



Mentoring Across SAME

A Mentoring Guide for Posts and Members

Mentoring is an essential leadership skill



July 26, 2022

Dear Post Leaders and Members,

Working under the guidance of the SAME Leader Development Community of Interest (LD COI), the Mentoring Advisory Group is pleased to provide this guide to mentoring opportunities found at SAME. As one of the four main pillars of the LD COI, we consider mentoring as an “Essential” leadership skill. Mentorship is critical to help members identify, develop, and utilize contacts and resources. Mentoring opportunities abound for those seeking them. This pillar is designed to mix the opportunities for mentee / mentoring with the diversity of our SAME membership community to optimize the Mentorship experience.

Included in this guide are mentoring approaches from seven Areas of Involvement (AOI). These mentoring approaches include the Leader Development Program (LDP), Academy of Fellows, Post Level, Young Professionals, Public Agency, Sustaining Member, Student Chapter, and Camps. Within each program exists two ways of mentoring, either one-on-one or in a group setting.

Our goal is to provide hot links and the Mentoring Toolkit appendix from within this guide where the user can find more in-depth information for each specific AOI.

We hope this guide will provide insights into the multitude of ways that this skill is being incorporated in all facets of leadership, individual growth, and sustained development.

Sincerely,

Amelia DaCruz

Amelia DaCruz
LD COI Vice-chair, Mentoring Advisory Group

EXECUTIVE SUMMARY

According to the Institute for Broadening Participation¹, “mentoring is giving your time, attention, insights, and advice. Mentoring is about helping a mentee develop social capital within an environment where they have the resources and support to develop technical and intellectual capital. Simply providing resources for a mentee to accomplish a research project (i.e. develop technical/intellectual capital) is not mentoring. That is the minimum requirement to setup an appropriate learning environment. Mentoring takes place in the personal interactions with the mentee.”

Another source, The Mentor Support Network², defines mentoring as “sharing knowledge, skills and life experience to guide another towards reaching their full potential.” It further states that “Mentoring is a positive, supportive relationship...is multi-faceted; it can be formal or informal and may change and evolve as the needs of the mentee change. A mentor can be a role model, coach, sounding board, voice of reason, counselor and a trusted resource.”

Strategic Alignment

With the support of 30,000 members located at 105 Chapters/Posts around the world, 1,400 member firms, representation from every DoD Agency and Service Branch, and a national office in Alexandria, VA, SAME leads collaborative efforts to maintain leadership in the A/E/C industry and ensure the country has the STEM professionals and leaders it needs to secure the nation. Mentoring helps SAME achieve the 2025 strategic plan. In particular, mentoring helps reinforce the following goals:

- Goal 1: Strengthen Industry-Government Engagement
- Goal 2: Build and Sustain Resilient Communities
- Goal 3: Develop Leaders for the Profession
- Goal 4: Enrich the STEM Pipeline for the Nation
- Goal 5: Prepare Servicemembers and Veterans for the A/E/C Industry

Mentoring Opportunities

This guidance manual will introduce you to resources you can utilize when serving as a mentor. It will also guide you to the various mentoring opportunities within SAME:

- Mentor Orientation
- LDP Participant Mentors
- Academy of Fellows Mentors
- Post Level Mentors
- Young Professionals Mentors
- Public Agency Mentors
- Sustaining Member Mentors
- Student Chapter Mentors
- Camp Mentors

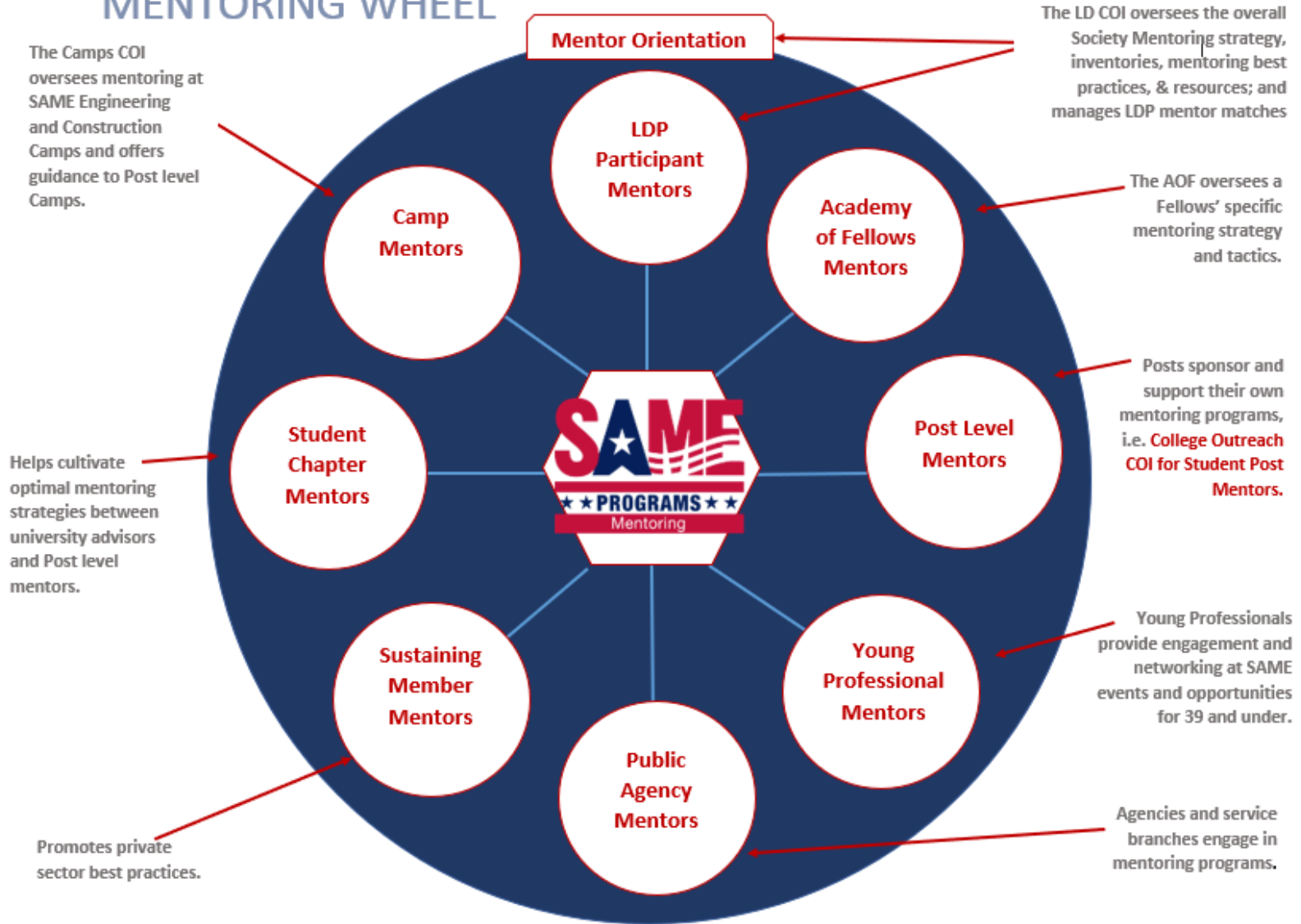
Mentoring is a key component to SAME engagement efforts.

This guide is a product of the Mentoring Advisory Group. If you would like to join the group, or present or discuss a mentoring program at a future meeting, please contact Amelia DaCruz, LD COI Vice-chair and Mentoring Advisory Group Chair amelia@cruzan.org, or Jeannine Finton, SAME National Staff Liaison, at jfinton@same.org.

¹The Mentoring Manual, Institute for Broadening Participation (Funded by the National Science Foundation), 2012

²Mentor Support Network Source, <http://www.mentorsupportnetwork.com.au/mentor/what-is-mentoring>, 2021.

MENTORING WHEEL



Mentoring Advisory Group Contacts

The Mentoring Advisory Group is housed within the Leader Development Community of Interest (LD COI). To learn more about the advisory group or the LD COI, go to <https://www.same.org/leader-development-community>.

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Mentoring is a key component to SAME engagement efforts to maintain leadership in the A/E/C industry and ensure the country has the STEM professionals it needs to secure the nation. Mentoring also offers an excellent opportunity for leader development by the mentor and the mentee. Led by the Mentoring Advisory Group, under the Leadership Development Community of Interest (LD COI), SAME is working to connect mentoring opportunities across the Society into one strategy. From camp mentoring, to mentoring of Leader Development Program participants, to engaging with student members and young professionals at SAME national events, SAME can find the right mentoring opportunity that fits your time and interest.

I. SAME MENTORING GOAL

SAME provides resources and an environment to champion and support mentoring as a key goal within the Society with the intent to promote growth opportunities and develop leaders within the Society who in turn will serve our broader community and nation. The Leader Development (LD) Pillars of Society describes its mission as **“Building Leaders for SAME, Industry and Government Agencies”**.

SAME’s various mentoring programs yield social, technical, intellectual and/or leadership development value. This in turn strengthens our industry in delivering effective and sustainable solutions to building and maintaining our nation’s assets and infrastructure.

II. HOW?

In supporting mentoring activities SAME’s greatest assets are the many government and civilian mentors (seasoned professionals and leaders) within the community of 30,000 members located at 105 Chapters/Posts around the world, and 1,400 member firms and government organizations representing every DoD and Service Branch. Under the stewardship and guidance from the national office in Alexandria, VA, SAME leads collaborative efforts through national and regional conferences and programs as well as on-going activities by Communities of Interest (described below) that are championing mentoring as part of their programs.

III. THE MENTORING ROLE IN SAME

Mentors within SAME come from varying backgrounds in terms of career focus, professional skills and experience and industry role. As such they can have a multi-faceted perspective on mentoring topics; however, their role as mentor is defined by the same attributes – namely:

- shares an interest in sustaining the SAME values and goals related to STEM and professional and leadership development
- requires a commitment to personal interaction¹
- desires to inspire and engage
- utilizes the resources and support in the growth environment provided
- provides feedback regarding the effectiveness of the educational and mentoring opportunity
- looks for opportunities to expand SAME mentoring efforts
- enjoys sharing knowledge and engaging with mentees

National and Post Roles in Mentoring

National’s role in mentoring varies with the specific area, as described in more detail in the following section. It will be mostly, or solely, responsible for programs that National runs, such as STEM Camp Mentoring and the National LDP Mentoring. Other programs with a more local focus will generally be the responsibility of the Post. These include Student, College Chapter, and Post-level LDPs. Other programs, such as Sustaining Members, Academy of Fellows, and Agency mentoring have more shared responsibilities. In all cases, National is a resource for mentoring at the Post level and will involve Posts in many types of mentoring. Specific roles for each area of mentoring are included in the following section.

IV. BENEFITS OF MENTORING

Mentoring is a professionally and emotionally rewarding experience that benefits both the mentee and the mentor. There are multiple opportunities to engage as a mentor, each of them serving a particular audience of mentees, and having the opportunity to be impactful in various ways. Leveraging your unique skills and experiences as a mentor, the more you become involved the more each of our contributions make a difference. Alone we can change one, but together we can change the world.

Benefits for Mentees

Being mentored is one of the most valuable and effective development opportunities you can offer employees. Having the guidance, encouragement, and support of a trusted and experienced mentor can provide a mentee with a broad range of personal and professional benefits, which ultimately lead to improved performance in the workplace.

For mentees, some key benefits of business mentoring include:

- exposure to new ideas and ways of thinking
- advice on developing strengths and overcoming weaknesses
- guidance on their professional development and advancement
- increased visibility and recognition within the company
- the opportunity to develop new skills and knowledge

Benefits for Mentors

Mentoring is more than the transfer of advice, knowledge, and insights. The relationship offers reciprocal benefits for mentors willing to invest their time in developing another professional. As well as the personal satisfaction of sharing their skills and experience with a willing learner, being involved in mentoring also provides some tangible benefits that can reward mentors professionally.

Some key benefits for mentors include:

- Provides opportunity to give back and strengthen our profession and community
- Increases social and business circles and contacts within a professional network
- Offers reciprocal growth potential: increased communication and leadership skills
- Serves to develop or maintain connections to schools and universities within your local community to plant the seeds of future STEM professionals
- Increases your awareness of benefits of SAME and its role in supporting our industry
- Enables professional skill continuity and job security for mentor's industry
- Recognition as a subject matter expert and leader
- Exposure to fresh perspectives, ideas, and approaches
- Extension of your professional development record
- Opportunity to reflect on your own goals and practices
- development of their personal leadership and coaching styles

V. MENTORING OUTCOMES

Mentoring provides increased opportunity for expanding knowledge and development of professionals and future leaders. Through effective and impactful mentoring, we enhance the characteristics and quality of professionals and leaders within our government, civilian, and industry communities to better serve the Society and our Nation.

Leveraging the resources of military and civilian professionals and leaders within our government and industry member organizations, SAME offers multiple forums of mentoring engagement as discussed later in this Guide to impact individual and professional growth. The connection and appropriate alignment of mentors and mentees yields

outcomes that impact one's educational direction or training, career choice, professional development plan, technical and management knowledge, and leadership ambition and achievement to name a few.

Program and Individual Specific Outcomes and Goals

Because of the variety of mentoring programs within SAME, each program will need to develop its own specific goals and desired outcomes. This may be to help service members transition from the military, help a new small business get established in the federal market, or prepare the next generation of SAME Post leadership. In any case, those running the program need to develop their own goals and desired outcomes.

The same goes for individual or group mentor/mentee pairings through one of these programs. While the programs will have an overarching goal, each mentee will have specific needs and objectives. The mentor should help the mentee determine what they hope to accomplish during the program. For instance, a service member transitioning out of the military may want to determine whether they want an industry or government job, help with networking, or assessing the needed skills and certifications that they need to develop. Whatever the goal, it should be specific to the mentee/mentor pairing and fit broadly within the mentoring program under which the two were paired.

VI. UNIVERSAL TIPS FOR MENTORING

- Mentors don't make the Mentee; they make the mentee better!
- As a Mentor believe in yourself and your own capabilities to share knowledge!
- As a Mentor be prepared:
 - Know your role
 - Listen
 - Set your boundaries; be clear and precise
 - Interact and share – your whee's and woe's!
 - Understand what feedback looks and sounds like
- Invest time into knowing your mentee--the more you know the more you can help
- Maintain and respect privacy, honesty, and integrity
- Honor your commitments and confidences
- Provide and obtain feedback
- Help mentees:
 - Identify learning opportunities within SAME
 - Network
 - Identify opportunities to engage in SAME committees and other working group activities

VII. ELEMENTS OF EFFECTIVE MENTORING APPROACHES²

EFFECTIVE	INEFFECTIVE
Advisor Sounding board, facilitator	Rescuer Problem fixer, assumes responsibility
Protector Supports, is a safety net	Bodyguard Fights mentee's battles, overprotective
Coach Provides structure, gives feedback and direction	Svengali Dictates, controls learning
Diamond Cutter Suggests, polishes rough edges	Mechanic Wants a quick-fix, insensitive to feelings
Broker Identifies resources, develops	Buck passer Abdicates, doesn't follow-up
Challenger Positively provokes, pushes toward higher standards	Adversary Pushes too far too soon, devil's advocate
Clarifier Teaches organizational values, politics	Minesweeper Removes obstacles so mentee doesn't have to deal with politics
Affirmer Gives needed support, enhances self-esteem	Smotherer Gives too much feedback, discounts mentee's feelings or concerns
Sponsor Provides visibility and recognition, advertises talents of mentee	Stinger Promotes mentee at expense of others

² From: Women in STEM Education Institute Mentor Handbook, Lone Star College

VIII. MENTOR AREAS OF INVOLVEMENT

SAME currently identifies eight areas of involvement (AOI), each with their own programmatic goals and opportunities for mentoring. Many have shared interests and offer the option for overlapping mentoring topics. The mentoring roles begin with the SAME volunteer mentors and as such are dynamic; however, they are adopted to match the needed skill sets and program requirements to meet the needs of our mentee beneficiaries. Descriptions of each area of mentoring engagement with their can be quickly accessed thru the description links below, the respective "tools" for engagement (Toolkit, section XI), or you can scroll down.

- a. [LDP Participant Mentors](#)
- b. [Academy of Fellows Mentors](#)
- c. [Post-Level Mentors](#)
- d. [Young Professional Mentors](#)
- e. [Public Agency Mentors](#)
- f. [Sustaining Member Mentors](#)
- g. [Student Chapter Mentors](#)
- h. [Camp Mentors](#)

a. LDP PARTICIPANT MENTORS

Each participant in the SAME Leader Development Program is matched with a mentor. Participants either recruit their own member or the LDP task force works with the Academy of Fellows to recruit a mentor for them that matches their background and interest. In cases where more than one mentor is available, the participant chooses the mentor that best matches their needs.

Throughout the one-year program, the mentor will provide individual professional guidance and support to an LDP participant to help develop and advance the participant's leadership skills. LDP participants will use the experience gained from this program to continue to build their leadership skills as they aspire to contribute as future leaders to address the nation's 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, mentors commit to regular interactions (ideally monthly) throughout the 12-month duration to include: phone calls, emails, and face-to-face meetings, when/if possible. Mentors guide mentees through the required project component of the program.

In the evaluation of the inaugural LDP class, participants cited the mentoring component as a high point of the experience.

The program provides guidance on the role of the mentor and the mentoring relationship, with opportunities to check in with the Mentoring Advisory Group- Leader Development Program Mentor POC, **Ree Miskimon**, miskimonree@gmail.com

b. ACADEMY OF FELLOWS MENTORS

Building on the Society's commitment to mentoring, the Academy of Fellows (AOF) is accepting the challenge by asking Fellows to actively join the rank of "Mentor" by increasing their engagement in SAME mentoring activities. This is made clear in the Fellow's charge and pledge.

Charge: "I charge you to be a mentor". A Fellow fully understands the importance of growing future professionals and leaders and continually seeks opportunities to do so. A Fellow actively participates in SAME education, training, and professional development programs, sharing experience, insight, expertise, and best practices and doing so with enthusiasm. "May the laurel branch with berries on your medallion remind you to remain a mentor throughout your professional career."

Pledge: "I pledge to fulfill the charges to me as a SAME Fellow. I will be a role model and mentor...."

As a result, you don't have look far before you find a Fellow mentoring at a SAME Engineering and Construction camp, other SAME Communities of Interest programs, or Post activities and programs around the world.

The Academy of Fellows (AOF) has a strong strategy to assist SAME members. Finding the right mentor can help you expand your knowledge, improve your skills, and elevate your career. With over 900 members, there is a Fellow who understands your position, functional area, and goals and aspirations. And mentoring will cover the full continuum of an individual's career development path – from school, to college, to career start and progression to management and leadership roles. Whether you are active military, federal civilian, or private industry employee, or still in school

or college, AOF can match you with a successful professional to help shape your skills, navigate your career path, and support you in accessing the resources necessary to advance.

Equally important is the contribution Fellows can make as a resource in mentoring Posts within SAME to achieve various objectives within the Mentoring framework. The AOF utilizes the Post Mentoring Template, depicted and explained in the Post Mentoring Toolkit. This effective tool includes support in developing Fellow candidates, developing Student and Field Chapters, organizing professional development programs, and facilitating other activities under the Mentoring umbrella.

For more information about becoming involved with the AOF mentoring efforts, visit the Academy of Fellows [webpage](#), or reach out to **Philios Angelides**, Mentor Advisory Group- Academy of Fellows Mentoring POC, at angelidesp@gmail.com

c. POST-LEVEL MENTORS

Each Post is responsible for developing and sustaining their own Post Mentoring Program. These programs can include a wide range of activities and participants. Mentoring is probably already occurring in one form or another and this additional resource will assist Posts to develop new and/or increase current mentoring opportunities. These opportunities may be at the middle school, high school, college, or young professional levels and are going to vary from Post to Post and person to person. Some Posts have active scholarships programs and/or student chapters, however, not all have both and some may have neither. The resources for Posts will enable Posts of all sizes and locations to be able to start and/or grow a mentor program in the form and fashion that works best for its membership.

Posts are encouraged to have programs that overlap those mentioned in the other types of mentoring, including:

- Academy of Fellows Mentoring
 - Fellows are an excellent source of potential mentors. Posts are encouraged to keep Fellows engaged by providing them opportunities to mentor others within the Post, especially Post leaders and Young Professionals.
 - Mentoring is also needed to recruit and coach Post officers to become SAME Fellows.
- LDP Participant Mentoring – National frequently needs help finding mentors for its National LDP. If the Post has its own LDP, it will also need help with mentoring within that program.
- Camp Mentoring – Posts are encouraged to provide mentors for STEM camps and Posts near the camps may have programs to coordinate local mentors.
- Young Professionals Mentoring – While National has the Young Professionals COI to aid in this mentoring effort, most of this type of mentoring will occur at the Post level where Young Professionals are more likely to be active. It is encouraged that Posts have programs to engage Young Professionals and recruit them into active leadership positions at the Post and National levels.
- Student mentoring- Local Post mentoring is a way to support and grow our high school and college students.
- Sustaining Member Mentoring – Sustaining Members represent both a source of mentors and mentees.

For more information about becoming a POST Mentor please reach out to **Gerald Morris**, gmorris@polukaiservices.com, Mentoring Advisory Group- Post Mentoring POC.

d. YOUNG PROFESSIONAL MENTORS

The SAME **Young Professionals Community of Interest** (YP COI) seeks to be an advocate for and engage young professionals in support of the SAME Strategic Plan through outreach, training, networking, and recognition.

Using the [Mentoring Continuum](#) (Toolkit), provided by the SAME Academy of Fellows, as a guide, the YPs are provided basic information exchange and encouragement to help entry level members find their best fit to become involved. Their goal is to first encourage a “Seek and You Shall Find” mentality, understanding that until you know something exists you cannot put it to use. The YPs can then decide their level of involvement, set goals, and help with their developing recognition program.

For more information please contact [James Buckingham](#), james.buckingham@kiewit.com, Mentoring Advisory Group- Young Professionals POC.

e. PUBLIC AGENCY MENTORS

Government Service Agencies have resources for professional development and work-life balance, and SAME provides professional development opportunities for each of these members, as well. The purpose of this section is to explain the value and meaning of mentoring, provide mentoring resources related to engineering, operations, and management, and provide mentoring resources that can be used for high school students, spouses, and for transitioning out of government service. Whether mentoring guidance is needed for a specific branch or by all branches, the information below can help a mentor get started. Areas discussed below include Army, Air Force, Coast Guard, Marine Corps, Navy, and Other services. The information will grow to include other government organizations as that information becomes available.

Air Force. In the Air Force (AF), people with greater experience with career advancement and work-life balance guide new personnel to grow and achieve their goals faster (U.S. Air Force, 2019). The AF relies upon direct supervisors to mentor those in their chain of command about expectations and steps for reaching the mentee’s goals (U.S. Air Force, 2020). This is documented on a feedback form and is reviewed regularly to measure the progress the mentee has made toward the goals. **See Air Force Toolkit for feedback form and examples of a few computer based mentor programs.**

Army. The Army defines mentoring as the passing of knowledge from a more experienced person to a lesser experienced person to develop the mentor and the mentee. There are three types of leading in the Army--formal, semi-formal, and informal--and mentoring is considered to be an informal form of leadership struck from opportunity and based on similar experiences and goals. It is seen as having benefits for the mentor, mentee, and the organization. The mentor becomes comfortable with providing candid feedback, develops themselves as they develop others, gains a data conduit for current issues, builds pride in developing another in their own image, sharpens their own communication skills, and increases their network. The mentee gains perspective and skills and assumes traits from the mentor. The Army benefits in ways like retention of talent due to people feeling valued and successful because they reach their goals, has its legacy of core values promoted and instilled, has its performance improved as knowledge is exchanged and leaders self-assess as they develop their mentees (U.S. Army, 2015; Thomas & Thomas, 2015). **See Toolkit for a very detailed manual for how to mentor in the Army.**

Coast Guard. In the U.S. Coast Guard, mentoring starts from the beginning with new recruits and is at the core of its institutional culture as it is taught as one of the 28 leadership competencies (U.S. Coast Guard, 2006). There is emphasis on how mentoring benefits both the mentor and the mentee because the mentor learns about themselves as well as the mentee benefiting from the mentor’s experience, knowledge, and skills. The result is an increase in productivity, strengthening of performance, and increases retention. In the USCG, mentors are supposed to help the mentee solve problems and form plans to meet goals. **See Toolkit for Coast Guard information.**

Marine Corp. According to the “Marine Corp Mentoring Guidebook,” the Marine Corps has the mentoring goals of, “more closely connecting leaders and their Marines and developing the leadership qualities of junior Marines and

leaders to enable them to assume progressively greater responsibilities for themselves, each other, and to the Marine Corps.” (United States Marine Corp, 2006, p. 1) **See Toolkit for Marine Corp information of tools and worksheets.**

Navy. A study found that the Navy’s meaning of mentoring was described in four areas: “imparting wisdom/perspective, career advocacy / exposure / challenge, personal counsel, support during adversity, and provision of a model/exemplary role model” (Johnson & Andersen, 2015). Furthermore, according to the *Navy Leader Development Strategy*, the priority the Navy placed on the institutional and cultural development of all its Sailors was of utmost importance and since its leaders will advance the Navy’s strength (U.S. Navy, 2013). The four core elements of the strategy are: experience, training, education, and personal development. The strategy also used Learning Continuum charts for each rank the specific jobs/positions to be held to gain experience, schools/courses for training and education, and provides resources for personal development such as: Roadmaps/degrees/Individual Development Plans, etc. Diversity is institutionalized into the Navy’s mentoring process. Inclusion and diversity are being taught throughout the Learning Continuum. Furthermore, one of the Navy’s goals is to recruit and retain sailors to achieve improved readiness, and more outcomes (U.S. Navy, 2020). **See Toolkit for Navy website and pertinent information.**

Other Services. There are many resources that can be used by members of any Service. Military Women eMentor Leadership Program is a program open to all military women at all stages in their career from cadets-in-training to separated/retired (Air Force Sergeants Association, 2020). Military Entrepreneur eMentor Program is open to veterans and military spouses aspiring to be entrepreneurs and business owners (Air Force Sergeants Association, 2020). United States Mentorship Apprenticeship Program (USMAP) is open to all Services, except the Air Force, for military and civilian engineers in applicable trades to use complete requirements toward an apprenticeship (U.S. Marine Corp, 2020). The Tuition Assistance (TA) DECIDE provides a listing of school that participate in the program and a tool to compare schools to each other to facilitate decisions (Department of Defense, 2020). For young people who are interested in summer programs that may lead to working for the government or scholarships for college, a good resource is the website Army Education Outreach Program (Army Education Outreach Program, 2020).

Role of SAME Posts

Opportunities to provide public agency mentoring can be cultivated at both the national and local levels, through formal or informal interactions.

At the National level we can leverage the forum of conferences, Industry Government Engagement (IGE) initiatives or other strategic meetings to engage agencies with appropriate mentors from the AOF or COIs to discuss topics of interest and perhaps create working groups for on-going dialog in areas or topics of interest.

At the local level, i.e. Posts, opportunities exist for creating partnerships with or Field Chapters at military installations that are within the Post’s geographic region. Through these engagements, mentors can support the agency or installation with technical workshops or networking events where various topics of interest could be discussed including:

- Career development within military or civilian sector, including career transition opportunities from military to civilian sector
- Operations management – how to support within an installation environment
- Technical knowledge development on various areas of practice
- Professional development – certifications and other training

For more information about the general duties of the Public Agency Mentoring and to help identify government mentoring programs and resources please reach out to **Amelia DaCruz**, at amelia@cruzan.org, Mentoring Advisory Group- Agency Mentoring POC.

f. SUSTAINING MEMBER MENTORS

Mentoring plays a huge role in the private sector's ability to recruit, train, and retain its workforce. To ensure access to a skilled workforce, successful companies invest in mentoring programs at key points in their personnel management. Mentoring incoming employees on the dynamics of the new company's structure and culture during onboarding can help accelerate their utility. When it comes to employees with advanced to higher-level positions, a mentor can help translate the employee's skills to higher-stakes responsibilities, which in turn can minimize their recalibration time.

For the emerging workforce, companies are developing sophisticated mentoring programs aimed at students attending high school, college, and trade schools. Through internship and apprenticeship programs, SAME sustaining members offer student members a variety of experiences rich with knowledge and skill building, all while learning the company's respective technical and business functions. Through mentoring, sustaining members lessen the risk of an unavailable workforce.

If your company is a SAME sustaining member and runs an internship, mentoring, or leader development program, please let us know so we can include you in our inventory. If it doesn't, is there interest in starting one?

To let us know about your program, or to find out what it takes to set up a mentoring program at your company, contact the Mentoring Advisory Group- Sustaining Member Mentor POC, **Thad Tobaben** at William.tobaben@kiewit.com.

g. STUDENT CHAPTER MENTORS

Posts appoint a Student Chapter Mentor to serve as the main conduit between the Post and the Chapter. Chapter Mentors serve as a liaison between the Faculty Adviser, students, and the sponsoring Post. Support includes (but is not limited to) assistance in financial planning, operations and programs, events, and recognition, and providing guidance during the school-to-workforce transition.

Any current SAME member may serve as the Chapter Mentor. The Chapter Mentor position is a perfect leadership role for a Young Professional (YP) looking to be involved in the Post. If a YP is chosen to fill this role, it is recommended that a senior Post member be paired with the YP as a mentor. Their information shall be submitted to the SAME National Office as part of the application process, updated through the Student Chapter annual report.

View the list of student chapters at: <https://www.same.org/Get-Connected/Find-a-Post>. For more on student chapter mentors, contact Michael Scarano, College Outreach COI Senior Student Chapter Mentor, at mscarano@att.net.

h. CAMP MENTORS

Each year, the Society of American Military Engineers (SAME) offers to high school students a selection of camp experiences from the National Engineering & Construction Camps to Post-level camps. Through these camps students have the opportunity to engage with mentors from different backgrounds and learn important skills while expanding their knowledge through the camp program. In parallel, These events offer Non-commissioned Officers, teachers, strategic partner staff, and individuals with a STEM background a valuable opportunity to support tomorrow's leaders and STEM professionals by passing on their knowledge and skills sets in various collaborative exercises

The success of SAME camps depends on the experience and talents contributed by the staff, cadets, college students, and other volunteers that come from our many SAME Posts and partner organizations. They fill critical mentor and staff roles.

If you have questions about serving as a camp mentor, contact **Shawn Moore**, Mentoring Advisory Group- Camp Mentoring POC, at Shawn.Moore@Woolpert.com.

For more details, or to apply when applications open, go to: <https://www.same.org/SAME-CAMPS/Mentors-Staff>.

IX. MENTORING TOOLKIT (MT)

The mission of the Society of American Military Engineers (SAME) Leadership Development Community of Interest (LDCOI) is to develop, execute, and track mentoring activities across the SAME enterprise in support of all 5 goals within the 2025 SAME Strategic Plan – Securing America’s Future, Together. As one of the four main pillars of the LDCOI, the Mentoring Advisory Group (MAG) leads mentoring efforts to enhance leadership development and cultivate the talent necessary to address the nation’s grand challenges ensuring the enduring stewardship of the A/E/C profession.

The MAG offers monthly meetings which provide a forum for “Mentoring the Mentor- Orientation”. All are welcome to attend and get involved to the extent that it is needed or interest exists. We are a volunteer group and are continuing to evolve with the needs of the SAME Mentoring COI. If you want to visit or join the group, please contact Amelia DaCruz amelia@cruzan.org or Jeannine Finton jfinton@same.org .

Obtaining knowledge from each area of interest within SAME, this Mentoring Toolkit was developed by the MAG, as a supplement to the Mentoring Guide, to provide a framework for SAME Posts and other organizations (private and public) to establish their own mentoring program in any one of the mentoring area of interests (AOI).

At its core, mentoring builds relationships where "a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person." This can be achieved in multiple ways to achieve personalized goals.

The toolkit describes initiatives, more detailed guidance, and working templates for these initiatives and also describes types of mentoring which take place between a mentor(s) and a mentee(s) within a program. Each relationship is different and the decision regarding where and how these resources are to be utilized should be made within each program.

The toolkit is provided within this Mentoring Guide and may also be accessed separately from the SAME website, under “Get Involved” Mentoring Tab, <https://www.same.org/mentoring> . If you are a Mentoring Program POC, and need to update your toolkit resources, please contact Michelle Chambliss-Cain at michelle.chambliss-cain@faithgrouppllc.com .

This toolkit is presented with the following section resources:

- 1. Cost of Mentoring Program**
- 2. Outside Resources**
- 3. “Tools” of Engagement**
- 4. “Envision, Empower, Expand”**
- 5. Roles within the Mentoring Relationship**
- 6. Types of Mentoring Relationships**
- 7. Meeting Optimization**
- 8. Achieving the Area of Interest Mentoring Goals (Guide Document Examples)**
 - A. Mentor Application**
 - B. Mentee Application**
 - C. Program Basics**
- 9. SAME Specific Tools**
 - A. Leadership Development Program**
 - B. Academy of Fellows**
 - C. Post Level**
 - D. Young Professional**
 - E. Public Agency**
 - F. Sustaining Member**
 - G. Student Chapter**
 - H. Camp**

1. COST AND RESOURCES AND OTHER CONSIDERATIONS NEEDED FOR A MENTORING PROGRAM

The potential hard costs of setting up a mentoring program within any one area of interest include the volunteer time and resources within a Post, the LD or sustainable member. With the exception of matchmaking software most costs are able to be supported within existing Post programs, to strategically align with SAME National Plan goals.

Post Program Chair and Committee

A Post-level mentoring program can be a significant undertaking and should have at least one chair. For most programs, there will also need to be a committee to assist with planning and executing the program. Additional discussion of needed resources is included below.

Special Permissions

It may be needed for organizers to think of any special permissions, authorizations, registrations, etc. that may be required for working with certain groups. The most common will be the need for background checks when working with children below the age of 18 and completing Youth Protection Training when working with Scouts BSA, but there may be other permissions required depending on the participants and program partners. Pairing and check-ins with participants can require a significant time commitment and other resources. These lines serve as reminders for the Post program committee to consider when planning the program and deciding on the size of the committee.

Advertising the program, completing applications, contacting participants, and conducting impact surveys can be done in many ways (email, Google Forms, Survey Monkey, etc.). The planners need to consider the platforms available to the Post, security access by government participants, EU General Data Protection Regulations (GDPR), and ease and convenience of use when deciding which platforms and systems to utilize.

2. OUTSIDE RESOURCES

- [How to Start a Mentoring Program](#), Chronus (also see [YouTube](#) link)
- [How to Build a Mentoring Program](#), US Patent and Trademark Office
- [Elements of Effective Mentoring](#), MENTOR National Mentoring Partnership, 2015
- [The Mentoring Manual](#), Institute for Broadening Participation (Funded by the National Science Foundation), 2012
- [Adviser, Teacher, Role Model, Friend](#), National Academies of Science, 1997
- [Federal Workplace Mentoring Primer](#), US Office of Personnel Management, 2017
- [Best Practices: Mentoring](#), US Office of Personnel Management, 2008
- [Women in the Academy: Female Leadership in STEM Education and the Evolution of a Mentoring Web](#), Forum on Public Policy, 2010
- [Career Benefits Associated with Mentoring for Proteges](#), Journal of Applied Psychology, 2004
- [Women in STEM Education Institute Mentor Handbook](#), Lone Star College-North Harris
- [Mapping a Mentoring Roadmap](#), Dr. Beronda Montgomery

3. “TOOLS” OF ENGAGEMENT

The act of engagement between mentors and a mentee should include examination of the goals and outcomes desired. This should be an exercise developed together and as such there is no right or wrong way to develop tools towards achieving a positive goal or outcome. Mutual expectations should be developed. Where expectations exist they should be clearly defined by both parties at the start of the relationship. Do you want to set up a structured outline to follow or let it be a free flow approach? Show your commitment! Set a length of time for the relationship. Should you meet for 6 months, a year or keep it open ended?

Diversity goes beyond the development of staffing which considers ethnicity and cultural background. Diversity is a key term that should illustrate a mentor's ability to offer a variety of viewpoints, style, resource examples and cultural perspectives. It can be an instrument of change that help mentees identify how their circumstances could be different and offers ideas on how to be a change that is needed. Mentors- Be bold and willing to share! Make mentoring programs an "opt in" but be ready to get specific as generalities may answer the question but don't always provide sustainable answers. Be ready to roll up your sleeves!

Most importantly, the relationship between the mentor and mentee should be personal and confidential. Discussion between the two should never be shared with colleagues or supervisors.

4. ENVISION, EMPOWER, EXPAND

Envision: The mentor will help the mentee envision potential paths for their career and/or even personal life.

Empower: The mentor shall help empower the mentee to reach their goals. Positive support and honest feedback are necessary.

Expand: The mentor shall help expand the mindset of the mentee, i.e., to think outside the box.

Preparing for Success

Effective mentoring does not come natural to many, and what mentee behaviors will result in the best outcomes is not common knowledge. To this end, the Posts should consider some amount of training, or at least setting of expectations, for all participants. This Guide contains basic guidance for mentors and mentees and should be considered the most basic training provided. This can generally be done through a kickoff meeting with all participants. Many of the resources referenced in this guide can be used to develop more extensive training or self-study programs for those wishing to delve further.

Following up with participants is critical to ensure that

- each pair were able to contact each other and meet,
- the pairing is a good match,
- that the mentoring relationship goals have been established,
- progress is being made,
- and assess the impacts of the relationship at the end of the program.

An initial check-in should be done 4 to 6 weeks after the program starts. Another, about halfway through the program. The final check-in can be an impact survey to assess the pairing and the effectiveness of the program.

5. ROLES WITHIN RELATIONSHIPS

Roles within the relationship may vary and when mature it is not uncommon for the mentee to become the mentor on occasion and this should be seen as a sign of a positive and mutually beneficial relationship. There are "typical roles" which can emerge in each category but again they are not to be seen as limiting or exhaustive.

The Mentor Role

Advisor, tutor, advocate, sponsor, role model – these are five roles possibly performed by a mentor. These roles enable you to guide, equip and encourage your mentee as he/she prepares for their professional career. You will take on one or more of these roles at any given time based on your mentee's needs or desires as they grow throughout the process. The mentor's role is to challenge and support the mentee as they find the right direction for themselves. The mentor should be a "safe place" to ask questions that maybe the mentee is not comfortable asking a supervisor. However, the mentor is also a person the mentee can ask questions regarding personal life goals and challenges. *Direct supervisors or managers should not be your mentor.*

The Mentee Role

Ask questions (there are no stupid questions!), listen, be honest and respectful. It is assumed that if a mentee signed up for the program they will be engaged and are truly interested in what it has to offer. Mentors can be from various backgrounds, walks of life and different ages. Be open but be comfortable with your mentor match. If you are not comfortable with your match speak with the SAME POC about it. Between meetings, keep a list of questions or topics you may want to discuss.

6. TYPES of MENTORING RELATIONSHIPS

While mentoring can take place in an informal or formal setting, the Mentoring types described in this toolkit focus on describing the formal approach where it can take place in either one or a combination of two ways:

One-on-one: A single mentor and a single mentee

Group: A single or multiple mentors and / or a single or multiple mentees

ONE-ON-ONE MENTORING

Whether mentoring a high school student at a camp, or a young professional participating in the Leader Development program, the value of mentoring comes from deep relationships built between the mentor and the mentee.

Success in today's A/E/C environment demands innovation and strategic thinking, balanced with action born from experience and intent. SAME recognizes that it takes skill to navigate a successful career in these fast-moving, dynamic industries – but it also takes a team of mentors, advocates, and advisors to be successful over a career.

Why is a 1-on-1 mentoring program important?

At its core, mentoring is a one-on-one relationship in which "a more experienced or more knowledgeable person helps to guides a less experienced or less knowledgeable person." The mentor usually helps the mentee identify career goals and provides advice and guidance. Sounds a bit like a coach, right? Not quite. While a mentor might use coaching techniques while working with mentees, coaches aren't necessarily mentors. *Coaching is a set of skills and behaviors; mentoring is fundamentally relationship based. Unlike a coach, a mentor might also share personal experiences or recommend potential actions.*

What role can a one-on-one or Mentor/Mentee (M/M) program serve for a Post and Post member?

As SAME celebrated its 100th year anniversary, its members came to understand how important it is to prepare for the future. Having a M/M program in place is highly valuable to connect our younger generation (the future of SAME) and our experienced generation.

Key benefits for the Post and Post members are as follows:

- exposure to new ideas and ways of thinking
- advice on developing strengths and overcoming weaknesses
- guidance on their professional development and career advancement as well as work life balance
- increased visibility and recognition within the company and the opportunity to develop new skills and knowledge

GROUP MENTORING

Group mentoring is a process where peers and leaders are brought together to engage in discussion around common challenges, goals and ideas.

Why is a group mentoring program important?

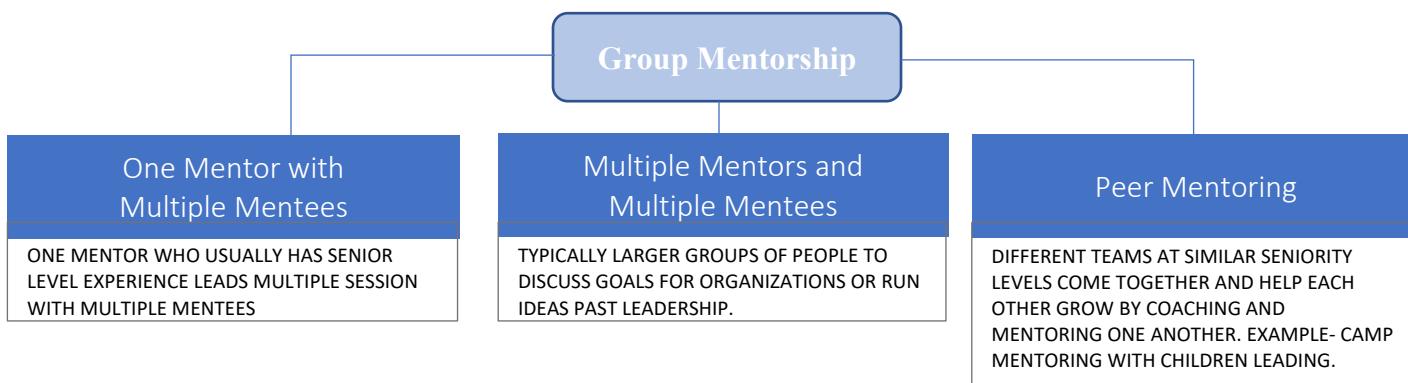
Group mentoring programs promote diversity and the value of perspective. They also provide ready access to resources by preparing routine approaches Realization that a combined knowledge and different areas of expertise help each member solve problems and come up with new ideas.

Group mentoring moves more mountains- faster!! Instead of two heads being better than one, there are several.

What role would a group program serve for a Post and Post member?

Group mentoring can be achieved in several ways:

- One mentor; multiple mentees
- Multiple mentors and mentees
- Peer mentoring



7. MEETING OPTIMIZATION

Program Basics

Building on program basics presented in the guide, and following the Resource Chart C, optimizing the program duration and frequency may follow some of the recommendations below.

- Time Period for Mentoring Program: It is recommended that any Post-level mentoring program have a fixed duration to reduce the demand on participants and allow for periodic evaluation of, and adjustments to, the program. A duration of six to twelve months is typical. A fixed period also encourages the mentees to set and achieve goals by providing an external deadline.
- Desired Frequency of Meeting: Regular meetings between mentee and mentor should be encouraged. To this end, the program should set expectations that are passed to the participants. Monthly meetings are considered a reasonable expectation for most programs, although more frequent meetings may be required early on to establish a relationship between participants and allow them to set goals.
- Agree on boundaries, levels of involvement and the amount of time you expect from each other.
 - a. Do you want to have a virtual meeting, leisurely lunch, a quick power coffee break or even do an activity together such as going to a gym or doing a 5K together?
 - b. Do you want to stick to nuts and bolts or go more into life lessons? The structure and frequency of the meetings can be decided between the two of you.
 - c. It is of good practice to arrange a subsequent date before the close of a meeting to make sure that a regular review of progress is maintained. Or, set up a recurrent monthly calendar meeting.
 - d. Both parties are accountable to each other. If workload or personal life should conflict with meeting time, give each other enough notice so that together you can set a new meeting.
- Be sure to share contact information so emails, calls and texts are possible to reach each other.

Important Dates

Suggested milestones should be included in a program schedule. Additional internal deadlines should be considered, especially for those items that require advanced preparation.

8. ACHIEVING THE AREAS OF INTEREST PROGRAMS

Program Participants

Each Post program should consider who they want as participants, whether mentor or mentees. This will often be part of the Program Objectives. For instance, the program objective maybe to “Have Fellows mentor Young Professionals to help them advance in their career and encourage participation in SAME.” If not part of the objective, the mentor and mentee pools need to be defined here.

The number of mentor/mentee pairs, and their recruitment, should be considered carefully, as the pairing and follow-up can be time consuming. This will impact the size of the committee needed to assist with the program.

To ensure that both mentors and mentees are able to continue for the duration of the program, consideration should be given to requesting a statement of support from each person’s supervisor to ensure they are aware of the program and approve of the needed time commitment.

Mentoring Guides documents have been developed for matching up mentors with mentees, with information requests like those below. They can be developed in many ways and incorporated in various platforms, as needed, and are expected to be available as individual items on the SAME.org website.

A. Mentor Application

Name		Date	
E-mail		Phone #	
Emergency Contact Name/Phone #			
SAME Membership Level: # years as SAME member:	Fellow Member	Member College Student (Year:)	
Mentee Preferences: No preference	No preference College Student (Year:) Scholarship Recipient	Young Member SAME Member	
	No preference Same gender (M F) Similar interests Other (indicate):	Specific school Specific profession	
Why do you want to be a mentor?			
What are your mentoring experiences? What can you contribute?			
What do you hope to accomplish as a SAME Mentor?			
Present position (Briefly describe role/responsibilities, length of service, etc):			
Describe your work and technical skills.			
Additional experience			
Licenses and Certifications			
Education			
Continuing Education			
Involvement in SAME			
What are you passions, hobbies, talents and interests?			
Reading (Genre): _____		Music (Genre): _____	
Outdoor activities: _____		Sports: _____	
Volunteer (describe): _____			
Other (indicate): _____			
Application deadline:			
Matching ends:			
Notifications by:			
Mentoring begins _____ through _____.			
Signature: _____			

B. Mentee Application

Name		Date	
E-mail		Phone #	
School		Major/GPA	
Emergency Contact Name/Phone #			
SAME Membership Level: # years as SAME member: _____		<input type="checkbox"/> Young Member <input type="checkbox"/> Scholarship Recipient (Year: _____) <input type="checkbox"/> Member <input type="checkbox"/> College Student (Year: _____)	
Mentor Preferences: <input type="checkbox"/> No preference		<input type="checkbox"/> No preference <input type="checkbox"/> SAME Fellow <input type="checkbox"/> Young Member <input type="checkbox"/> SAME Member <input type="checkbox"/> No preference <input type="checkbox"/> Same gender (<input type="checkbox"/> M <input type="checkbox"/> F) <input type="checkbox"/> Specific age range <input type="checkbox"/> Similar interests <input type="checkbox"/> Specific profession <input type="checkbox"/> Other (indicate): _____	
What do you hope to accomplish as a SAME mentee?			
Have you been mentored before? What worked and what didn't work?			
What are your academic and career goals?			
What are your extracurricular activities? (Briefly describe roles/responsibilities, length of service, etc)			
Describe your work and technical skills.			
Additional experiences			
Licenses and Certifications			
Education			
Continuing Education			
Involvement in SAME			
What are your passions, hobbies, talents, and interests?			
<input type="checkbox"/> Reading (Genre): _____ <input type="checkbox"/> Music (Genre): _____ <input type="checkbox"/> Outdoor activities: _____ <input type="checkbox"/> Sports: _____ <input type="checkbox"/> Volunteer (describe): _____ <input type="checkbox"/> Other (indicate): _____			
Application deadline:			
Matching ends:			
Notifications by:			
Mentoring begins			

C. Program Basics

<i>Post:</i>	
<i>Post Program Coordinator/Chair:</i>	
<i>Post Program Committee Members:</i>	
Program Basics	
<i>Mentoring Program Title:</i>	
<i>Program Objectives:</i>	
<i>Will mentoring be done one-on-one or in groups?</i>	
<i>Time period for the mentoring program:</i>	
<i>Desired frequency of mentoring sessions:</i>	
<i>Special permissions required:</i>	
<i>Other Considerations:</i>	
Participants	
<i>Who are your target mentees?</i>	
<i>Who are your target mentors?</i>	
<i>How many mentor/mentee pairs are you planning to coordinate?</i>	
<i>How will you recruit mentees?</i>	
<i>How will you recruit mentors?</i>	
<i>Do you want commitment statements from participant's supervisor:</i>	
<i>Other Considerations:</i>	
Preparing for Success	
<i>Will you train mentee/mentors? If so, how?</i>	
<i>How frequently will you follow up with participants?</i>	
<i>How will you follow up with participants?</i>	
<i>Will you help mentors find replacements for mentors that don't show up or are not a good fit? If so, how?</i>	
<i>How will you measure success and find ways to improve?</i>	
Important Dates	
<i>Advertise and recruit participants:</i>	
<i>Close Applications:</i>	
<i>Make pairings:</i>	
<i>Contact Pairings:</i>	
<i>Kickoff Meeting:</i>	
<i>First Mentor/Mentee Meetings:</i>	
<i>4-6 Week Check-in:</i>	
<i>Halfway Check-in:</i>	
<i>Begin Planning for Next Cycle:</i>	
<i>End of Mentoring:</i>	
<i>Measure success and requests recommendations for improvements:</i>	
<i>Program review and lessons learned:</i>	
Resources Needed	
<i>People Needed</i>	
<i>Program Review and Lessons Learned:</i>	
<i>Advertising Platforms:</i>	
<i>Polling Platforms:</i>	
<i>Follow-up System:</i>	
<i>Help from National?</i>	

Below are the individual tools that have been utilized within the specific programs. They are not exhaustive and utilization of ideas within one program does not limit it from being used in another. These are dynamic resources and as new ideas, uses and goals emerge, or are ratified, the user of this kit should expect to find updates posted. As described in the Mentoring Guide, the Areas of Interest for Mentoring currently supported under the Leadership Development Community of Interest are provided with hotlinks to the guide.

9. SAME SPECIFIC TOOLS

- A. [LDP Participant Mentor Tools](#)
- B. [Academy of Fellows Mentor Tools](#)
- C. [Post-Level Mentor Tools](#)
- D. [Young Professional Mentor Tools](#)
- E. [Public Agency Mentors Tools](#)
- F. [Sustaining Member Mentor Tools](#)
- G. [Student Chapter Mentor Tools](#)
- H. [Camp Mentor Tools](#)

A. LDP PARTICIPANT MENTOR TOOLS Each year the range of tools may vary but the focused approach, schedule and execution to completion will follow a proven schedule. A curriculum comprised of 12 sessions and that includes classroom discussions and each of the following but may vary from year to year depending on leadership and feedback with suggestions from prior year students.

- 1) **Mentors** are selected for each participating student. Ideally they have mutual interest or provide companion interests but their goal is to help each student in completing the program by traveling on the journey of the LDP program, helping them communicate their goals, interests and get the most out of the experience. Examples are DISC Personality Tests, Myers Briggs Type Indicator, Emotional Intelligence (Eq-i2.0), StrengthsFinders, The Enneagram Personality Test.
- 2) **Personality tests** like Myers Briggs will be utilized as each student is encouraged to explore their strengths, build upon areas that need strengthening and learn to lean upon their team mates for each of their strengths.
- 3) **Book readings / review** and led to encourage thinking. A champion for each selected book in the series will help students develop their insight, mull over points that challenge their thinking and find the nuggets and key takeaways.
- 4) **Projects** that are self designed and led are commitments required to benefit the SAME organization are a key tool to help the LDP student become a leader that also serves. The goal for each student is to find needs and look for ways to encourage and help the students and leaders of the future, including students in the next LDP class.
- 5) **Speakers & LDP Webinars** are utilized at appropriate times throughout the LDP year to enhance and support mentors, book readings and project assignments. The selection is expected to change from year to year depending on student interests and leadership.

The program provides guidance on the role of the mentor and the mentoring relationship, with opportunities to check in with the Mentoring Advisory Group- Leader Development Program Mentor POC, **Ree Miskimon**, miskimonree@gmail.com.

B. ACADEMY OF FELLOWS MENTOR TOOLS

FOCUS AREAS AND FORUMS/GROUPS and POST MENTORING ACHIEVEMENT DASHBOARD

The Academy of Fellows (AOF) is prepared to serve as a robust community of Fellow mentors who can support various focus areas of topics thru active involvement with member groups within SAME. Each Member Organization, Committee, Group, COI or Individual within SAME (Forums or Groups) will select Focus Areas, as applicable to the participants within their group, and the AOF can provide Mentors who can engage on topics that align with the focus areas offered for mentoring. For more information about becoming involved with the AOF mentoring efforts, visit the Academy of Fellows [webpage](#), or reach out to **Philios Angelides**, Mentor Advisory Group- Academy of Fellows Mentoring POC, at angelidesp@gmail.com

AOF Mentors can engage on topics as part of hands-on activities, seminars, presentations, or one-on-one discussion. Mentoring engagement and topics of interest will cover the full spectrum of career evolution – from K-12 School to Post and Industry Member level.

FOCUS AREAS	POSTS OR MEMBER FIRMS	AGENCIES OR INSTALLATIONS	LEADER DEVELOPMENT	YOUNG PROFESSIONALS	STUDENT MEMBERS	E&C CAMPS	K-12 SCHOOLS
LEADERSHIP	Topics	Topics	Topics	Topics	Topics		
MANAGEMENT	Topics	Topics	Topics	Topics			
OPERATIONS	Topics	Topics	Topics	Topics			
MARKETING/BD	Topics		Topics	Topics			
TECHNICAL	Topics	Topics	Topics	Topics	Topics	Topics	Topics
CAREER	Topics	Topics	Topics	Topics	Topics	Topics	Topics
SKILLS	Topics	Topics	Topics	Topics	Topics	Topics	Topics
PERSONAL	Topics	Topics	Topics	Topics	Topics	Topics	Topics

POST MENTORING ACHIEVEMENT DASHBOARD - The AOF, in collaboration with SAME’s other Mentoring Advisory Group members, is prepared to support Posts achieve various Mentoring objectives. The matrix below serves as a guiding tool to support Posts as they develop and implement a plan to achieve various objectives related to the goal of mentoring individuals, groups, agencies, or member firms. AOF Fellows, with prior experience at the Post level in each area listed, can serve as mentors to Posts to help guide in the process and be sounding boards. At the Post level, are we saying the Fellows within that Post will offer mentorship in addition to other senior Post members? Post members who are not fellows but are “advanced or senior in their career” should be able to sign up to be mentors.

ACHIEVEMENT AREA	ACHIEVEMENT OBJECTIVES	WHAT HAS BEEN ACHIEVED BY THE POST
FELLOWS	Encourage, guide, and sponsor qualified Post member candidates to apply for Fellow; and, once confirmed, to become Post mentoring champions.	
LEADER DEVELOPMENT	Develop LD Programs (monthly or year -long) for young members, focusing on leadership topics. Additionally, sponsor YPs for national LDP participation.	
STUDENT CHAPTER	Reach out to local colleges and universities and form student chapter(s); organize mentoring programs and activities for students.	
AGENCY/MILITARY INSTALLATION FIELD CHAPTER	Reach out to local military installations or agencies and facilitate formation of Field Chapter; organize mentoring and networking events with members.	
YOUNG PROFESSIONALS	Assign a Mentor Champion and organize networking and mentoring events for YPs; includes project tours, social events, workshops, meetings.	
ENGINEERING & CONSTRUCTION CAMPS	Assign a Post Champion, promote and sponsor participation of HS students in various E&C Camps during the summer.	
PROFESSIONAL DEVELOPMENT	Organize programs (luncheons, seminars, workshops, conferences) that offer business, educational and professional development value.	
PRIVATE INDUSTRY	Organize events and programs that promote industry networking and mentoring of firms on business practices (luncheons, SB conf., etc)	

C. POST LEVEL MENTOR TOOLS

Leading a Post, at any level, can be a very rewarding experience, but it also very challenging. A formal Post mentoring program can help in recruiting, keeping, and developing new leaders for the Post. Fellows, current officers, and past officers make excellent resources for mentors for emerging leaders.

Mentoring for Post leaders is often limited to the outgoing officer training the incoming officer. This training should be the minimum effort to ensure that incoming officers understand the basics of the role. Some mentoring is typically involved, but usually only enough to coach the person through the transition. Ideally, this mentoring relationship would last for years as the emerging leader progresses through SAME and their career; however, it may be necessary to change mentors over time due to practical concerns, or because a different mentor may be needed for specific roles.

A better practice is to pair incoming leaders with Fellows or other long-term members to help the mentee understand:

- how the Post operates and leadership roles,
- National opportunities,
- the benefits of participating,
- what they want to get out of participating,
- how best to get involved,
- and how to progress through Post and National leadership roles.

In addition to the AOF tools which can be used to set up or modify an existing Post Level Mentoring Program, the Program Basics (C) worksheet can be used by Posts as an aid in establishing a Post-level mentoring program. It is flexible enough to be used for a variety of programs and can be customized as needed. Consideration should be given to completing all the rows, as each represents a recommended element or consideration for a successful program. Rows may be added as appropriate for your specific mentoring program. Most of the worksheet is self-evident, and the following are items are suggestions for workflow and set-up.

How to Set up a Mentoring Program (MP) for Your Post

- **Step One:** Review mentoring toolkit to establish goals and objectives. Customize your program for specialized audiences, such as the young high school or college scholarship recipients, young members, new officers or even new members. A Post can set up a mentoring program that is all inclusive.
- **Step Two:** Recruit a Chair or multiple Chairs if needed depending on how you customize the program.
- **Step Three:** Establish a mentoring committee who will oversee the entire program and various initiatives. The committee with consist of the Chair(s) and each sub-committee as needed. The committee will review applications and “match” mentors and mentees based on answers in the application.
- **Step Four:** Collectively as a committee, review the application form and decide how many mentors and mentees will be accepted into the program. To start small, think about only five to 10 pairs accepted in for a 12-month program.
- **Step Five:** Send out applications and supporting toolkit to all members of the Post. Let them know there are limited spaces available and give them a due date for the application. The applications should be directed to the MP Committee Chair who will coordinate pairing with the input of the committee.

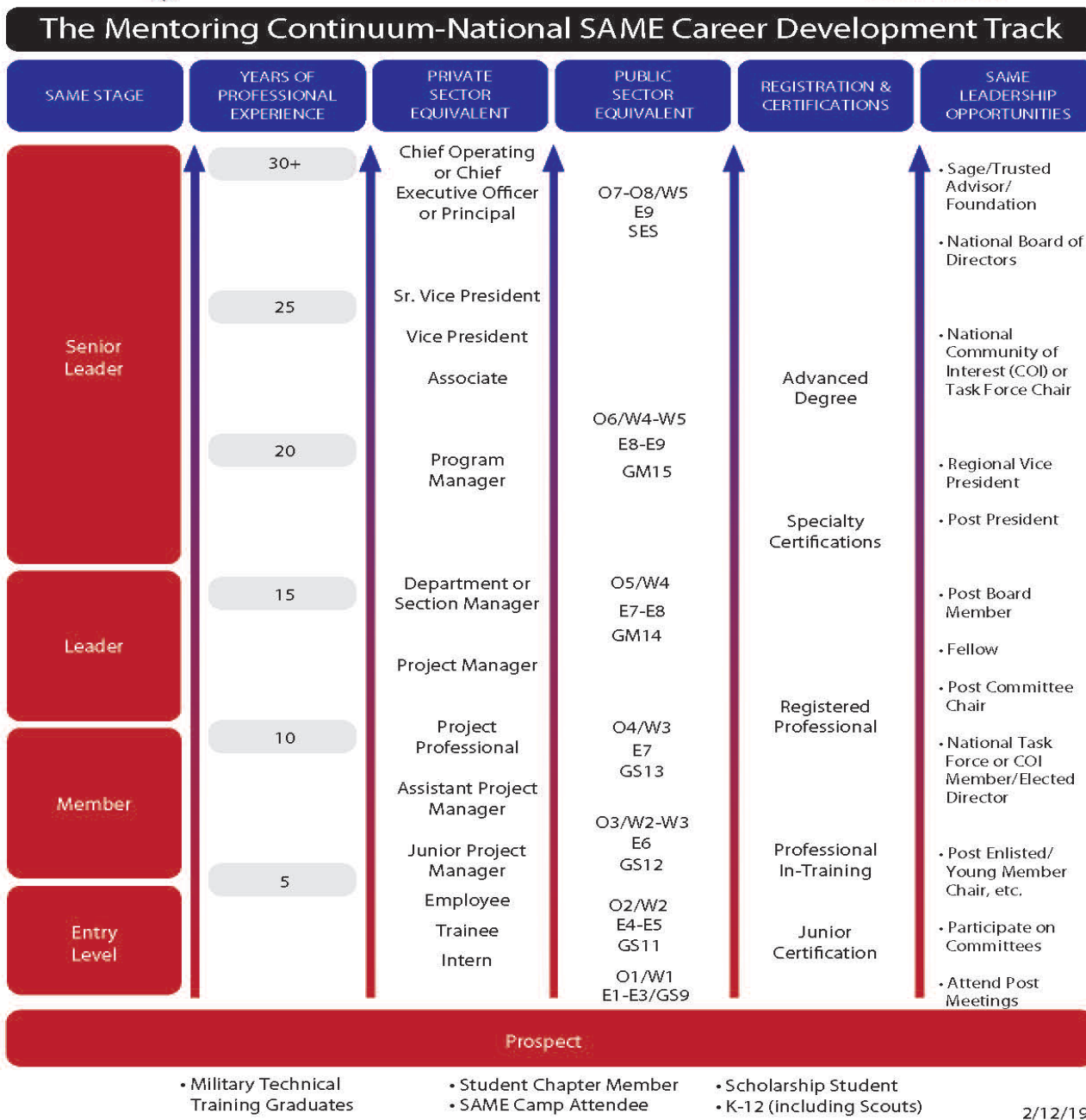
For more information about becoming a POST Mentor please reach out to **Gerald Morris**, gmorris@polukaiservices.com, Mentoring Advisory Group- Post Mentoring POC.

D. YOUNG PROFESSIONAL MENTOR TOOLS

The Academy of Fellows (AOF) has provided the Mentoring CONTINUUM as a valuable resource for use within the Young Professionals AOI. For more information please contact **James Buckingham**, james.buckingham@kiewit.com, Mentoring Advisory Group- Young Professionals POC.



Society of American Military Engineers
Academy of Fellows



2/12/19

E. SUSTAINING MEMBER MENTOR TOOLS

Sustaining Member Mentoring – Sustaining Members represent both a source of mentors and mentees.

- New Sustaining Member firms are often looking for guidance in entering new markets, engaging with specific agencies, teaming, and other opportunities.
- More established firms can, and are often willing, to help these less experienced firms.

Posts are encouraged to establish programs to help connect these firms, both through typical networking opportunities, but also through establishing Post-level mentoring opportunities.

For example, for over three decades, Kiewit has provided mentoring and professional development to college students through its intern program in business units across the country. In 2020, the company hosted over 1,000 students from schools across the U.S. and Canada. Interns are teamed up with professionals in parallel disciplines to understand the dynamics of their business.

As described on its website, Kiewit interns “make an impact, working alongside experienced Kiewit professionals to solve real business problems and deliver results for our clients and the communities where we work.” Through mentoring, Kiewit prepares students for a career in one of its business units, creating a direct conduit of skilled workers into the company.

This is just one example. There are countless more mentoring programs across the society’s sustaining members.

- For National Mentoring Month, AECOM highlights the role of SAME young professionals
- Leebcor Services, LLC usually hosts four to six technical interns and one marketing intern each year. Interns are matched with a mentor to help develop a professional development portfolio for the students. Mentoring allows Leebcor to cultivate the future professionals in their industry.

To let us know about your program, or to find out what it takes to set up a mentoring program at your company, contact the Mentoring Advisory Group- Sustaining Member Mentor POC, **Thad Tobaben** at William.tobaben@kiewit.com.

F. PUBLIC AGENCY MENTOR TOOLS

For more information about the general duties of the Agency Mentoring and to help identify government mentoring programs and resources please reach out to **Amelia DaCruz**, at amelia@cruzan.org, MAG-Chair or to volunteer.

▪ **AIR FORCE**

The Air Force Sergeants Association (AFSA) and eMentor Leadership Program provide mentoring for AF members, AF spouses, AFSA members and AF veterans to transition into the civilian workforce (Air Force Sergeants Association, 2020). [eMentor \(ementorprogram.org\)](http://ementorprogram.org)

Additionally, myVector is a program that allows Airmen to sign up with a role (counselor, advocate, facilitator, and coach), be automatically matched or to seek a specific mentor, and receive mentoring, career planning, and knowledge sharing (U.S. Air Force, 2020). The myVector website, <https://myvector.us.af.mil> as well as Talent Marketplace, requires a login or Common Access Card for access, but is a Total Force tool (Active, Reserve, Guard, Civilian). Civil engineer officers can refer to Talent Marketplace where they advertise their experience and post desired locations/positions/jobs. Talent Marketplace is accessed through myVector.

All Airmen can use Air Force Virtual Education Center (AFVEC) to find many resources related to education/credentialing, including: Air Force Credentialing Opportunities On-Line (AFCOOL), Air University Associate to Baccalaureate Cooperative (AU-ABC), General Education Mobile (GEM), Community College of the Air Force (CCAF), tuition assistance (TA), and SkillBridge (U.S. Air Force, 2020). AFCOOL is a program for enlisted Airmen to earn professional certifications and licenses. AU-ABC is a program for enlisted Airmen to complete a four-year degree.

GEM is a program for enlisted Airmen to take general education courses that will transfer to their CCAF degree and can transfer to another university. The CCAF offers degrees, certification and licensure, and accreditation programs.

The TA program offers to completely cover participating schools or decrease tuition in other schools for added service commitment. Officers can apply for continuing education programs such as the Graduate Engineering Management Program at the Air Force Institute of Technology (AFIT), the AFIT or Academy Faculty Pipeline Program, the Civilian Institute Program, and Education with Industry.

For more information on those programs, refer to the Civil Engineer Career Field Education and Training Program (U.S. Air Force, 2020). This document aids Airmen with timing school, professional military education (PME), and experiences.

Gaining experience qualifies the Airmen for more positions and broadens perspective. Location/position/jobs (RED HORSE, deployments, Regional Affairs Strategist, Public Affairs Strategist, instructor, AFROTC, etc.) expose Airmen to diverse engineering projects and opportunities to practice those skills taught in Silver Flag, Prime BEEF, and PME.

Skill Bridge is a program for Airmen to receive civilian job training starting up to six months before separation or retirement and more information is found on AFVEC.

- **ARMY**

Leader Development FM 6-22 written by the U.S. Army in 2015.

The Army depends upon its leaders to prioritize mentoring for many reasons. Above all, the Army seeks a culture of learning from each other through its leaders who are continuously developing themselves and their subordinates (U.S. Army, 2017). Another way to look at the value of mentorship is to consider the effect of its absence. Without mentoring leaders could lose influence over younger members and years of culture could go untaught (Jackson, 2018). So, although the Army Leader Development FM 6-22 recommends mentors not be in the chain of command to avoid a perception of favoritism, mentoring needs to occur from supervisors, too. Supervisors demonstrate continuous learning, delivering evaluation/assessments/feedback, and interpret experiences/assignments.

The Army has a formal Evaluations Reporting System executed via chain of command to develop, assess, rate, and counsel military and civilians (U.S. Army, 2019). But the Army distinguishes between formal leadership such as the evaluation system, and the required informal leadership, mentoring. Mentoring is still evaluated in the evaluation system in that personal interaction is an assessed trait.

Mentees will seek mentors with desired traits or experiences. Mentors who are recognized as exceptional performers may attract more mentees, as people will seek to learn how the recognized mentor achieved their goals (Brandon, 2018). In this way the Army can promote people who carry on Army culture and values. A mentee could be looking for assignment information to gain perspective from new experiences. Assignments provide experiences, but those experiences require interpretation. Mentors can help the mentee talk through experiences, so listening, being non-judgmental, and providing candid feedback are key characteristics about a mentor.

For self-guided mentoring tools, the website by U.S. Army Acquisition Support Center provides worksheets (with Army Knowledge Online), guides and handbooks, and policy and guidance (U.S. Army, 2020). A new pilot assignment program was released called the Assignment Satisfaction Key-Enlisted Marketplace that should provide enlisted folks with available positions (Suits, 2020). This sounds like a result of reverse mentoring, where people with less experience communicate what they are dealing with at their level. Reverse mentoring sometimes must be structured so that a comfort-level can be reached for people to feel like they may speak candidly.

Diversity is an important part of mentoring and it begins with recruits. Senior leaders travel to speak to high school students to share their experiences to encourage individuals who might otherwise think they do not fit the typical image of a soldier (Ponder, 2018). The Army Educational Outreach Program offers an opportunity for high school students to work with Army research in engineering and science, and more information can be found at usaep.com/program/hasp. This same website offers information about in college internship opportunities and scholarship and grants.

▪ **COAST GUARD**

Supervisors are recognized as formal mentors and are supposed to mentor those who work for them, but the USCG uses the Leadership webpage to provide a toolkit that provides tips, roles and responsibilities, and resources to find growth opportunities (USCG, 2020). Also, on this website is a Department of Homeland Defense Leader Development Program Framework that provides a roadmap to ensure the “intentional cultural continuum and optimum leader development” that can be used by an individual and leaders (USCG, 2018). USCG institutionalizes diversity by teaching it in its 28 leadership competencies and outcomes using the Inclusion and Diversity Strategic Plan (USCG, 2015).

CG Civil Engineering Assignments include the following fields: six regional Civil Engineering Units who execute depot level maintenance projects (most common assignment); Facilities Engineering who manage facilities with a hands on role overseeing the day to day operation of the Bases, Training Centers, and Air Stations; Shore Infrastructure Logistics Center which executes program priorities through creating procedures, and overseeing the Civil Engineering Units; Facilities Design and Construction Center where you will execute all new construction projects throughout the Coast Guard, including planning, design, contracting, and construction; and, Coast Guard Headquarters where policy, programs, and organizational development is managed (USCG, 2020). As far as engineering specific guidance, [The U.S. Coast Guard International Training Handbook](#) provides guidance for all careers for professional military education, including enlisted and officer (USCG, 2018).

▪ **MARINES**

The tools within this guidebook include the Leaders Log Mentoring worksheets and the Honor, Courage, and Commitment (HCC) Assessment which are used to form structured relationships between the immediate supervisor and their mentees within their chain of command.

There is also a Military Occupational Specialty (MOSO) Roadmaps to assist leaders with helping mentees map of their careers. The Leaders Log Mentoring worksheets ... The HCC Assessment is... Therefore, Marine mentors are concerned with a mentee’s personal life as well as professional life. Suggested mentoring topics include physical fitness, combat skills, mental health, financial, family, and professional. Each section within the guidebook provides references for additional clarity. Above all else, this guide explains that mentoring is how Marines hold themselves and their mentees accountable at all times in all aspects of life in order to develop the best Marines and is a great reference for any branch of the Service.

The Marine Corp has a program called the Credentialing Opportunity On-Line that provides national credentialing, state licensure, and United States Military Apprenticeship Program advice for supervisory and managerial careers (U.S. Marine Corp, 2020).

Marine Corp civilians can participate in a program called the Marine Corps Civilian Leadership Development Program (CLDP) (Human Resources and Organizational Management). The formal use of this program uses a third party to match mentors with mentees.

▪ **NAVY**

On the Navy Personnel Command Civil Engineer Corps (CEC) website an Info Sheet described education and training for CEC officers (U.S. Department of the Navy, 2020) with careerfield certification checklists [Certification & Core Plus Development Guides \(dau.edu\)](#). The recommended CEC officer's experience included facilities management and construction battalion. The recommended CEC officer's education included post-graduate education opportunities and discussed the requirement for taking the Fundamentals of Engineering exam.

The website also had information for new recruits on accession programs, as well as references to Facebook pages for Naval Facilities Engineering Command (NAVFAC) and the Seabees. These Facebook pages provided information for career development, such as: an Individual Development Plan for civilians, interviews with leaders, NAVFAC's opinions about controversial topics, NAVFAC history, and current engineering efforts. The IDP was described as a "roadmap for skills and competencies [civilians] intend to develop" which can be found the Career Compass Resource Center (U.S. Navy, 2020).

High school students can apply for the Science and Engineering Apprenticeship Program. This is a summer program and laboratory technicians mentor students while allowing them to help with research. High school students can get internships as a result. To learn more about this program, the website is [Science and Engineering Apprenticeship Program \(SEAP\) | Naval STEM, High School Internship, Navy, STEM, science, technology, engineering \(navalsteminterns.us\)](#)

G. CAMP MENTOR TOOLS

Want to know what being a camp mentor is like?

Kate Staebell, US Army Corps of Engineers (sponsored by the Rock Island Post), shares her reflections as a 2019 mentor for the SAME Army E&C camp in a Real TiME podcast. (Kate was a camper in 2013.)



[Real TiME Podcast - Episode 25 with Kate Staebell by Society of American Military Engineers \(soundcloud.com\)](#)

Mentors, Assistant Mentors (AM), and Squad Leaders spend the week (though some camps can accommodate shorter-term commitments) at a camp working with outstanding high school students from around the world. These individuals are assigned to groups of students to help guide, train, educate, coach, lead, and mentor the campers through each day's activities. Mentors and AMs will work with the staff and students from first call in the morning until lights out in the evening and be with the campers 24 hours per day for the week of the camp. Additionally, mentors and AMs are asked to stay in contact with their campers after the camp is over, continue in the mentoring process, and assist in guiding the student in their future academic and professional choices.

Mentors/Assistant Mentors/Squad Leaders are encouraged to ask their Post, organization, or firm to fully support or mitigate their transportation cost. Airport pick-up, meals and lodging are provided.

If you have questions about serving as a camp mentor, contact **Shawn Moore**, Mentoring Advisory Group- Camp Mentoring POC, at Shawn.Moore@Woolpert.com.

For more details, or to apply when applications open, go to: <https://www.same.org/SAME-CAMPS/Mentors-Staff>.

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