



# Mentoring Across SAME

## A Mentoring Guide for Posts and Members

**Mentoring is an essential leadership skill.**



February 18, 2021

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 is 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 opportunity for mentee / mentoring with the diversity of our SAME membership community to optimize the Mentorship experience.

Included in this guide are mentoring approaches from eight areas of involvement (AOI). These mentoring approaches include the Leader Development Program (LDP), Camp, Young Professionals, Post Level, Academy of Fellows, One-on-one, Sustaining Member, and Agency. Our goal is to provide hot links and appendixes 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 Participation<sup>1</sup>, “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 Network<sup>2</sup>, 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:

- LDP Participant Mentoring
- Camp Mentoring
- Young Professionals Mentoring
- Post Level Mentoring
- Academy of Fellows Mentoring
- One-on-one Mentoring
- Sustaining Member Mentoring
- Agency Mentoring

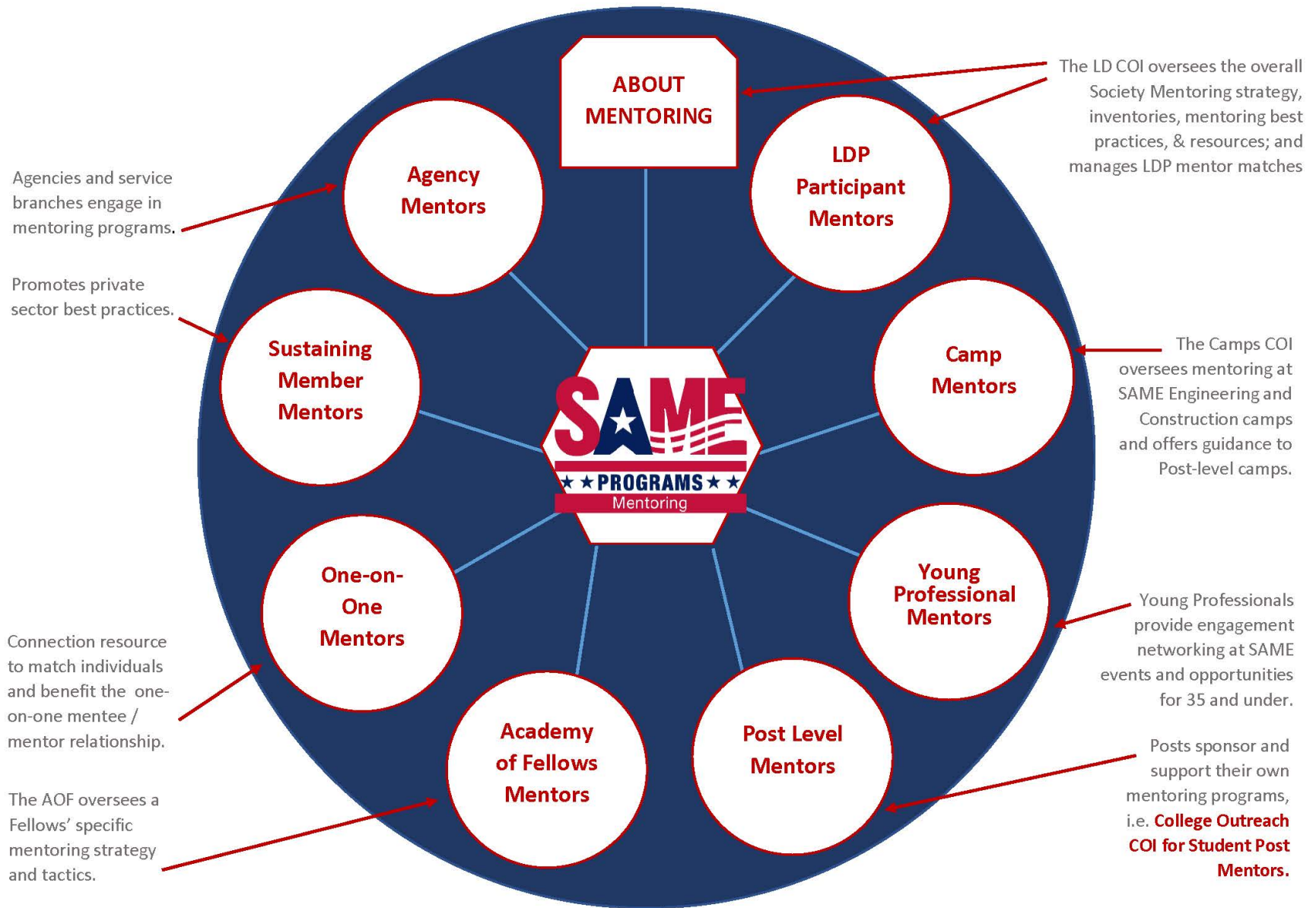
**Mentoring is a key component to SAME engagement efforts.**

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 [AdaCruz@Geosyntec.com](mailto:AdaCruz@Geosyntec.com), or Eddie Gonzalez, SAME National Staff Liaison, at [egonzalez@same.org](mailto:egonzalez@same.org).

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

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

## MENTORING AT SAME



# 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, SAME is working to connect mentoring opportunities across the Society into one strategy. From camp mentoring to mentoring of LDP 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.

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 interaction<sup>1</sup>
- 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

## **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 their professional development record
- opportunity to reflect on their 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.

## 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 APPROACHES<sup>2</sup>

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

<sup>2</sup> From: Women in STEM Education Institute Mentor Handbook, Lone Star College

## VIII. MENTOR AREAS OF INVOLVEMENT

SAME has eight areas of potential involvement by mentors, each with their own programmatic goals and opportunities for mentoring. Many have shared interests with some opportunity 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 respective “tools” for engagement can be quickly accessed thru the description links below, or you can scroll down.

- LDP Participant Mentoring
- Camp Mentoring
- Young Professionals Mentoring
- Post Level Mentoring
- Academy of Fellows Mentoring
- One-on-one Mentoring
- Sustaining Member Mentoring
- Agency Mentoring

## IX. LDP PARTICIPANT MENTORING

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, **Susan Thames**, [susant@ttienv.com](mailto:susant@ttienv.com).

## X. CAMP MENTORING

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.

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.)



<https://soundcloud.com/same-275233286/episode25-katestaebell-vicksburgpost>

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](mailto:Shawn.Moore@Woolpert.com).

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

## XI. YOUNG PROFESSIONALS

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** (See Appendix A), 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. Using the Mentoring Continuum as a tool, the YPs can 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](mailto:james.buckingham@kiewit.com), Mentoring Advisory Group--Young Professionals POC.

## **XII. POST MENTORING**

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

### **Student Mentoring**

Local Post mentoring is a way to support and grow our high school and college students. Mentoring can take place in a variety of ways and should be at the discretion of the Mentor/Mentee relationship with broad guidelines as a basic structure (i.e. number of calls/mails, one on one visits, meeting invitations, career planning, etc.). These programs are in existence in varying forms and should be tracked for participation at first and develop long term goals such as student post/local post participation, internships offered/accepted, jobs offered, accepted, leadership activities participated in due to Mentor program, participation at the Post/Regional/National SAME levels after the program is completed.

Posts could identify the top 5 characteristics a mentor in your program would have and identify the top 5 gains a mentee would likely get from your program. Best Practices or tools such as training, outreach, engagement, documentation, rewards, etc. are available for reference from many posts, such as Omaha, San Antonio, Hampton Roads, VA Peninsula, Emerald Coast.

### **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](mailto:mscarano@att.net).

### XIII. ACADEMY OF FELLOWS MENTORING

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 or 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. This includes support in developing Fellow candidates, developing Student and Field Chapters, organizing professional development programs, and facilitating other activities under the Mentoring umbrella.

The Academy has developed a few tools to assist Fellows and Posts or COIs within SAME in their mentoring efforts. See Appendix B for more information, guidance, and working templates of these initiatives.

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](mailto:angelidesp@gmail.com)

#### XIV. 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 Mentor/Mentee (M/M) program serve for a Post and Post member?**

As SAME is celebrating our 100<sup>th</sup> year anniversary, looking into the future is even more important now. 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

For additional information and guidance on how to set up an M/M program for your Post, please reach out to **Michelle Chambliss-Cain**, [michelle.chambliss-cain@faithgrouppllc.com](mailto:michelle.chambliss-cain@faithgrouppllc.com), Mentoring Advisory Group--One-on-One Mentoring POC.

You can also download SAME's "Mentor Relationship Guide" to help foster your M/M relationship on the Leader Development COI page: <https://www.same.org/leader-development-community>.

#### XV. SUSTAINING MEMBERS MENTORING

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.

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.

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](mailto:William.tobaben@kiewit.com).

## **XVI. AGENCY MENTORING**

The Services have resources for professional development and work-life balance, and SAME provides professional development opportunities, 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.

**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). **A very detailed manual for how to mentor is provided in the Appendix C- Agency- Army.**

**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 Appendix C- Agency- Air Force for feedback form and examples of a few computer based mentor programs.**

**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 Appendix C- Agency- NAVY for Navy website and pertinent 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 Appendix C- Agency- Marine Corp for feedback more information of tools and worksheets.**

**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 Appendix C- Agency- Coast Guard for their process.**

**All 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 Army Education Outreach Program (Army Education Outreach Program, 2020).

### **Role of SAME Posts**

Opportunities to provide 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 Agency Mentoring and to help identify government mentoring programs and resources please reach out to **Capt. Ashlee Ellis**, at [ashlee.ellis.1@us.af.mil](mailto:ashlee.ellis.1@us.af.mil), Mentoring Advisory Group- Agency Mentoring POC.

### **XVII. ADDITIONAL 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

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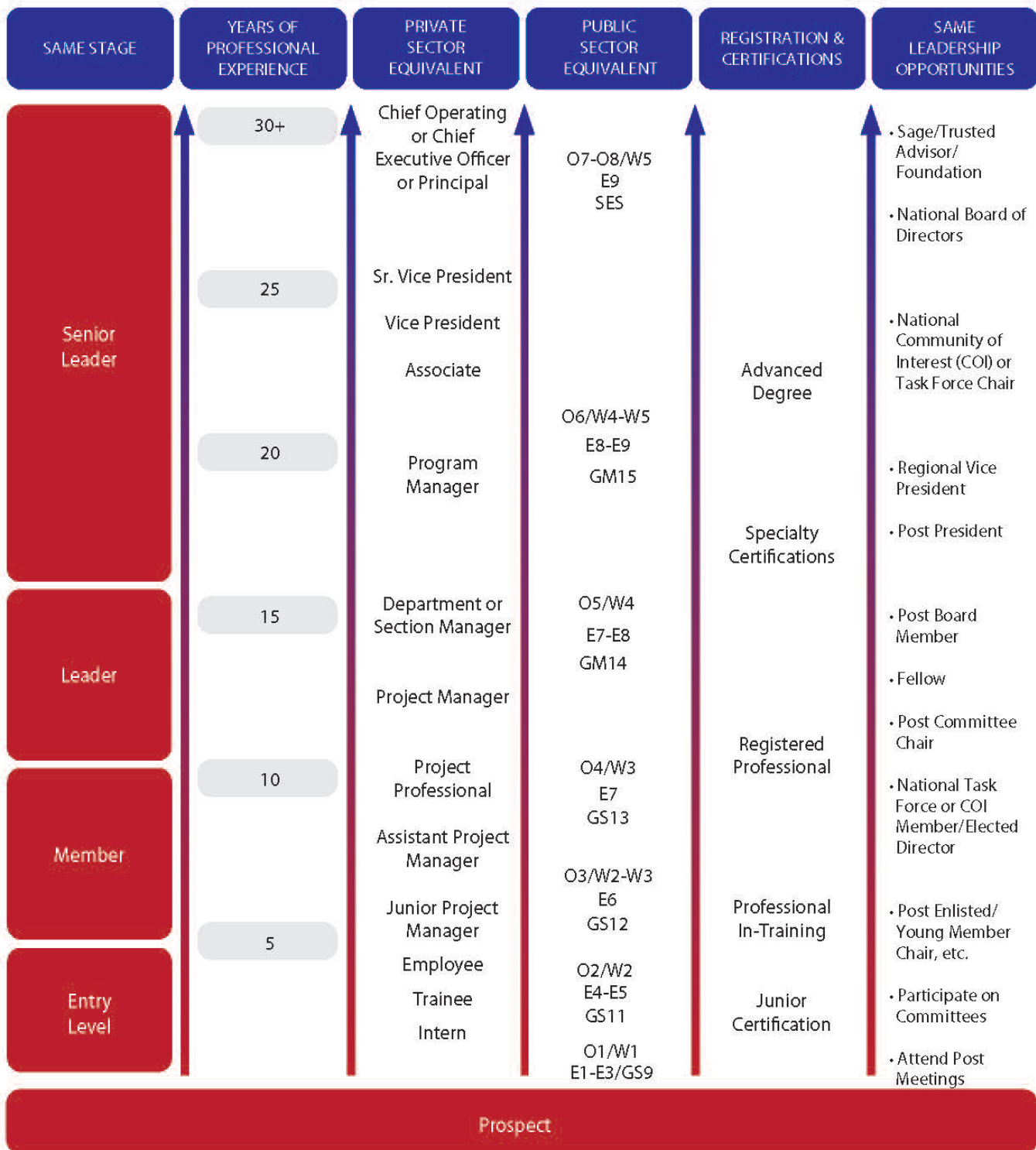
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**Appendix A.**

**YOUNG PROFESSIONAL MENTORING CONTINUUM**



## The Mentoring Continuum-National SAME Career Development Track



• Military Technical Training Graduates

• Student Chapter Member  
• SAME Camp Attendee

• Scholarship Student  
• K-12 (including Scouts)

2/12/19

**Appendix B.**

**AOF RESOURCES**

**THE SPECTRUM OF AOF MENTORING ENGAGEMENT WITHIN SAME – FOCUS AREAS AND FORUMS/GROUPS**

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. 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.

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

**SAME 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 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.

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



## Appendix C

### AGENCY RESOURCES

Additional Information is available for [Army](#), [Air Force](#), [Navy](#), [Marines](#), [Coast Guard](#)

## **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](http://usaep.com/program/hasp). This same website offers information about in college internship opportunities and scholarship and grants.

## **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). 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, 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.

### **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). 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 [seap.asee.org](http://seap.asee.org).

### **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.

Also 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.

### **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 Unit 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).