ADVANCING WOMEN IN CONSTRUCTION (AWIC)

AWIC MENTORING PROGRAM
GUIDELINES FOR A SUCCESSFUL RELATIONSHIP

Del E. Webb School of Construction 2013 – 2017 Strategic Plan Mission Statement: Fulfill our leadership role by delivering excellence in construction education and research. Prepare our students, and enable our faculty and the construction industry, to advance the collaborative construction process and achieve sustainability in the built environment, thereby resulting in construction excellence.
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The Advancing Women in Construction (AWIC) Mentoring Program:

AWIC members are passionate about the construction industry in general and about the Phoenix / Arizona market in particular. The AWIC Mentorship / Scholarship Program is an industry led initiative to increase and retain the number of women successfully graduating from the Del E. Webb School of Construction (DEWSC). AWIC members work to support DEWSC's Strategic Plan, including the recruitment, retention, and ultimately, the job placement of strong, qualified females pursuing a career in the construction industry as well as a leadership role in the Phoenix marketplace.

The AWIC program focuses on the development of the students throughout their academic career. To help recruit women to the construction curriculum the program offers tuition grants to AWIC participants. To retain students AWIC has a continuous offering of networking events, academic guidance, internship support, construction and leadership development seminars as well as a mentorship pairing with a construction professional.

**Del E. Webb School of Construction 2016 – 2020 Strategic Plan Mission Statement:**

**Fulfill our leadership role by delivering excellence in construction education and research. Prepare our students, and enable our faculty and the Construction Industry, to advance the collaborative, construction process and achieve sustainability in the built environment, thereby resulting in construction excellence**

The purpose of this guidebook is to provide a clear understanding of the goals for the AWIC mentorship program and the mentorship pairings. It aims to provide tips and the tools necessary to build and maintain a successful mentoring partnership.

The word mentor can be defined as a pronoun or a verb. The AWIC Mentorship Program works to capitalize on the benefits of both. The program mentors students by introducing them to the life skills and business acumen necessary to be successful in the industry. Fundamental to the program are students willing to be mentored and construction professionals willing to be a mentor and to work directly with an individual student to develop and achieve specific goals.

Thank you for your interest and support of all AWIC initiatives.
The Mentoring Relationship:

AWIC considers the mentoring relationship to be a collaborative effort between student, academia and industry. The aim of the AWIC program is to share a passion for construction as well as to demonstrate the importance of individual initiative and leadership development to career success. The AWIC program also emphasizes the importance of professional networking as a tool for personal and career development. Students are encouraged to take advantage of networking events sponsored by local companies as well as to work directly with individual mentors.

The AWIC mentorship program gives each student the tools to build the relationships as well as to understand how performance within the industry is measured. They begin to understand what makes a construction business tick and what key indicators determine success. Students utilize this information to formulate goals that are appropriate to completing the construction curriculum as well as ultimately becoming the next generation of construction industry leaders.

The AWIC Career mentor is expected to use the partnership to encourage and build the confidence of female students enrolled in DEWSC courses. The AWIC mentor can provide insight about what drives the construction industry as well as to coach on how to succeed within an organization and specific markets. The shared experience and business acumen is to be used by the student as they develop, define and achieve their personal goals.
Who is the AWIC Career Mentor?

- The AWIC Mentor is passionate about the construction industry.
- The AWIC Mentor is a member of the Phoenix Area construction community.
- The AWIC Mentor uses their experience to help the students achieve their set goals.
- The AWIC Mentor demonstrates the importance of professional relationships and networking.
- The AWIC Mentor shares an understanding of the industry and how decisions are made.
- The AWIC Mentor teaches life skills that have proven successful for women in a male dominated industry.
- The AWIC Mentor listens and provides a safe, encouraging environment for female students to vet issues.
- The AWIC Mentor is willing to commit at least one academic year to the success of women enrolled in the construction curriculum at DEWSC.

Who is the AWIC Mentee?

- The AWIC Mentee is a female student.
- The freshman AWIC Mentee is paired with an older student.
- The non-freshman AWIC Mentee is paired with a construction professional.
- The AWIC Mentee has a declared ASU major in construction management or construction engineering.
- The AWIC Mentee must maintain at least a 3.0 GPA throughout the semester.
- The AWIC Mentee is an active member of the AWIC student club.
- The AWIC Mentee actively seek to build their network of construction professionals.
- The AWIC Mentee will utilize the mentorship pairing to investigate how the industry works and how decisions are made.
- The AWIC Mentee is willing to commit at least one academic year to the achievement of the stated goals.
What Do AWIC Mentors Do?

The AWIC Mentorship program is based on a voluntary, reciprocal and self-directed learning mentoring relationship between Mentor and Mentee. The assignment and style of mentor is determined by the student’s academic progress and willingness to participate in all of the program's requirements, including sharing and measuring set goals.

Freshman students are paired with one or more older students to act as buddies, the first-year AWIC mentors. The focus during the first year will be on the challenges of campus life and academic goals. This is the starting point for the incoming student. It is more about apprenticeship; sharing information about the curriculum and being a college student. The older student is expected to help with specific skills and organizational practices of “this is how it is done here”. The freshmen will also be introduced to the importance of setting specific and measurable goals including how to ensure a minimum 3.0 GPA.

Career Mentors are paired with a sophomore or older students. Goals are individual to each student but are expected to become more sophisticated and career oriented over the course of the program. The Career Mentor is expected to share the life skill strategies and business acumen focused on “this is how it works and why”. The sophomores and seniors are expected to focus on developing career goals, including finding and making the most out of their internships.

All mentors, buddy/peer and career, offer the students a safe place to voice concerns. The purpose of the program is to encourage positive solutions. Every challenge is considered an opportunity for improvement.

The balance of this guidebook summarizes a number of tools that can be used by both the mentor and mentee as they engage in the mentorship program and personal development process.
How We Do This:

AWIC Career Mentors are construction professionals in the Phoenix area who volunteer their time to support the AWIC Mentees. Mentorship/Mentee pairings are made and tracked through the DEWSC office. It is understood that every mentorship relationship will be different. This guidebook and annual training provide the Mentor with a template for the relationship.

The obligation of being a mentor can appear to be overwhelming. Ironically, recognition of this relationship as a responsibility is a primary indicator of an excellent mentor. The guide provides tips to facilitate the partnership however, if a problem occurs it is important to contact the DEWSC recruiter office as soon as possible. The relationship is voluntary and either partner can end it without having to justify the decision and without being subjected to recriminations. However, reassignment of the mentee is important for her to meet her goals.

It is recommended the Mentor and Mentee meet in person no less than every other month. The purpose of these meetings is to network with the student, review the student’s progress with achievement of set goals and discuss life and work experiences. The Partnership Assessment Form (reference attached) is provided as a reference and guide to facilitate a continuous focus on achieving the set goals.

**AWIC STUDENT PROGRAM REQUIREMENTS**

1. Attend the Mentor Kick-off Reception.
2. Attend the Mentor/Mentee Orientation.
3. Sign and return the Membership Agreement Form by deadline.
4. Complete activities on the checklist to achieve the minimum amount of points required.
5. Become an active member of the AWIC Student Chapter.
6. Sign and return all Mentorship forms & assessments by deadlines.
7. Agree to review and track goals and grades with mentor.
8. Maintain contact with Mentor, meet in person a minimum of every month.
9. Maintain a minimum cumulative GPA of 3.0 by the end of the current semester.
10. Volunteer to assist with special ASU programs, events and activities, as your schedule permits.
One of the greatest challenges is maintaining an open line of communication throughout the semester. Everyone gets busy. Research has proven that a written Mentorship Agreement and well defined goals for the mentorship is the best way to keep the pairing focused. Additional information and templates for Planning for the First Meeting, the Mentorship Agreement, Mentoring Action Plan and establishing SMART (Specific, Measureable, Achievable, Realistic, Timely) goals is provided in the following pages.

**Planning for the First Meeting:**

The mentor will be challenged to engage the mentee during the initial conversation, to set a positive tone required for active participation throughout the mentorship. The quality of the relationship between the mentor and the mentee is what holds the mentoring partnership together and it is important to get off to a good start.

Contact your mentee as soon as possible. Have the first face to face meeting in a location that is comfortable for everyone. Many students do not have cars and therefore locations on or immediately around campus are best.

The assumption is that everyone associated with AWIC is committed to success. Making an effort to creating a positive first meeting will go a long way to creating a positive mentoring relationship in the long run.

The mission of the mentorship is to establish the goals as well as to understand the definition of achievement. The mentee is responsible to formulate SMART goals for the Mentor to review and agree to support. The Mentor provides guidance through a lens of experience and ultimately the Mentor and Mentee must agree on the goals and how achievement is to be measured.

The following table, **Mentor's Strategies for an Effective Mentoring Conversation** was reworked from a website Building Effective Mentoring Partnerships! and offers a variety of topics and strategies for the mentor to take the lead at the initial meeting. The Mentees are given a similar document and are expected to be prepared for the meeting. The true challenge is to establish a rapport and expectations for the partnership.
# Mentor's Strategies for an Effective Mentoring Conversation

<table>
<thead>
<tr>
<th>Agenda Items</th>
<th>Strategies for Conversation</th>
<th>Possible Mentor Approaches</th>
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<tbody>
<tr>
<td>Take time getting to know each other.</td>
<td>Learn as much about the mentee as possible.</td>
<td>Establish rapport. Exchange information. Identify points of connection.</td>
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<tr>
<td>Talk about mentoring</td>
<td>Ask: Have you ever been engaged in a mentoring relationship? If so, what did you learn from that experience?</td>
<td>Talk about your own mentoring experiences.</td>
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<tr>
<td>Determine the mentee’s goals</td>
<td>Ask: What do you want to learn from this experience? Give the mentee an opportunity to articulate broad goals. (The Goal Setting Section of the Guide Book outlines strategies to build SMART goals)</td>
<td>Determine if the mentee is clear about his or her goals and objectives.</td>
</tr>
<tr>
<td>Determine the mentee’s relationship needs and expectations.</td>
<td>Ask: What do you want out of this relationship?</td>
<td>Be sure you are clear about what your mentee wants from the mentoring relationship.</td>
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<tr>
<td>Define the deliverables and a time table.</td>
<td>Ask: What would success look like for you? What is your timetable for achieving it?</td>
<td>Do you have an area of expertise that is relevant to the mentee’s learning goals?</td>
</tr>
<tr>
<td>Share your assumptions, needs, expectations and limitations with candor and confidentiality.</td>
<td>Ask for feedback. Discuss: Implications for the relationship.</td>
<td>What are you willing and capable of contributing to the relationship?</td>
</tr>
<tr>
<td>Discuss options and opportunities for learning.</td>
<td>Ask: How would you like to go about achieving your learning goals?</td>
<td>Discuss the implications of each other's styles and how that might affect the mentoring relationship.</td>
</tr>
<tr>
<td></td>
<td>Discuss: Learning and communication styles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask: What is the most useful kind of assistance I can provide?</td>
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Other tools that can be used during the first meeting include: (reference below)
- Possible Questions for First Meeting
- The AWIC Agreement
- The Action Plan
- Setting SMART Goals
Possible Questions for First Meeting:

All mentors need to establish a rapport with the mentee. The Buddy/Peer Mentors are focused on assisting the student make a transition into college life. The Career Mentor is focused on preparing the student to take the first steps into a successful career in construction.

Ask open-ended questions that can’t be answered with a simple “yes” or “no.” Here are some sample questions to help you break the ice.

**Buddy / Peer Mentors:**
- What is your hometown? High school?
- Did you transfer into DEWSC? What school you attended before ASU?
- How have your first couple/few weeks gone?
- Do you have any major problems/concerns?
- What's your break down of classes?
  - Basically, get info on how they feel about all of their classes (i.e. which will be the hardest, easiest, have they thought about getting a tutor, do they know anyone else in the class, are they thinking about dropping).
- Do you have any tests/quizzes/papers coming up (in the next month)?
- How do you stay organized? Do you have a written planner or outlook? Have you noted down all of the important dates (finals, tests, quizzes, projects, papers)?
- Are you stressed out about anything?
- Do you have a part time job? How many hours are you expecting to work? Will your employer be flexible about conflicts with academic commitments?
- What are your study habits like?
- Do you have designated study time? Is it the same every day? On weekends?
- What organizations are you interested in?
- How did you get interested in construction?
- Which major do you think you’ll pursue?
- How is your roommate (or living) situation?
- Have you found a group or at least one friend that you fit in with?
- Are you home sick? How often do you communicate with your parent/s?

**Career Mentors:**
- What is your hometown?
- How did you end up interested in construction?
- How have you done with the course work up to this point?
- What's your break down of classes?
  - Basically, get info on how they feel about all of their classes (i.e. which will be the hardest, easiest, have they thought about getting a tutor, do they know anyone else in the class, are they thinking about dropping).
How do you think this year will be different?

What is your scheduled graduation date?

Have had any major problems/concerns?

Have you had an internship?
  o Yes - Who was it with? How did it go? What was the most important thing you learned?
  o No – Have you sent out any resumes? Are you targeting any particular Companies?

Are you stressed out about anything?

Do you have a side job? How many hours per week do you plan to work? Do you think that they will be flexible if you run into conflicts with your coursework?

The Agreement:

The AWIC Mentorship Agreement Form formalizes the commitment of the Mentor and Mentee to the success of the partnership, to formalize the working relationship. The process of filling out the form during the first meeting is really a means to an end. The agreement is a starting point for discussions about expectations. It is analogous to setting the speed and type of car that the partners agree to drive. The action plan is the roadmap and the goals are the final destination.

Completing the Mentorship Agreement formalizes the working relationship. The very act of putting something in writing can help the partners better understand what the relationship is to accomplish and agree on the practicalities of how it will actually work. It encourages guided communication between mentor and mentee in an effort to promote professional and personal growth for all involved.
Action Plan: The action planning process redefines broader goals to specific time-bound action steps. The action plan begins with the end result and works backward to construct the specific steps required for achievement.

It will take more than your encouragement to make the Mentee responsible for the achievement of their goals. To be successful in the mentoring relationship, Mentees must have a development plan based on their self-identified need and backed by resources, including your sage advice. This will require quite a bit of introspection on their part as they develop their own personal vision, synthesize it into a personal vision statement and use those goals as the foundation for your work together. http://pcaddick.com/page11.html

The key elements of Mentoring Action Plan:

<table>
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<tr>
<th>Elements</th>
<th>Mentoring Action Plan Guidelines</th>
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<tbody>
<tr>
<td>Career Goal</td>
<td>What is the goal that the mentee wants to achieve? The goal should be written in a form of an expected outcome rather than the process</td>
</tr>
<tr>
<td>Date</td>
<td>Set a reasonable date by which you both feel that the goal can be achieved</td>
</tr>
<tr>
<td>Objective</td>
<td>The skill, experience or competency that the mentee wished to gain, written in measurable terms</td>
</tr>
<tr>
<td>Actions</td>
<td>Detailed, sequential steps to achieve the objective</td>
</tr>
<tr>
<td>Target Dates</td>
<td>For each action step listed assign a target date for its completion</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>Any person, place or thing that the mentee feels necessary to accomplish each action step. Indicate any pertinent learning opportunities</td>
</tr>
<tr>
<td>Process and / or Concerns</td>
<td>A record of progress or an indication of barriers or concerns that have led to a revision of the action steps.</td>
</tr>
</tbody>
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Setting Goals and Objectives:

Begin with the end in mind - The biggest challenge with a mentorship pairing is simply getting started, preparing the road map that both the mentor and mentee will follow. Setting goals will define the long term vision and provide short term motivation.

Good goals are specific. Goals for a mentorship pairing also have to be obtainable. Break long term aspirations into realistic sub-goals that mentees can achieve during their academic years.
SMART is an acronym for:

- **Specific / Significant**
  - Answer the six W questions: Who is involved? What do I want to accomplish and what do I need to do so? Where will it happen? When do I want it done? How will I overcome constraints and identify requirements? Why, specifically, do I want to accomplish this?

- **Measureable / Meaningful**
  - Establish criteria for measuring progress and accomplishment. There are several ways to measure goals.
    - Behavior: An observable change in actions
    - Quantity: A numerical increase or decrease
    - Quality: How well the result meets the criteria set in a goal
    - Cycle time: Time from request to completion; processing time
    - Efficiency: Resources (time, budget, people) applied to achieve the result

- **Achievable / Action-Oriented**
  - You can attain any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

- **Realistic / Relevant**
  - To be realistic, a goal must represent an object toward which you are both **willing** and **able** to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be.

- **Timely / Trackable**
  - A goal should be grounded with a time frame. Without a deadline there is no sense of urgency to complete your goals.

The most important and probably most ignored step in setting goals is writing them down. Second, goals that are filed away will do nothing more than collect dust. Goals should be systematically reviewed on a scheduled basis. The AWIC program suggests that mentors and mentees meet a minimum of one time per month.
SMART Goal Success – A Guide for Mentee Goal Evaluation

When successfully articulated, a SMART goal should help you answer each of the questions below affirmatively. If you can’t, it means more work is required to articulate your SMART goal.

• Is the goal clearly future-oriented? Dealing with the here and now leads to “to-do” lists and easily implementable tasks. Goals that are based in work over time inherently capture the optimism of future results.

• Is the goal realistic? Working toward a goal that can’t be accomplished or is beyond the scope of the mentee’s talent, skills, or time, only leads to frustration and disengagement.

• Will the goal be challenging for the mentee? It is tempting to select goals that lead to quick success so that both the mentor and mentee will feel positive about their results together. The challenge is to find the balance between a challenging yet attainable goal.

• Is this a goal concrete and specific? When goals are too vague they are hard to turn into strategies and impossible to measure.

• Will this goal require your mentee to make a personal investment of time, energy, and effort? Mentors won’t stay committed to the relationship if they don’t see an investment of energy and effort from their mentee. SMART goals drive the work.

• Will this goal contribute to your mentee’s growth and development? If the work doesn’t make an impact on the success of the mentee, than the effort from both parties will feel like a waste of time.

• Does this goal require constructive feedback and candid conversation? Growth goals are likely to require candid feedback and reflection. Mentors need to be frank and caring in facilitating mentee self-assessments of strengths and weaknesses.

• Will your mentee feel a sense of pride and satisfaction in accomplishing this goal? Nothing motivates more than a sense of personal pride and satisfaction in accomplishing something. The goals that mentoring partners mutually set should bring satisfaction and pride to both.

• Is this goal in your mentee’s best professional and personal interest and the best interests of her organization? If the mentor pushes for goals that the organization wants but aren’t important to the mentee, the mentee will remain unmotivated. To warrant the energy and investment of the mentor as well as the mentee, goals need to be in the best interest of both mentoring partners.
Setting the Right Goals for Your Mentee

Goals can be divided into three major categories: specific academic skills, technical skills, and professional/interpersonal skills. Not all freshman are created equal, nor are sophomores, juniors, nor women with 20 years of experience under their belts. Each student will need development in different areas. Below are some suggested goals for entry level college students followed by goals for those students who are looking for a more complex and demanding development opportunities.

- Pass (insert class here) with a grade of an (A/B).
- Identify the way I learn best and apply best practices for that learning style in my classes.
- Determine my personality type and understand how successfully interacting with and managing other personality types will vary.
- Determine what section of the industry I am most/least interested in: residential / commercial / industrial / subcontractor / etc.
- Determine what role in a construction firm I am most/least interested in: project management / field management / preconstruction / etc.
- Identify what social issues are important to me and become involved with a group that supports what I believe to be important.
- Identify time management practices and implement those that work best for me in my course work and extra-curricular activities.
- Build my confidence in public speaking so I am not afraid to volunteer to do so.
- Assume a leadership role in AWIC or other student organization.
- Read (enter #) career development books/articles each (week/month/semester).
- Meet (enter #) new industry members each (week/month/semester).
- Determine which leadership style fits me best and implement using it.
- Identify a specific weakness/inexperience/fear (technical writing, industry lingo, effective note taking, site walk, reading mechanical drawings, negotiation, value of corporate benefits, etc.) and provide support in developing that skill.
- Secure an internship with a company in the industry I’m most interested in.
- Secure a full time position with a company
- Create a financial plan to pay off student loans/debt/create a budget.
- Explore understanding/expectations/stereotypes of gender roles and how that effects perception of self/success at work and at home.
- Gain a clear understanding of what corporate values are important to me as an employee.
- Create an Individual Development Plan with short-term, intermediate-term, and long-term goals.
- Become a role model for other women in the industry or those who are interested in entering it.
These suggested goals are not meant to be a complete list of the topics to cover, but merely a starting point of conversations with your mentee about what their goals are and can be. Spend some time developing the SMART components of each. If a goal becomes too big to achieve in a semester or an academic year, break it down into smaller, achievable goals.

Take inventory of your strengths and weaknesses as a mentor, your network, experiences (good and bad!), and the opportunities you can facilitate to enrich your mentee’s academic career. Don’t be afraid to set a goal for yourself to achieve alongside your mentee – maybe you can complete a full course of conversational Spanish by the end of the semester together!
Mentor / Mentee Activity Guidelines

Meetings between the AWIC mentor and mentee are one of the keys to the student’s success in school and their entry into the construction industry. These meetings need to be frequent and meaningful. Whether a planned meeting to discuss goal setting, a job site visit, or a casual get together at an ASU tailgate party, both mentor and mentee need to take some time during each meeting to discuss topics of importance to the student’s academics endeavors, career goals or personal life skills.

By entering the AWIC program both the mentor and mentee agree to work together toward the common goals of insuring the future success of the student and supporting the goals and mission of the AWIC program and the Del E. Webb School of Construction. Activities completed in support of these goals is a necessary component to gauging the success of the mentor / mentee relationship and demonstrating to ASU and AWIC’s industry supporters the value and benefits of the program.

The AWIC leaders desire the mentor / mentee relationship be fluid and individualized with both individuals working together in a manner that suits their work, school, and personal schedules and needs. Certain activities are to be considered strongly recommended; however, most activities are at the discretion of the mentor and mentee. Mentor and mentee are recommended to meet no less than every other month and more frequent meetings are encouraged.

Prescribed Activities:

- Attend mentor/mentee events at the beginning of fall semester and at end of spring semester
  - Students to attend one monthly AWIC activity (meeting, workshop, job site tour, social event)
  - Set short term (semester or school year) achievable goals
  - Set long term (one to three year) goals
  - Complete activities to achieve goals

Recommended Activities:

- Tour job site under construction together
- Mentor sit in or guest lecture their mentee’s class
- Meet informally over lunch or dinner
- Attend a professional organization meeting together (NAWIC, ABA, ACI, AGC, CFMA, etc.)
- Field trips to completed construction projects
- Visit a company’s office together
- Mentor attend or present a topic at a student AWIC meeting
- Attend AWIC sponsored event together
- Volunteer in the community together
- Help with ASC Reno Project
- Help with class project
**AWIC Mentee’s Role**

1. **Eagerness to learn** - The mentee is the student who has the desire to absorb the mentor’s knowledge and have the ambition to know what to do with this knowledge.

2. **Appreciative** - Provide positive feedback and thank her Mentor. Express your appreciation for every form of assistance she gives you.

3. **Respectful** - Always be considerate and respect the mentor’s time. Return phone calls, respond to messages promptly and be on time with commitments or meetings. Be a good listener.

4. **Committed** - Adhere to the contents and activities of the mentoring agreement. Participate in activities and events scheduled. Follow the school, scholarship, and Women’s Core Leadership standards.

5. **Active** - Play an active role in the mentoring process. Actively participate in and drive the mentoring relationship by preparing issues, questions and scenarios for discussion with your mentor. Take the initiative to ask for feedback, accept constructive criticism, and use feedback wisely.

6. **Openness** - Share openly with the mentor. Disclose frustrations and concerns. Communicate with mentor if feeling overwhelmed.

7. **Attitude** - Have fun, learn a lot, and grow as an individual. Be patient, and always have a positive attitude.

**Qualities of an Effective Mentee**

- Clarifies goals of the mentorship
- Asks questions
- Flexible
- Keeps track of learning
- Takes initiative
- Challenges herself
- Resourceful
- Creative
- Sense of humor
- Open to suggestions and change
- Not afraid to ask questions
- Good listener
- Patient with self as well as with process
- Comfortable being oneself
- Honest
- Unafraid
- Willing to accept criticism
- Adaptable (to change)
- Interested in learning
- Prepared to invest time and effort in the relationship
- Expectations and needs are clear
- Ability to listen and communicate
- Performs well and is motivated
- Receptive and candid attitude
- Interested in sharing professional concerns
- Integrity and confidentiality
AWIC Mentor’s Role

A Mentor within this Program is a working member of the construction industry who voluntarily undertakes to coach, advise, and guide an ASU Del E. Webb student in order to enhance the student’s confidence, technical/leadership skills, and personal/professional development.

Mentor Roles. The roles assumed by a mentor depend on the needs of the mentee and on the association established between the two. There are at least ten roles a mentor can assume:

1) **Teacher.** As a teacher, the mentor teaches the mentee the skills and knowledge required for success in the construction industry.

2) **Guide.** As a guide, the mentor helps the mentee to understand how to “navigate” and understand the inner workings of the Construction Industry. Sometimes this includes passing on information about the unwritten “rules” for success.

3) **Counselor.** This requires an establishment of trust in the mentoring association. A counselor listens and provides guidance to help the mentee find his or her own solutions and improve his/her own problem solving skills. A counselor helps the mentee acclimate to the newness of college and the demands placed upon the mentee.

4) **Motivator.** A mentor shows support to help a mentee through the tough times, keeping the mentee focused on developing skills to improve performance, self-respect, and a sense of self-worth.

5) **Sponsor.** The mentor helps to create possibilities for the mentee that may otherwise not be available. Opportunities should be challenging and instructive, without being overwhelming. Do not set the mentee up for failure.

6) **Coach.** A coach observes performance, assesses capabilities, provides feedback to the mentee, and instructs with a view to improve performance and increase confidence.

7) **Advisor.** A mentor helps the mentee develop professional interests and set realistic study and career goals. Goals should be specific, have a time-frame and set deadlines, be results oriented, relevant, and reachable.

8) **Referral Agent.** Once a career plan is developed, the mentor assists the mentee in approaching persons who can provide training, information, and assistance. The mentor also points the mentee to relevant career enhancing schools, books, professional organizations, and self improvement activities.

9) **Role Model.** The mentor is a living example for the mentee to emulate. A mentor must lead and teach by example.

10) **Door Opener.** The mentor opens doors of opportunity by helping the mentee establish a network of professional contacts both within and outside the Program. He/she helps the mentee understand the importance of staying in touch with seniors, peers, and juniors to exchange information, ideas, and concerns, as well as give back to the Program upon its completion.

The Mentor is expected to be a part of the mentee’s collegiate career, performing the above mentioned roles and operating to the program.
Mentorship Assessment Forms:

Continuous, honest and specific assessments of the mentorship partnership and program is key to achieving success. This section outlines a few tools that can be used to maintain focus on the goals. The AWIC mentorship is a formal program. Individual participants, and the program as a whole, benefit from a consistent review of the achievements and the challenges.

It is suggested that an assessment be completed at each meeting. An Assessment Form is provided as a template but the true benefit is determined by well-defined goals that are clearly communicated and understood by the mentor and mentee. Research proves that a structured relationship which frequently measures a set of defined goals produces the most tangible results.

The mentorship program also benefits from a continuous review of successes and challenges. Going through the motions is not the intent of the program. Mentors and mentees are to be engaged in a program that achieves specific goals and expectations of all participants. Honest feedback will ensure the best possible program for both the students and industry supporters. A Mid-Term and Closing Assessment Template is provided for your use.
AWIC Mentorship Requirements

Mentee: ____________________________    Mentor: ____________________________

1. Attend the Mentor Kick-off Reception.

2. Attend the Mentor/Mentee Orientation. (*optional; highly recommended for new members)

3. Sign and return the Membership Agreement Form by deadline.

4. Complete activities on the checklist to achieve the minimum amount of points required.

5. Become an active member of the AWIC Student Chapter.

6. Sign and return all Mentorship forms & assessments by deadlines.

7. Agree to review and track goals and grades with mentor.

8. Maintain contact with Mentor, meet in person a minimum of every month.

9. Maintain a minimum cumulative GPA of 3.0 by the end of the current semester.

10. Volunteer to assist with special ASU programs, events and activities, as your schedule permits.

Mentee: ____________________________    Mentor: ____________________________
    Signature                        Signature

Date: ____________________________    Date: ____________________________

Please return this application to: awic@asu.edu
AWIC Mentorship Agreement

Mentee: ___________________________   Mentor: ___________________________

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

• No-Fault Termination. Our agreement is voluntary. Either partner can end it for any reason without
having to justify the decision and without being subjected to recriminations.

• Work together to achieve the mentee's goals for this mentorship relationship, as defined on the
attached form. Evaluate the effectiveness of the relationship on a regular basis.

• Recognize that we are two different people, and that is a good thing. We can learn from each other if we
respect and value each other and the ways we’re alike and the ways we are different.

• Really listen to each other. Try to understand the other person’s viewpoint.

• Make sure we get things done and have fun doing it.

• Add:

• Add:

• Add:

Mentee: ___________________________   Mentor: ___________________________

Signature                                Signature

Date: ___________________________     Date: ___________________________

Please return this application to: awic@asu.edu
## Mentoring Action Plan Worksheet

<table>
<thead>
<tr>
<th>Knowledge to Gain/Skills to Build/Attitudes to Develop to Accomplish my Career Goal. (What must I acquire / improve?)</th>
<th>Projected Outcome (How will I know I did it?)</th>
<th>Action Steps (How will I actually gain / build / develop these?)</th>
<th>Resources Needed (Besides the help of my mentor, I will need what?)</th>
<th>Target Completion Date (When will I be there?)</th>
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Please return this application to: awic@asu.edu
Intermediate Program Assessment

Mentee: ________________________________  Mentor: ________________________________

Goal Setting
• At the beginning of the semester, list the goals discussed between the mentor and mentee.
• At the end of the semester, determine if each goal has been met.

Goal: Y/N
1. ___________________________________________   ____
2. ___________________________________________   ____
3. ___________________________________________   ____
4. ___________________________________________   ____

How often did you meet with your mentor?

How did the mentorship program contribute to the achievement of your goals?

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

Additional Comments:

Please return this application to: awic@asu.edu
Program Assessment

Mentee: ___________________________     Mentor: ___________________________

Please return this application to: awic@asu.edu

Did the program meet your expectations? Please be specific.

Were the Mentee goals achieved?
   If no, what were the barriers?

Describe any refinements that you would make the program better.

Will the mentorship pairing be continued into the future?
   If yes, will it be a formal mentorship through AWIC or do you expect it to be more informal?

Did the AWIC program directly facilitate the mentee getting either an internship or permanent position?
   If yes, please describe how. (Examples: I made personal introductions. My company hired her...etc.)

   Was the position was in the Phoenix area?
   If yes, what company?

How would you rate this experience?  Successful  Valuable  Satisfactory  No Value
AWIC Program Eligibility:
The AWIC program is open to all students in the Del E. Webb School of Construction. Students are encouraged to participate in the student club and work with student and industry mentors to advance their academic studies and future career.

REQUIRED from all student members: AWIC Student Member Application - $20 dues each year (AWIC polo)

Freshmen (Incoming FTF)
- Eligible for $500 scholarship. Application only.
- Eligible for one-on-one Industry Mentor (see *Student Program Requirements)
- Scholarship to be awarded upon completion of Mentor Program.

Sophomores
- Eligible for $500 scholarship. Application only.
- Eligible for one-on-one Industry Mentor (see *Student Program Requirements)
- Scholarship to be awarded upon completion of Mentor Program.

Juniors
- Eligible for upperclassman mentor role.
- Eligible for one-on-one Industry Mentor. (see *Student Program Requirements)
- Eligible for industry sponsored certification or event. (*Must be an active AWIC member to qualify)

Seniors
- Eligible for upperclassman mentor role.
- Eligible for one-on-one Industry Mentor. (see *Student Program Requirements)
- Eligible for industry sponsored certification or event. (*Must be an active AWIC member to qualify)

Grad Students
- Eligible for upperclassman mentor role.
- Eligible for one-on-one Industry Mentor. (see *Student Program Requirements)

Transfer Students
- Eligible for $500 scholarship. Application only.
- Eligible for one-on-one Industry Mentor. (see *Student Program Requirements)
- Scholarship to be awarded upon completion of Mentor Program.

Student and Industry Mentors
- Student and industry members must complete the Mentorship Application for a mentor role.

Mentorship Pairings
- The Mentor and the Mentee are paired at the Annual AWIC Mentorship Orientation.
References:

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

Books about mentoring:


• Being an Effective Mentor” by Kathleen Feeney Jonson; Corwin Press, 2002. - Great resource for mentors, activities and forms.

• High Performance Mentoring”; Rowley; Corwin Press, 2000.

• How to Mentor in the Midst of Change”; Sullivan; ASCD, 1992

• Mentoring Matters” by Laura Lipton and Bruce Wellman, MiraVia, LLC. 2001. www.miravia.com


• http://pcaaddick.com/PDF/3T%20first%20meeting.pdf downloaded 12/9 Masterful Mentoring – Triple Creek’s Mentoring Newsletter (July 2004)

• Building Effective Mentoring Relationships. Your First Mentoring Meeting Downloaded 12/9/13 Source for table (Zachary, L. 2002)