



Leader Development Program

Mentor Relationship Guide

A program sponsored by the:



Mentor Relationship Guide

**THANK YOU FOR SUPPORTING THE PROGRAM BY SERVING
AS AN LDP MENTOR!**

A mentor is a promoter, advisor, counselor and coach who is committed to the LDP participant's professional and personal development.

Welcome

Thank you for participating as a mentor for the SAME Leader Development Program. This document will highlight your role as a mentor and provide you with tools to use in exploring the mentor/mentee relationship. However, you should feel free to follow your own best practices when it comes to engaging with your mentee. A successful mentoring relationship is certain to add to their leader development.

Program Objectives

Throughout the one-year program, the mentor will provide individual professional guidance and support to an LDP participant to advance the leadership skills necessary to address the nation's grand challenges. In terms of measurable objectives, the program seeks to help the participants of the SAME LDP Class to:

- Focus on personal career growth, leadership, and aspirations;
- Develop connections among smaller group of leaders in diverse roles at SAME events or local opportunities; and
- Develop leadership knowledge, skills, and aptitudes.

To accomplish this, we expect mentors to commit to regular interactions (ideally monthly) throughout the 12-month duration to include: phone calls, emails, and face-to-face meetings, when/if possible.

Program Overview

The program is a yearlong commitment beginning at the SAME Joint Education and Training Conference (JETC). The graduation for participants is held at the following JETC. The one-year program is broken into three themes:

- 1. Know Yourself**
- 2. Know Your Team**
- 3. Know Your Future**

The program kicks-off the year with an in-person classroom session at JETC facilitated by a professional experienced in the science of personality strength assessment and leadership coaching. The goal of the classroom session is to identify how each candidate's perception of the world around them informs their decision-making, and ultimately defines their values and beliefs. Myers-Briggs and Emotional Intelligence assessments are conducted during the Know Yourself module. The face-to-face at JETC sets the foundation for the rest of the year.

Each class consists of 18 participants, 1 from each SAME region plus 1 representing the international committee.

Expected Outcomes

- Mentors support the development of the next generation of world class military, government, civilian, and industry leaders for the Society and our Nation.
- Mentees understand individual strengths and how to apply these strengths to achieve success.
- Mentees understand team concepts including roles, responsibilities, accountability, and group dynamics.
- Mentees develop leadership skills through training, assignments, a service project, and other opportunities.
- Mentors foster in the mentees engineering leadership for the Nation!

Roles and Responsibilities

Mentors – A mentor is an experienced professional who can provide guidance to the LDP participant in their path to leadership. They should:

- Be a resource for the LDP participant, answer questions, and guide the participant in their professional development.
- Commit to engaging with the LDP participant every 3-4 weeks, including in-person meetings when possible.
- Listen to concerns and needs; identify gaps in skills or experience; provide support and guidance confidentially; and share knowledge about developing a career path.
- Suggest ways to respond to difficult situations; encourage, inspire, and assist in developing goals and action plans; and help open the LDP participant's mind to other opportunities.

Mentees – The mentee takes the lead on their professional development, make a firm commitment to the program, and clearly state objectives to the mentor. LDP participants should always:

- Be clear, honest and complete in expressing their needs and concerns.
- Be proactive in setting up meetings and setting up an agenda.
- Actively work toward their goals, assist with developing a trusting relationship, and take responsibility for professional decisions.
- Respect time and insight of others and maintains confidentiality in interactions.
- Be an active listener.

Relationship Tools

See Appendix A for tools you can use to engage with your mentee. Appendix B is a worksheet for you to use to “check-in on the relationship and provide feedback to the LDP leadership team. Appendix C offers leading questions a mentor can use to initiate conversation with their mentee. Appendix D offers an “agreement” you can set up with your mentee.

Additional Resources

If you want to learn more about the research behind successful mentoring relationship, Appendix E has great additional resources for you to explore.

LDP Points of Contact

For questions or guidance, contact:

- Susan Thames, F.SAME, LDP Mentor Lead and COI Member, susant@ttienv.com.
- Eddie Gonzalez, LDP Program Manager, egonzalez@same.org.

Appendix A. Mentee Engagement Tools

Mentoring Goals

Top 5 List

Ask your mentee to list the top 5 wants, needs, goals and objectives to their career development:

- 1.
- 2.
- 3.
- 4.
- 5.

The Big Picture

Use the following questions to help explore your mentee's aspirations and so you can tailor their professional development. Have them think beyond their current job to where they want to go in the near term and beyond.

- What are your greatest career ambitions? To what do you ULTIMATELY aspire?
- What is your greatest career fear?
- Describe your ideas of the perfect job, with as much detail as possible.
- How do you define "success" in life, and in your career?
- Who is your hero and why? Who else do you admire? Why?
- Paint a picture of where you see yourself in 10 years...window office, managing, traveling for work, etc. What do you need to do to get there?

- What are you hoping to learn from your mentor?
 1. Career advice?
 2. Specific day-to-day job/role advice/help?
 3. Continuing education?
 4. Someone to connect you to their network?
 5. Sounding board?
 6. Help in becoming more confident?

- How do you learn the best?
 1. Reading?
 2. Listening?
 3. Doing?
 4. Monitoring/observing?

- What professional and/or personal characteristics do you want to develop?

Planning & Goals

Develop a One-year and a Three-year Plan with your mentee with achievable goals and milestones.

One Year Plan

| Goals | | Milestone & Completion Dates |
|-------|--|------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

Three Year Plan

| Goals | | Milestone & Completion Dates |
|-------|--|------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

Appendix B. Relationship Review: “How is it going?” Worksheet

This worksheet is intended for mentees and mentors to complete and share after working together for approximately 3-4 months into the relationship and again at 7-8 months.

After you’ve each completed this worksheet, compare your responses. Consider devoting one of your meetings to share your responses. Remember that no relationship is perfect and constructive feedback is healthy and can help strengthen your connection.

Be sure to address both situations where you agree and those where you disagree – it’s all good information. After you’ve finished sharing, talk about next steps – what you each can do to strengthen the “good stuff” and overcome any difficulties. Commit to a plan of action together.

Worksheet

My mentor and I have been meeting/have met _____ (quantify the amount of time spent, i.e. once a month in person, twice a month by phone, etc.).

I feel we have established enough trust between us that we can work well together.

- Yes
- No
- Not Sure

I feel we’ve made real headway in setting my goals and taking steps to implement them.

- Strong Agree
- Somewhat Agree
- Neutral
- Somewhat Disagree
- Strongly Disagree

Five things I feel are going great in our mentoring relationship are:

- 1.
- 2.
- 3.
- 4.
- 5.

One thing I wish I could change about how we interact with each other is...

If I had to guess what my mentor likes best about how we work together it would be...

Sometimes I think my mentor wishes I would...

Please submit copies of your worksheets to Susan Thames, LDP Mentor POC,
at susant@ttienv.com.

Appendix C. Leading Questions

Mentors- Below is a collection of questions for possible use in the Leadership Development Program (LDP). It is intended to supplement the guidance provided on page 4 of the LDP Mentor Relationship Guide. As a mentor, consider posing one or more of these questions to your mentee as a way of encouraging them to think about their development into a stronger leader for the AEC Industry. Or add a few questions of your own. The questions are organized according to the Leadership Competencies identified by the Office of Personnel Management (<https://www.opm.gov/policy-data-oversight/training-and-development/leadership-development/#url=Overview>).

| Leadership Competency | Leading Question(s) |
|---------------------------|--|
| LEADING CHANGE | Is your ability to lead change important to you? |
| Creativity and Innovation | <i>Do you think being an expert makes you less likely or more likely to try new methods? How do you encourage others to innovate or try new ideas? Tell me about a time when you implemented something new or cutting edge.</i> |
| External Awareness | <i>How does your organization impact the world around you? What's your role in this? Are you in touch with the world outside your community? How do you know? Do you think history repeats itself?</i> |
| Flexibility | <i>How firm is your commitment to your goals? How quickly do you adapt to new information, changing conditions, or unexpected obstacles? What does it take to make you change directions or adjust your goals?</i> |
| Resilience | <i>Does pressure energize you or concern you? Is your best work done under pressure or when you're left alone? Under adversity, do you tend to be more optimistic or more cautious? How quickly do you recover from a setback? What are your pet peeves? What kinds of things get an emotional reaction out of you?</i> |
| Strategic Thinking | <i>What kind of plans do you make? How far into the future do you plan? What do you do when the resources are inadequate for your objectives? Are you a risk taker? Why or why not? Do you know what the long term interests of your organization are? Do your activities support those?</i> |
| Vision | <i>Do others share your long-term view? Can/does your personal vision impact your organization? How do you influence others to adopt your vision? How well have you anticipated the future over the past 10 years? If you could do it over again, what would you change? Were you focused on the right things?</i> |
| LEADING PEOPLE | Is your ability to lead people important to you? |
| Conflict Management | <i>Do you encourage differences of opinion and creative tension? What can you do to prevent counterproductive confrontations on your team? How do you manage and resolve disagreements in a constructive manner? What do you do to remain calm in emotional situations? When the stakes are high, do you listen more, or do you listen less?</i> |
| Leveraging Diversity | <i>We all have unconscious biases; What are yours? Do you value individual differences? How do you approach someone who doesn't do things the way you would do things?</i> |

| | |
|------------------------|---|
| Developing Others | <i>What's more important, formal training or informal on-the-job training? Have you learned how to gain satisfaction from others' achievements? Would you be willing to let your best team member leave your team if you knew they would never return? If your time is limited, is it better to spend it developing your top performers or to spend it trying to improve your low performers?</i> |
| Team Building | <i>Do people trust you? Do you automatically trust people? Why or why not? Ideal team members have humility, drive, and empathy. Which one of these traits would make you a better team player? Tell me about a time when you were on a really good team. What made the team good?</i> |
| RESULTS DRIVEN | How important is your ability to be results driven? |
| Accountability | <i>Can you take responsibility for the work of others? What happens when they fall short? Do you prefer to learn from your mistakes or to learn from studying the mistakes of others? Do you accept your own limitations? Are you an order taker and a rule follower, or do you prefer to look at the big picture intent of rules and regulations? Are you comfortable delegating authority? When is it acceptable to break the rules?</i> |
| Customer Service | <i>Who is more important to you, your team members or your customers? How do you engage a customer who is not happy with the service you are providing? What do these terms mean to you, in terms of your relationship with customers: RESPECT, VALUE, EASE, EXPERTISE, RECOVERY FROM MISTAKES. What role does technology play in serving your customers?</i> |
| Decisiveness | <i>Do you prefer to make decisions rationally or based on your instincts? Is your decision-making approach different under pressure or when the stakes are high?</i> |
| Entrepreneurship | <i>Have you ever identified a new opportunity before anyone else did? Is it better to improve what you already have, or to look for a completely new approach? When is it acceptable to take a risk to meet organizational objectives?</i> |
| Problem Solving | <i>Do you take time to define the problem or is it usually obvious what the problem is? Do you weigh the relevance and accuracy of information, or do you accept it as truth if it comes from a good source? Are you able to analyze alternatives after you have identified a possible solution? When you recommend a solution, do you mention the alternatives considered, or do you devote more energy to persuading the audience to adopt your preferred solution? Do you prefer to solve a problem alone or in a group?</i> |
| Technical Credibility | <i>What are the technical challenges of your job? What technical skills will you need for your dream job? How do you maintain technical proficiency in a busy world? Do you have any special expertise that others appreciate and rely on?</i> |
| BUSINESS ACUMEN | How important is your business acumen capability? |
| Financial Management | <i>Are you financially literate? Do you have a personal budget? Do you understand your organization's financial processes? Is it better to compete procurements, or go with partners who have served you well in the past? How do you calculate the Return on Investment for subjective things?</i> |

| | |
|-----------------------------|---|
| Human Capital Management | <i>What do you look for when you recruit and hire people? What criteria do you use (Performance? Potential? Bearing? Impact on the organization?) when you evaluate someone's performance? How do you deal with low-performing employees? Is it better to fire or reassign someone, give them something that matches their talents, or invest in their long-term behavior modification? How do you evaluate someone with different talents and interests than your own? Do you prefer to be surrounded by like-minded people or a wide range of characters?</i> |
| Technology Management | <i>How do you keep up to date on the latest technologies? What are the most significant technologies on the horizon? How do you ensure that your team can access technology without a security risk?</i> |
| BUILDING COALITIONS | How important is your ability to build coalitions? |
| Partnering | <i>What does your network look like? Are you equipped to change directions if necessary? What kind of people do you trust to partner with? Are your partnerships outside of your organizational boundaries? Is that a good thing?</i> |
| Political Savvy | <i>Do you believe in keeping your enemies close? How do you deal with your "enemies" within your organization? Do you like to talk about politics, or do you prefer to change the subject? Do you understand why others might take a different position than yours? How do you address that?</i> |
| Influencing/ Negotiating | <i>Is your style that of a consensus builder or a more directive leader? How much do you rehearse negotiations? Do you enjoy negotiating? What objectives do you set in negotiating? Are you willing to lose an argument if it means you might win in the long run? How do you build cooperation from those who disagree with you? How do you manage your emotions when you argue? What's more important to you: the relationship or achieving your negotiating objective?</i> |

Appendix D. Mentorship Agreement

Mentorship plan in support of Insert Mentee Name Insert Program Year

In support of the SAME Leadership Development Program, to best facilitate a valuable mentoring relationship, let the following outline serve as the framework to inform and guide this experience and both parties' (mentee and mentor) reflection, input, critical thinking and honest, open communication for the beneficial growth of the mentee, Insert Mentee Name.

Mentee Name

Mentor Name

Self-Assessment Questionnaire

Not otherwise having access to your Myers-Briggs results and only a cursory view of your other LDP self-assessment exercises, the below self-assessment questionnaire will hopefully further your own self-reflection as well as my own understanding of who you are, what you know and perceive of yourself, what's important to you, what your goals are, what makes you tick (and otherwise potentially not tick) and your expectations of this mentorship relationship and this LDP overall.

1. What are your known/perceived strengths?
2. What are your known/perceived weaknesses?
3. What gets you going in the morning? What are your motivators?
4. What are your distractors/stressors?
5. Any home/life concerns you might have?
6. List and rank your top 5 priorities (covering all aspects of your existence)
7. What has been your greatest, most rewarding work success to date? For what reasons? What did you learn from that experience?
8. What has been your greatest work challenge to date? Why and how so? What did you learn/take away from that experience?
9. What are your short-term (w/in one year), mid-term (w/ 5 years), and long-term (w/in 10 years) goals?
10. What are your expectations from this mentorship relationship?
11. What mentor qualities do you prefer?
12. What are your expectations from this SAME Leadership Development Program?

Feedback from your Self Reflection/Self-Assessment – Establishing/Tracking Action Plans

- 1) Express/Capture your three greatest “problem” statements. For example, some considerations might be:
 - a. I want to develop my skills in _____, so that I can _____.
 - b. I want to position myself for greater responsibility & opportunities within my organization/industry.
 - c. I want to build a stronger professional network.
 - d. I want to improve my relationship and/or reduce conflict with _____.
- 2) Develop and establish Action Plans in addressing each of your three greatest problem statements.

- a. Mentee to develop these within the first two months of this LDP year
- 3) Based on mentee's action plans, mentor will develop tailored brief exercises for mentee to address in aiding with progress toward improvement and goal attainment.
- 4) Mentee and mentor will periodically check and discuss progress monthly

Professional Readings – Developing Professional Reading Reference Library

Building upon the LDP Professional Reading selections, mentor and mentee will continue to develop a professional reading list in support of mentee's short, mid and long-term goals and ongoing professional growth.

Communications Plan

- 1) Bi-monthly (twice per month) video chats (most beneficial); approx. 30 mins in duration (or longer if/as necessary by both parties)
 - a. Prior to scheduled LDP Class sessions, one of these bi-monthly sessions could address any thoughts, struggles/challenges, inspirations, and/or questions you might have. Ideally these should be formulated and submitted for reflection/preparation in advance of these bi-monthly sessions.
 - b. Ideally, the first session following an LDP Class session could/should present an opportunity for the mentee to discuss any LDP coursework/sessions the mentee might have questions about either for clarifications or possible relatable experiences/perspective for discussion.
 - c. Second bi-monthly sessions could/should present an opportunity for the mentee to address and prepare for the next scheduled LDP Class session, especially any work/input to be provided at/by that LDP Class session.
 - d. Recognize Bi-monthly may not be practical/possible every month depending on mentee's work schedule; therefore, both parties pledge to coordinate schedules to virtually meet at least once a month for 1 hour
- 2) Utilize regular communications to check on progress w/ LDP coursework, readings, LDP project
- 3) Coordinate opportunities to meet in person if/as safe and available to do so should opportunities present themselves

LDP Project

- 1) Advise and counsel mentee in formulating, developing and progressing thru the required LDP project requirements/process
- 2) Mentee will keep mentor informed of his LDP Project schedule, meeting dates, etc.
- 3) Mentor will remain available to support mentee to listen-in and aide if/as requested by mentee
- 4) Mentor to sit-in on LDP Final Project presentation for support