observations based on? • Will you share your assumptions? • What else might we assume about the situation? • What assumptions do you believe others have drawn their conclusions on?
<p>RATIONALE AND EVIDENCE: <input checked="" type="checkbox"/> Probe to understand the reasoning and data behind conclusions drawn.</p>	<ul style="list-style-type: none"> • What data do you have? • Share what you base your rationale on. • What evidence support this idea? • What evidence suggest it may be faulty? • What new information is needed to make a sound decision? • How do you know the information is valid?
<p>SOURCE: <input checked="" type="checkbox"/> Who has influenced your thought process?</p>	<ul style="list-style-type: none"> • What has influenced you to conclude this? • How did you reach this conclusion? • Did anyone else influence your conclusion?
<p>ALTERNATE VIEWPOINTS: <input checked="" type="checkbox"/> Are there other equally valid points to consider?</p>	<ul style="list-style-type: none"> • How would others on the team feel and why? • What is another reasonable explanation of the situation?
<p>IMPLICATIONS AND CONSEQUENCES: <input checked="" type="checkbox"/> What are the implications we can forecast given this position?</p>	<ul style="list-style-type: none"> • What are the likely impacts of your decision? • Any thoughts on a contingency plan? • What messages might others receive from your decision? • Have you thought about the consequences? • Can you live with the consequences?



PROBLEM SOLVING AND DECISION-MAKING MODEL

THE STEPS BELOW PROVIDE A MODEL FOR PROBLEM SOLVING AND DECISION MAKING.

1. State what appears to be the problem.
2. Research facts, feelings, and opinions involved in the problem.
3. Eliminate the trivial and concentrate on the major issues.
4. Restate the problem.
5. Look at the problem from different perspectives and other people's viewpoints.
6. Generate Ideas about possible solutions.
7. Know when to stop gathering data and ideas for making a decision.
8. Evaluate possible solutions to decide on the best ones.
9. Implement the selected decision.
10. Evaluate the results.
11. Make modifications as needed in a not-quite-right solution.
12. Recognize and reward people who contribute to resolving the problem.



CDM SELF-ASSESSMENT

1. What are the top strengths that contribute most to your success as a Cemetery Director

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

2. What past work experiences contribute to your success as a Cemetery Director?

3. What critical lessons have you learned along the way that you can pass on to your CDT?

4. Reflecting on your role as a Cemetery Director and the Cemetery Ops. list, list the top skill areas or functional roles that are critical to your CDT's success?

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

5. Which skills listed in the question above are beyond your expertise? Who in your network could be a resource to support your CDT in this area?



CDM SELF-ASSESSMENT

THE QUESTIONS BELOW WILL HAVE YOU REFLECT ON PAST MENTORING EXPERIENCES YOU HAD AS A CDT.

1. What made the relationship with your CDM work?

2. What did the CDM do that put you at ease?

3. How did your CDM earn your trust in the relationship?

4. What are the key things your CDM did for you that you are grateful for even today?

5. What lessons did you learn from your CDM that you will pass on to your CDT?

6. What are 2-3 goals that you have for yourself during this mentorship?

1.

2.

3.



SAMPLE QUESTIONS FOR THE INITIAL MEETING

- *What are your goals for this mentorship?*
- *Have you had a mentor before? If so, what did you gain from the relationship?*
- *How could your former mentor have helped you more?*
- *What are some recent examples of success you've had?*
- *What has been most challenging for you in the CDDP thus far?*
- *Are there specific challenges you would like us to address?*
- *What are specific skills you want to focus on first?*
- *TBD*



PLANNING FOR INITIAL MEETING



PREPARE FOR THE INITIAL MEETING

Sample Agenda

(1-1.5 Hours)

1. CDM INTRODUCTION

- Share information about your personal and professional life
 - *Sharing personal information helps to build trust*
 - *Consider a walk-through of your bio or resume to mirror the CDT's introduction*
 - *Share assignments you liked most, hardest assignments, types of skills developed, etc.*

2. CDT INTRODUCTION

- Share information about your personal life
- Walk through your resume in detail
- Feedback from a recent 360° assessment

3. EXPECTATIONS FOR THE MENTORSHIP

- Pet peeves

4. CORE VALUES

- Important to the CDM
- Important to CDT

5. CDT'S HIGH-LEVEL GOALS

6. MEETING SCHEDULE FOR FUTURE SESSIONS

7. NEXT STEPS

- Assignments for next meeting?



PLANNING A FEEDBACK SESSION

A FEW KEY STATEMENTS TO PONDER BEFORE GIVING CONSTRUCTIVE FEEDBACK:

- ☒ Name the issue or behavior that needs to be corrected or reinforced.
- ☒ Have a good explanation for the purpose of the feedback.
- ☒ Give details to describe the behavior or issue accurately (who, what, when, where, how).
- ☒ Articulate the impact(s) of the issue or behavior.
- ☒ Articulate the results you want to achieve.
- ☒ Identify the best person to give the feedback and why if it is someone other than the CDM.
- ☒ Identify the communication style that is most effective when delivering the feedback and why.
- ☒ Describe the possible barriers to giving this feedback and how to overcome them.
- ☒ What behavior from the other person would be more constructive when giving this feedback
and why?



WEBSITE REFERENCES

WWW.TEAMFORRESULTS.COM/NCA-MENTORING



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