

# MENTORING PROGRAM

## GUIDELINES FOR A SUCCESSFUL RELATIONSHIP

### WOMEN IN CONSTRUCTION

DEVELOPED BY THE OREGON CHAPTERS OF NAWIC

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## a MENTORING relationship

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What does the term “mentoring relationship” mean to you? Your experience, gender, age, family, profession, and other factors all help to mold your definition and beliefs of mentoring and the value it may or may not offer. How you perceive “mentoring” will contribute to the success of your new relationship. The following information is intended to provide a foundation for how this Program defines mentoring and to identify roles and responsibilities of both the mentor and the mentee.

### *Program definition of mentoring:*

*Mentoring is a voluntary, reciprocal, and self-directed learning relationship between two individuals who share responsibility and accountability for helping a mentee work toward achievement of clear and defined learning goals.*

Mentoring is a truly unique experience. Gordon F. Shea, author of *The Mentoring Organization*, explains: “If I have a dollar and you have a dollar and I give you my dollar and you give me your dollar, we each still have a dollar. But if you have an idea and I have an idea and I give you my idea and you give me your idea, we now each have two ideas.”

**Important Fact: if you both commit to this relationship, you both will greatly benefit.**

For women in the construction industry, mentoring:

- ✓ rejuvenates your career
- ✓ improves personal productivity
- ✓ strengthens leadership skills
- ✓ increases career satisfaction
- ✓ encourages sharing of information
- ✓ liberates a sense of altruism
- ✓ enhances self-confidence
- ✓ develops a loyal support group
- ✓ encourages women to achieve their full potential

*Construction-related employers that support this Program, or similar formal programs, are directly improving the success of our industry.*

To determine:

**“What Can I Contribute?”**

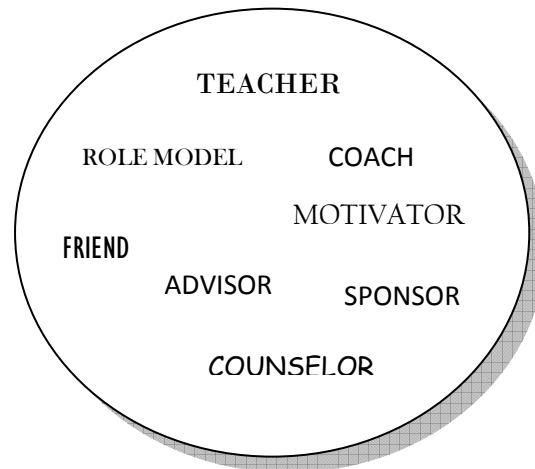
ask yourself:.....

- What am I good at?
- What special experience have I had?
- When have people asked for my help?
- What things do I encounter that other people need to know about?
- What kinds of things have my mentors offered me?
- What would I enjoy helping someone with the most?
- What would I like to learn that I could use to help others?

*the MENTOR.....*

Who has had a positive influence on your life? Does a family member, teacher, spouse, friend, co-worker, or supervisor come to mind? Think about that relationship; assumedly, you respected, trusted, and valued her or him. The key to becoming a good mentor can be found by reflecting on the specifics that contributed to those feelings about the leaders in our own past and present.

Individually, these terms are not synonyms for “mentor,” but together, they help to define the role of a Mentor.



Being a mentor is a way of life. As a mentor, your self-awareness is critical. Frequent self-reflection on your own psychological and emotional state will allow you to be both an effective and an ethical mentor. A mindful mentor is also congruent – how they see themselves is consistent with who they really are – which allows them to articulate thoughtful awareness of their own limitations and to avoid faking knowledge.

Some women who consider being a mentor have expressed hesitation because the responsibility seems overwhelming. Ironically, recognizing such responsibility is a clear indicator of an excellent mentor. Commonly, women question themselves: “What would I be able to contribute to the relationship?” We often doubt ourselves:

“Who would want to take advice from me?” or “That is too much responsibility and I don’t have time.” Sound familiar? Although time is always a valid factor in any new adventure, the majority of our negative self-talk stems from the unknown and is based on false assumptions.

**Mentors: are people who have a special or memorably helpful effect on us and in our lives.**

**KNOWLEDGE:** is your informed understanding.  
**ATTITUDE:** is your perspective or point of view.  
**SKILL:** is your behavior that serves a purpose.

## Mentor: Your Roles and Responsibilities

- ❖ *Mentors: listen carefully to mentee and respond to concerns, ideas, and aspirations item by item.*
- ❖ *Mentors: treat conversations as confidential and with respect, thereby building a level of trust.*
- ❖ *Mentors: have a strong sense and understanding of the mentees profession.*
- ❖ *Mentors: encourage mentee to show initiatives, explore options, and share ideas with you and others.*
- ❖ *Mentors: maintain consistent contact to help the relationship develop, listen with empathy, be open-minded and provide encouragement.*
- ❖ *Mentors: follow through on commitments and provide emotional support and frequent communication.*
- ❖ *Mentors: alert mentee to developing opportunities, share information on own successes and failures, and give feedback when needed.*

What YOU bring to the relationship.....



Consider practicing the following key behaviors.....

**Listen:** being a sounding board helps the mentee become a more effective problem solver; clearing the mind helps to develop solutions. When you listen, you promote the mentee's ability to dissipate their negative feelings and to move forward with problem solving.

**Give Feedback:** when she explains a problem it will contain facts and feelings – giving feedback on the whole issue lets the mentee know you understand and that she is not alone. Negative feelings can keep us from getting on with our lives and they need to be dealt with, not ignored. Providing information and ideas is helpful after you have listened and clarified emotional difficulties – timing is everything.

**Context Shifting:** help a mentee see self in a broader, more self actualizing, and more rewarding light can be very effective in shifting her self-image and allowing her to maximize her potential.

Permission and Encouragement: before a person can make an important behavior change they sometimes need “psychological permission” from an authority figure. Help her explore the source of the behavior and help her evaluate positives of keeping old behavior or for changing. Help the mentee to explore options and brainstorm.

Accept Limitations: it is acceptable and earns trust to admit to her that you are not comfortable and/or experienced in providing support with a given circumstance; consider referring your mentee to others.

Accountability: honor your commitments to the mentee and be a model for behavior. Confer with the Program Coordinator about your mentoring and develop your technical skills for being a mentor.

**Additional behaviors to consider.....**

Confrontation and Advice: use caution when telling mentee how to behave or how you would solve a problem. It is an art to give a clear and non-judgmental description of what you see and not damage the mentee’s self image or the relationship. By giving advice, you might shift the responsibility for making a decision.

Rescuing and Sponsoring: the mentee will not always learn from you preventing her mistakes to happen; help her to recognize and use information to make her own better decisions.

Building Barriers and Discounting: be aware of potential intimidation by position; avoid negative assumptions without careful and conscious assessment.

**BE supportive, genuine, consistent,  
respectful, accepting, confident, and  
patient.**

## *the MENTEE*.....

When you decide to enter into a mentoring relationship as the mentee, you are making an investment in yourself. It is important to consider why you are seeking growth; is this relationship for personal or professional purposes, or both? Do you want to increase your effectiveness, knowledge, or productivity? Are you seeking a mentor because you want to advance your career to a new level or in a new direction? The answer to such questions will help to make your mentoring relationship more productive and will help you and your mentor achieve the desired outcome.

The traditional perception of mentoring is that mentors are older, wiser, and more experienced than their mentee; some even compare the relationship to a parent-child bond. This Program promotes a more modern position which is that anyone can be a mentee!

Mentees are expected to play an active role in their own development by identifying specific needs, soliciting mentor assistance, and making effective use of the benefits acquired from the relationship. It is clear that each person is unique; it can be challenging to understand what makes us unique but such understanding will help us to develop to our fullest potential. Before understanding your roles and responsibilities as a mentee, it is critical for you to recognize that Mentors Help – Mentees Take Action!

**“The great thing in this world is not so much where we are, but in what direction we are moving.” – Oliver Wendell Holmes**

### **OUT WITH STEREOTYPES!**

Jack Welch, retired CEO of General Electric Corporation, tells a story in *Jack – Straight from the Gut* (New York, NY: Warner Books, 2001) of “non-traditional” mentoring relationship.

Jack was on a business trip in London when he met a 36-year old executive who mentioned that he had just met with his mentor. Jack asked how an executive came to have a mentor. The executive explained that him and a 23-year old spent several hours a week teaching him how to use the Internet – the executive was the mentee. Jack was impressed a young guy had an even younger mentor! Jack first implemented a program at GE where his top 500 leaders took on mentors, under the age of 30. He claimed the results were better than expected; eventually, over 3,000 managers participated in mentoring relationships – the managers all being the mentee.

## Mentee: Your Roles and Responsibilities

- ❖ *Mentee: recognizes that the relationship is dependent on her ability to be open-minded to the mentor's input and concerns.*
- ❖ *Mentee: appreciates the mentor's insight but yet understands that she should not feel a sense of inferiority, fear, or awkwardness.*
- ❖ *Mentee: learns and practices self-reflecting and self-empowering behaviors.*

*Taking action means going beyond your job requirements, duties, or obligations; mentoring can be much more than a program, if you allow yourself to be mindful and motivated.*

❖ *Mentee: is not defensive and is willing to discuss failures.*

❖ *Mentee: is sincere about her goals and deficiencies while she searches for ways to achieve program objectives.*

❖ *Mentee: recognizes that mutual respect and openness is required.*

- ❖ *Mentee: initiates frequent contact with her mentor; she is on-time and prepared for the discussions.*

Consider practicing the following key behaviors.....

**Initiate:** it is your responsibility to make it happen. Take the lead. Be proactive in establishing goals and researching solutions on your own; discuss your findings with the mentor.

**Communicate:** listen carefully; be aware of interruptions and avoid developing your response before all of the information has been provided; and ask questions when you don't understand something being said by the mentor.

**Process:** take notes and review the information; ask yourself how the context applies to you. Avoid being judgmental or dismissive.

**Apply:** Be willing to incorporate new behaviors and to approach situations with self-confidence. Debrief your actions in an honest manner with your mentor. Be patient with yourself and set realistic expectations.

# how do we do this?

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So, you found a match? **Congratulations!** Where do you begin? The following process is intended to give you a guideline for how to structure your new relationship. We have also included a few tips on the basic ground rules – communication and confidentiality.

**STEP 1:** Mentee to initiate the first meeting. She is to call or email her mentor to pick a time and place comfortable and safe for you both to conduct the first "ice breaker" meeting.

**STEP 2:** Prepare for Your First Meeting:

- Mentee and Mentor: read these guidelines; highlight areas that you believe warrant a discussion.
- Mentee: Complete the "Defining My Goals" and forms provided in Section 4 – *bring 2 copies of the form to the first meeting.*
- Mentee and Mentor: *Bring a blank copy of the following to the first meeting:*
  - "First Meeting Questionnaire" – this Section.
  - "Mentorship Agreement" – Section 3.

**STEP 3:** Your First Meeting

- Use "First Meeting Questionnaire" to help initiate the conversation.
- Read and sign the "Mentorship Agreement" – see Section 3 for details.
- Discuss the Mentee's "Defining My Goals" form.
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**STEP 4:** Monthly Meetings: Section 5 provides you both with a format to use for your monthly meetings. This form is completely optional; it can be helpful to keep on focus with the Mentee's objectives. Consider using the "Optional Activities" checklist to initiate informal paths of communication.

**STEP 5:** Mid-term & Final Assessments: Section 5 provides you both with a mid-term and final assessment form. The completion of these forms is encouraged; they should be submitted to your Program Coordinator.

**STEP 6:** Celebrate! Go do something fun together and be proud of your accomplishments. See Section 7 for information on "What is Next."

<b>SAMPLE: MENTORING RELATIONSHIP FORMAT</b>		
<b>MEETING</b>	<b>WHAT DO WE DO?</b>	<b>DO WE TURN SOMETHING INTO THE PROGRAM COORDINATOR?</b>
<b>MATCH UP</b>	<i>MENTOR AND MENTEE EXCHANGE INFORMATION AND DECIDE TO BE PARTNERS.</i>	NO
<b>SOCIAL</b>	<i>MENTOR AND MENTEE ATTEND A FUN SOCIAL (BOWLING, HIKING, ETC...) EVENT TO BREAK THE ICE.</i>	NO
<b>FIRST</b>	<i>MEET TO COMPLETE: DEFINE STRUCTURE ("FIRST MEETING QUESTIONNAIRE" FORM); SIGN THE MENTORING AGREEMENT; AND DISCUSS THE MENTEE'S GOALS AND OBJECTIVES ("DEFINING MY GOALS" FORM).</i>	YES: SIGNED: MENTORING AGREEMENT MENTEE'S "DEFINING MY GOALS"
<b>SECOND</b>	<i>MEET TO DISCUSS MENTEE'S PROGRESS TOWARDS COMPLETING HER GOALS/OBJECTIVES.</i>	NO
<b>THIRD</b>		
<b>FOURTH</b>		
<b>FIFTH</b>		
<b>MID-TERM ASSESSMENT</b>	<i>MEET TO ASSESS THE RELATIONSHIP; DISCUSS CHANGES OR WAYS TO IMPROVE; AND COMPLETE/SUBMIT "MID-TERM ASSESSMENT" FORM.</i>	YES: MID-TERM ASSESSMENT FORM
<b>SEVENTH</b>	<i>MEET TO DISCUSS MENTEE'S PROGRESS TOWARDS COMPLETING HER GOALS/OBJECTIVES.</i>	NO
<b>EIGHTH</b>		
<b>NINTH</b>		
<b>TENTH</b>		
<b>FINAL ASSESSMENT</b>	<i>MEET TO DISCUSS THE RELATIONSHIP; WHERE TO GO FROM HERE; AND COMPLETE/SUBMIT "FINAL-ASSESSMENT" FORMS.</i>	YES: MENTEE'S: FINAL ASSESSMENT FORM MENTOR'S: FINAL ASSESSMENT FORM PROGRAM FEEDBACK FORM
<b>CELEBRATE</b>	<i>MENTOR AND MENTEE DO SOMETHING FUN TOGETHER.</i>	NO

**GROUND RULES:** .....

We recommend that you both consider these tips as your ground rules for the relationship.

**Communication**

- ✓ Establish Rapport: Take the time to connect and get to know each other. This early-formed rapport will establish the foundation of your mentoring experience and can make or break the process.
- ✓ Keep the communication honest, clear and trustworthy: time and efforts are wasted if discussions aren't genuine, directed towards meeting the overall goals/objectives of the relationship and/or two-way. Being an active listener is just as important to the mentoring process as open communication.
- ✓ Open and honest communication will build trust; keeping said communications private between the two of you is crucial to maintaining the established trust.
- ✓ Active involvement of both the mentor and the mentee is necessary for this program to benefit both parties.

**Confidentiality**

- ✓ First and foremost, the mentor/mentee relationship is voluntary.
- ✓ Trust, confidentiality, and candor between mentoring partners must prevail at all times.
- ✓ Establish the "meaning," to each of you, what confidentially means within the context of the mentoring program.
- ✓ Once established, define the safeguards that need to be put in place to honor the confidentiality of your relationship.
- ✓ Should a boundary be crossed, establish a means of addressing the situation; maintain direct communication with the program director/coordinator if necessary.

## FIRST MEETING QUESTIONNAIRE

*Mentor Contact Information*

NAME:  
PHONE:  
PHONE:  
EMAIL:

*Mentee Contact Information*

NAME:  
PHONE:  
PHONE:  
EMAIL:

*Have you ever been involved in a mentoring relationship? Discuss.*

*Where do we meet; what days and times are best?*

*How often will we meet? (1x month, 2x month, etc...)*

*Do you mind if I call or email you between or monthly meetings?*

*Who will be responsible for setting up the meetings?*

*If it is necessary to cancel or change a time or place of a meeting, how do we address this?*

# the AGREEMENT

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The purpose of having a 'Mentorship Agreement' between mentor and mentee is to build a positive professional working relationship. It provides the ground rules on how the mentoring relationship will work. The form that the agreement takes is not as important as its contents. Although a formal agreement is not always critical, the very act of putting something in writing can help the partners better understand what the relationship is to accomplish and agree on the practicalities of how it will actually work. It encourages guided communication between mentor and mentee in an effort to promote professional and personal growth for all involved.

*Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek. – Mario Andretti*

- STEP 1:** Mentee and Mentor review and consider the "A Mentoring Relationship."
- STEP 2:** Mentee and Mentor review following agreement; feel free to modify as you both deem appropriate. This is your agreement and it will promote a more effective relationship.
- STEP 3:** Mentee to complete "Defining My Goals" form. The Mentor may assist the mentee with this form; both partners shall initial this form and attach it to the agreement.
- STEP 4:** Mentee should email a copy of the "Mentoring Agreement" and "Defining My Goals" to the Program Coordinator, see "Resources" for contact information.

## Mentorship Agreement

(Between Mentee and Mentor)

We (Mentee and Mentor) voluntarily enter into a mentoring relationship for one year which we expect to benefit both of us. We want this to be a rich and rewarding experience and agree to both be committed to do our best to honor the ground rules on how our relationship will work. To this end, we have mutually agreed upon the terms and conditions of our relationship, as outlined in this agreement.

- Commit to meet at least once a month.
- Pick meeting places that allow us to really talk.
- Call ahead – giving at least 24 hours notice, whenever possible, if we have to cancel or reschedule.
- Come to the meetings prepared - if we have agreed to do some assignment between meetings, have it completed.
- Maintain confidentiality. All information is private and the only exception would be when the law requires the mentor to report a dangerous situation.
- If a problem arises or something does not feel right to one of us, we will talk about it. We won't avoid facing a problem and will deal with it together. If the problem cannot be resolved we will contact the Program Coordinator (see Section 6 for contact information).
- No-Fault Termination. Our agreement is voluntary. Either partner can end it for any reason without having to justify the decision and without being subjected to recriminations.
- Work together to achieve the mentee's goals for this mentorship relationship, as defined on the attached form. Evaluate the effectiveness of the relationship on a regular basis.
- Recognize that we are two different people, and that is a good thing. We can learn from each other if we respect and value each other and the ways we're alike and the ways we are different.
- Really listen to each other. Try to understand the other person's viewpoint.
- Make sure we get things done and have fun doing it.
- Add:
- Add:
- Add:

Mentee: \_\_\_\_\_

Mentor: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

ENCLOSE AND SIGN: MENTEE'S "DEFINING MY GOALS" FORM FROM SECTION 3.

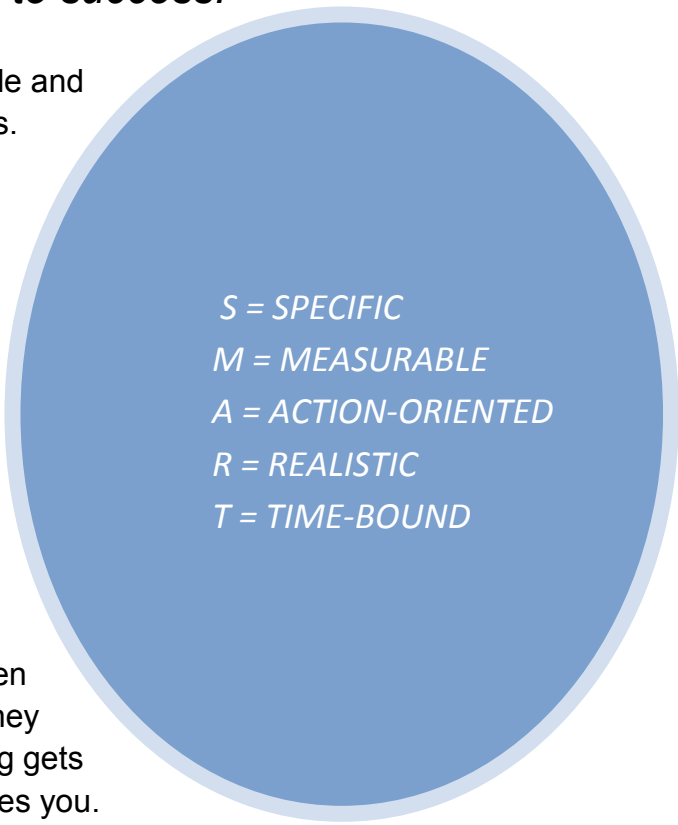
## setting GOALS and OBJECTIVES

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Goal setting is a powerful process for thinking about your ideal future, and motivating yourself to turn your vision of this future into reality. The process of setting goals helps you decide what you want to achieve in this relationship. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

### *Goals and objectives are the keys to success.*

Top-level athletes, successful business-people and achievers in all fields spend time setting goals. Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the very most of your life. Goal setting is like the “road trip” of life. You can go anywhere your heart desires, but you need to plan. Could you imagine taking a road trip across the United States without planning your route, determining what’s most important to you to see, where you’ll stay, where you’ll eat, how long you have to get there, what you’ll do when you arrive at your destination, how much money it will take to get there and back? Goal setting gets you where you want to go, not where fate takes you.



*S = SPECIFIC  
M = MEASURABLE  
A = ACTION-ORIENTED  
R = REALISTIC  
T = TIME-BOUND*

Most of us have heard: instead of having “I want to lose 50 pounds” as a goal, it’s more powerful to say “I want to lose 50 pounds by the end of 12 months starting on March 1st 2011”. Obviously this will only be attainable if you map out exactly how you will accomplish this.

**SETTING PERFORMANCE GOALS:** Be sure to set performance goals, not outcome goals; take care to set goals over which you have as much control as possible. It would be very dispiriting to fail to achieve a personal goal for reasons beyond your control! In business these reasons could be bad business environments or unexpected effects of government policy. In sport, they could include poor judging, bad weather, injury, or just plain bad luck. For example, you might achieve a personal best time in a race, but still be disqualified as a result of a poor judging decision. If you set an outcome goal of being in the top three, then this will be a defeat. If you set a performance goal of achieving a particular time, then you will have achieved the goal and can feel satisfaction and self-confidence from achievement.

**Be Positive:**

"Execute this technique well" is a much better goal than "Don't make this stupid mistake."

**Be Precise:**

Put in dates, times, and amounts so that you can measure achievement. This way you'll know exactly when you have achieved the goal and you will be able to take complete satisfaction from having achieved it.

**Set Priorities:**

When you have several goals, give each one a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.

**Write It Down:**

By writing your goals and objectives for yourself, you are taking a big step toward making them happen.

**WRITING OBJECTIVES FOR YOUR GOALS:** Objectives are the smaller steps you take to make progress toward your goal. To be useful, objectives need to answer the question "what will change, by how much, by when?" Usually objectives work best when they are written for the next few months to a year. It's hard to know what will change beyond that time frame, so it's hard to set realistic objectives several years out.

## EXAMPLES OF PROFESSIONAL GOALS & OBJECTIVES.....

Here are some of common professional goals; feel free to use, modify, or ignore them:

- Identify and learn two new skill sets that would be bring value to my role in the company.
- Become a better delegator.
- Change how I react to stressors at work.
- Increase my organizational and scheduling skills.
- Communicate in a more positive manner/tone.
- Improve my interpersonal skills.
- Learn how to better attract new clients.
- Enhance my creativity.
- Improve my technical writing style.
- Develop more effective negotiation tactics.
- Seek feedback from my supervisor.
- Explore possible career path changes.
- Obtain a promotion.
- Practice public speaking.
- Learn active listening.
- Increase profits by 5%.
- Volunteer in my community 3 hours per month.
- Reduce procrastination.
- 

Here is an example of objectives associated with the goal: "Improve my interpersonal skills."

### OBJECTIVES:

- 1) Specifically, define what "interpersonal" means to me and why this trait is important to my success, by the end of next month.
- 2) Within 3 months, identify and sign-up for a training course in interpersonal skills.
- 3) Identify three employees that I will focus on to "test" my abilities; schedule time to meet with them and establish a means to evaluate if I succeeded.
- 4) Implement developed skills with all employees.

## AN INSPIRATION:

### THE "SWOT" ANALYSIS

- (1) What are my top 5 **S**trengths as a person - the top 5 things about myself I feel good about and am proud of?
- (2) What are my top 5 **W**eaknesses as a person - the 5 things I most want to work on or improve about myself?
- (3) What are the top 5 **O**pportunities available to me at this moment - things I could do or act on or take advantage of that would help me develop and reach my potential? (These are opportunities outside yourself - anything from trying out for a team to applying for a scholarship to learning how to design a website from an adult who has offered to teach you.)
- (4) What are the top 5 **T**hreats I'm facing right now - things "out there" in the real world that could keep me from achieving my dreams?
- (5) What are the 5 most important things I can do over the next 6 months to build on my strengths and overcome my challenges?

To be useful you need to use your answers - and your mentor - to come up with a plan of action so you can make best use of your strengths and opportunities and overcome your weaknesses and roadblocks.

**REACHING YOUR GOALS:** Reaching your goals can be difficult, if you are the only person involved. Having a mentor is a great resource for encouragement, self-confidence and friendship. A mentor is there to help you succeed and develop ways you can reach your goals. Just having the advantage of discussing your goals with someone else and sharing another perspective will help you develop in all aspects of your life.

On the next pages the mentee will find a work sheet to:

- ✓ Brainstorm all of your goals and write them down. You can do this with your mentor or on your own; next, you and your mentor can separate the goals into major categories of your life such as career, personal and other.
- ✓ Prioritize these goals based on your desire to achieve them.
- ✓ Write down your objectives to meet these goals. Make a list of the benefits you would get after achieving these goals. Write as much as you want. This exercise will help you create a desire to achieve the goals and will be a reminder of why you are working hard to meet them.
- ✓ Discuss the information with your mentor. With clear expectations shared, mentoring should be easy and beneficial.
- ✓ Review progress on the objectives each time you and your mentor meet.

*Life isn't about finding yourself.  
Life is about creating yourself.*

*-George Bernard Shaw*

## DEFINING MY GOALS

**Goal:** \_\_\_\_\_

Objectives:

Benefits:

**Goal:** \_\_\_\_\_

Objectives:

Benefits:

**Goal:** \_\_\_\_\_

Objectives:

Benefits:

**GOAL AUDIT CHECKLIST:** Review your goal & objectives with your mentor and record your responses in the spaces below.

SMART Goal Component	Yes	No	What Needs to Be Changed, Added, or Deleted?
<b>Specific:</b> 1. Is what I want to accomplish clear? 2. Are my goals specific and concrete?			
<b>Measurable:</b> 1. Can the goals be measured? 2. Will I be able to measure my success?			
<b>Action-oriented:</b> 1. Are the goals future-oriented? 2. Are the immediate results I anticipate apparent? 3. Are the long-term results articulated?			
<b>Realistic:</b> 1. Is what I am attempting to accomplish through mentoring achievable? 2. Can I accomplish my goals alone, or will I need to rely on collaborators and resources?			
<b>Timely:</b> 1. Is this the right time to get started? 2. Is the time I have allocated for creating this initiative adequate?			

**Interesting Tidbits** from the book *Five, Where Will You Be in Five Years from Today?* By Dan Zadra:

**Did you know, people who regularly write down their goals earn nine times as much over their lifetimes as the people who don't, and yet 80% of Americans say they don't have goals? Sixteen percent do have goals, but they don't write them down. Less than four percent write down their goals, and less than one percent actually reviews them on an ongoing basis.**

Surround yourself with people who believe you can. By all means, share your goals - but only share them with people who can help you attain them.

BENCHMARK TEST FOR CHOOSING FRIENDS: WILL SPENDING TIME WITH THIS PERSON DRAG ME DOWN OR LIFT ME UP? WILL HE OR SHE MAKE ME WANT TO BE A BETTER PERSON? A HAPPIER PERSON? A MORE SUCCESSFUL PERSON? WILL HE OR SHE HELP ME ACHIEVE MY MOST IMPORTANT GOALS? IF NOT, FIND SOME FRIENDS WHO WILL.

In 1961 Julia Child graduated from cooking school with a quirky idea for a TV show. Four years later she won an Emmy as America's favorite TV chef.

Fired from their home improvement jobs, Arthur Blank and Bernie Marcus created a business model called Home Depot and went public with their idea. Just three years after losing their jobs, their annual sales were \$1 billion.

**AT AGE 30, AMAZON FOUNDER JEFF BEZOS WAS LIVING IN A 500 SQUARE FOOT APARTMENT. FIVE YEARS LATER HIS NET WORTH WAS \$10 BILLION.**

Look for the second right answer. Example, suppose you and your significant other have been planning to quit work and spend the next few years exploring the highways and byways of America in your shiny new Winnebago. Here's the problem: Now that you're finally ready to head off into the sunset, you realize that the price of gas has skyrocketed, and you haven't saved nearly as much money as you need. What would you do - give up? Here's a second right answer: When faced with a similar situation, Daniel Ford, 57, and his wife Becky, 51, looked for the opportunity in their problem and found it: Instead of buying an RV and paying for all that gas, insurance and upkeep, the Ford's applied for a job as a long-haul truck driving couple. Instead of traveling America in a Winnebago, they hit the road in a fully-equipped 18-wheeler. Instead of tapping their savings as they had originally planned, they were actually paid to see the country. Here's the principle: Always look closely for the second right answer. What, at first, appears to be a broken dream may actually be a dream that comes true.

## your ASSESSMENTS

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The purpose of this section is to provide you with forms that will aid in your evaluation of the program and overall success of the relationship. Many, if not all, of us regularly participate in situational and informal mentoring. This Program is a formal type of mentoring. Research proves that a structured relationship which frequently measures a set of defined goals produces the most tangible results.

Each time you meet, formally or informally, some level of assessment is taking place; documenting progress or lack of progress helps us to better reflect on our accomplishments and/or challenges. Furthermore, providing assessments to the Program Coordinator permits her to better identify when assistance may be needed and to improve the program for future partners. Please use these forms as a guideline for your meetings and submit the mid and end assessments to the Program Coordinator.

**BE HONEST and SPECIFIC  
REFLECT OFTEN and DISCUSS TOGETHER**

## MONTHLY WORKSHEET

Date: \_\_\_\_\_ Meeting #: \_\_\_\_\_

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_

What were 3 positives & 3 negatives that happened this month?

Did you work on your planned goal this month?

If yes, which objectives did you accomplish/work on?

Were there any challenges associated with achieving this goal?

Lessons learned from working on this goal; good or bad?

Any changes to the objective?

Other comments:

Goal to work on during upcoming month?

Where to meet next month?

Would it be valuable to make contact during the month?

## IDEAS FOR ACTIVITIES AND DISCUSSION

Instructions: Work through this checklist on your own and share your answers with your mentee/mentor next time you meet. Use this list to choose activities you might like to do and think about what purposes they might serve. Talk about the choices you each made and together compile a list of the activities you would like to pursue...balancing both, working toward your mentee's goals and having fun.

Activity / Discussion Topics	Interested in?	
	Yes?	No?
<b><u>ACTIVITIES:</u></b>		
Lunch together		
See a movie		
Meet for a coffee or drink		
Do a volunteer project together		
Take a hike		
Walk the river trail		
Bike the river trail		
Play a round of golf		
Watch a sporting event		
Give a tour of my job		
Talk about my very first job		
Talk about planning a career		
Do a pretend job interview		
Talk about how to look for a job		
Set up a work internship		
Talk about networking		
Talk about what it takes to get ahead		
Go to an association meeting together		
Talk about balancing work and personal life		
Talk about work relationships		
Talk about communication skills		
Other?		

## MID-TERM ASSESSMENT

(Complete this form together; turn into Program Coordinator).

Date: \_\_\_\_\_ Meeting #: \_\_\_\_\_

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_

List Mentee objectives and determine if they have been achieved yet.

Objectives	Yes/No
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Discuss factors contributing to each outcome/grades. Be specific – why and how.

Describe one to four developments that have occurred in your relationship. (Example: My communication style has improved; I am more relaxed when approached with a conflict.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many times a month did you meet? \_\_\_\_\_ Is this enough? \_\_\_\_\_

What would you like to change or do differently going forward? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How would you rate this experience? Successful Valuable Satisfactory No Value

## END ASSESSMENT

(Use 3 Copies: 1 – Together, 1 – Mentee, 1 – Mentor; turn into Program Coordinator).

Date: \_\_\_\_\_ Meeting #: \_\_\_\_\_

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_

List Mentee goals and determine if the goals were met.

Goals	Yes/No
_____	_____
_____	_____
_____	_____
_____	_____

Describe if your expectations of the relationship were met, exceeded, or not met.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many times did you meet? \_\_\_\_\_ Was it enough? \_\_\_\_\_

Would you like to be a mentor? \_\_\_\_\_ mentee? \_\_\_\_\_

Do you expect to stay in contact? \_\_\_\_\_

How would you rate this experience? Successful Valuable Satisfactory No Value

What would you change about this program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# resources and problem solving

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## RESOURCES.....

Throughout this relationship, please know that you have resources. A member of the National Association of Women in Construction, in your area, has agreed to be your Program Coordinator; she has been trained in mentoring and is available to answer questions or concerns. Please keep her informed of your progress. An alternative contact is also listed, in the event that you are ever uncomfortable with the Program Coordinator assigned to your area. Finally, we have included a list of other resources that you may find valuable.

### NAWIC Program Coordinators



### Other Helpful Resources

LOC.gov (Library of Congress). Then type in search item. [www.mentoringgroup.com](http://www.mentoringgroup.com)  
Link provides tips for both mentors and mentees as well as descriptions of training guides and materials for getting mentoring programs up and running.

### Books about mentoring:

- Clutterbuck, D.: 1985, Everyone Needs a Mentor, Institute of Personnel Management, London, ISBN 0-85292-345-7.
- Kay, D. and Hinds, R.: 2002, A Practical Guide to Mentoring, How to books, Oxford, ISBN 1-85703-812-6
- Being an Effective Mentor” by Kathleen Feeney Jonson; Corwin Press, 2002.- Great resource for mentors, activities and forms.
- High Performance Mentoring”; Rowley; Corwin Press, 2000.
- How to Mentor in the Midst of Change”; Sullivan; ASCD, 1992.
- Mentoring Matters” by Laura Lipton and Bruce Wellman, MiraVia, LLC., 2001. [www.miravia.com](http://www.miravia.com)
- 21st Century Mentor’s Handbook”, by Paula Rutherford, Just ASK Publications, 2005. [www.askeducation.com](http://www.askeducation.com)

## PROBLEM SOLVING.....

The intent of this section is two-fold: (1) the information can be used to help a work through an issue in the relationship; and (2) the process is general enough that it can be applied to challenges the mentee may face trying to achieve her objectives.

If a problem arises in the relationship, the mentor can play two key roles. First she can help the mentee find a workable solution to the problem. Even more importantly, she can model a problem solving process that the mentee can apply to other problems. We have included a problem solving worksheet to use.

The problem solving process consists of six steps:

1. Define the problem
2. Define success in solving the problem
3. Generate alternatives
4. Evaluate alternatives
5. Agree on action
6. Schedule follow-up

These six steps are explained below in more detail from the mentor's perspective; however, the mentee may find this information useful as well.

### Define The Problem:

While it may seem obvious, this can be a challenge! You will need to work with your mentee to clarify just exactly what the problem is you're trying to solve. This sounds obvious, but it really isn't.

Sometimes a symptom masquerades as the root cause problem. As a simplified example, a person might say "I am fearful of speaking at the meeting." Why is the person fearful? If you probe beneath the presenting problem-you might call this the "position" or "scenario." For example, she might be not be confident in the material she is speaking about or she may be self-conscious about something. There are many ways to address the problem once you have identified the root of this issue.

### What are some of the problems that can occur in mentoring relationships?

- not enough time and energy to spend on the mentoring relationship
- mentees unsure of their objectives
- resentment on the part of individuals not participating
- unreasonable expectations of each other
- one member taking unfair advantage of the other
- lack of mentoring skills on the part of the mentors or mentees

### How can these problems be prevented or solved?

- Both parties should aim for realistic, focused goals and maximize their time by using the phone, e-mail, and other timesaving strategies.
- Mentors and mentees should talk honestly about their relationships, including expectations, limits, preferred ways of interacting, and the fact that they'll need to part one day.
- Mentors and mentees should work on improving their mentoring skills. In formal programs, resentment will be minimized if would-be mentees who didn't participate in the first pairing are matched in a later round.

**Define Success:** Once you're both clear and in agreement on the real problem, you need to generate a picture of success-what would success look like? How will you know when the problem is solved? In our example, success might be "I feel confident going to the meeting."

**Generate Alternatives:** This is an area where you can be a tremendous resource to your mentee. Individuals often have trouble generating more than one or two potential solutions to a problem. You can help a mentee look at the problem from a different perspective, and help come up with additional alternatives. The more alternatives you can get the mentee to identify, the more likely it is that one will work. With a picture of success in mind, you can help map out several different ways to get there. A good approach is to generate lots of alternatives together, then pick the top 3-5 you both like best.

"One thing is sure. We have to do something. We have to do the best we know how at the moment . . . ; If it doesn't turn out right, we can modify it as we go along."  
– Franklin D. Roosevelt

**Evaluate Alternatives:** Once you have generated a list of possible alternatives, you can help your mentee realistically evaluate the potential of each. This is another area where you can be tremendously helpful. You can help your mentee assess what would happen if each alternative was implemented.

Some criteria for evaluating alternatives include: How much time will this take? What are the possible downsides? Is there any positive "multiplier effect"-that is, will this yield other benefits beyond solving this problem? You can also help your mentee evaluate if each alternative would really solve the problem by defining what a reasonable outcome is.

**Agree on Action:** Once you have identified the best alternative, you can help your mentee determine what has to happen to implement the solution. Here, you and your mentee do a quick action plan, breaking the alternative you've selected into specific steps, identifying who is responsible for each and by when it must be completed.

**Schedule Follow-Up:** Mentors should set a date with your mentee to revisit the issue after the solution has had a fair chance to work. If the problem persists, you might want to go back to the Evaluation step and repeat the process. This will help your mentee learn that not all problems are solved in the first pass.

## PROBLEM SOLVING WORKSHEET

### Step 1: Define the problem.

What is the problem you want to work on? Write it down as you define it right now.

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Ask yourself: Why is this a problem? Is this the real problem, or a symptom? Is your problem really a proposed solution to the real problem? Write your thoughts on those questions.

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Rewrite your problem statement.

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### Step 2: Define success in solving the problem

If you were to succeed in solving the problem you've just identified, what would success look like? Describe what would happen if you were successful.

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**Problem-Solving Worksheet (cont)**

**Step 3: Generate alternatives**

What are some ways you could solve your problem and achieve the success you've just described? Come up with a list of choices-don't edit yourself, just think of as many as you can (you'll pick the best ones in a minute).

• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

Which of these approaches do you like best? Pick the 3-5 you like most and circle them.

**Step 4: Evaluate alternatives**

It's time to pick "Plan A" and a backup "Plan B" (In case Plan A falls through) for solving your problem. Here are some things to consider in picking from your list of choices.

- How much time will this take?
- Are there any downsides?
- Is there any positive "multiplier effect"-that is, will this option yield other benefits beyond solving this problem?

Once you've considered these questions, write the letter "A" next to your choice, the letter "B" next to your next-best choice.

**Step 5: Agree on action**

If you want to follow through on this approach to solving your problem, it's important to decide what you need to do and when. Do that below with your mentor.

To accomplish this, I will:

My Plan "A" is to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To accomplish this, I will:

Task	Who	By When

**Step 6: Schedule follow-up**

Set a time to check back in with each other on how the problem solving is going-or how it went, if it's a real short-term action plan.

We will check in on progress on \_\_\_\_\_ date.

Questions to discuss:

What worked and didn't work in trying to solve this problem?

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What you would do about the problem if it happened again, with the benefit of hindsight?

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## what is next?

**Celebrate!** Celebrate your successes and end the connection in a healthy and positive way and affirming it for both of you. Concluding a successful mentoring relationship is a significant life event that deserves a ritual. Some ideas may be a special meal together or an activity, or perhaps a meeting with important people in your lives.

Remember this does not mean goodbye, ending on time and on purpose allows each of you to talk about remaining in touch, and if so, how. Start by setting a realistic expectation for your ongoing connection and reach a new agreement on how this informal relationship may work for both of you.

*Transitions are not necessarily an ending, but a step in the mentoring process.*

**Be sure to email your Program Coordinator your assessments and any suggestions that may improve this program for other women in the construction industry.**

### Who is your next mentor matchup?

- Do you want to switch roles? Consider if you want to be a mentor/mentee again. Can you participate in more than one relationship?
- Would your company/ employer benefit from instituting a mentor program?
- Should you re-direct your energy to mentoring youth?
- Would you like to try group mentoring?
- Web-based, professional and personal mentoring opportunities are abundant. This can be a unique experience because the mentor pool is significantly large when the “internet is the limit.”
- Contact your Program Coordinator for more information on how to continue mentoring.

## references

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The contents of this document were developed exclusively for non-profit use; the information contained in this document may not be sold. The following resources were used to help develop the contents of these guidelines and they are recommended reading for any company that intends to establish a mentoring program.

1. Lois J. Zachary. Creating a Mentoring Culture, The Organization's Guide. San Francisco, California: John Wiley & Sons, Inc, 2005.
2. W. Brad Johnson and Charles R. Ridley. The Elements of Mentoring. New York, New York: Palgrave Macmillan, 2004.
3. Gordon F. Shea. The Mentoring Organization. Canada: Crisp Publications, Inc., 2003.
4. Dan Zandra. Five, Where Will You Be Five Years From Today?. Seattle, Washington: Compendium, Inc., 2009.