

The RMA 14ers Club: A Model for Facilities Mentoring

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Executive Summary

With the assistance of Steve Glazner, APPA Director of Knowledge Management, a survey was distributed to the APPA membership requesting their interest in having a mentorship program. There were 347 responses to the survey. Overall, 81% of the respondents indicated they would be willing to participate in a mentoring program if it were offered within their region. 75% indicated they would be willing to participate as a mentor and 85% expressed an interest in participating as a mentee.

Participants were asked what reasons would lead them to participate in a mentorship program. The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, developing a professional network, helping others excel, and developing leadership skills. Over 40% of the respondents felt that a mentoring program would be useful to them in learning how to become more involved in APPA, their region, or their chapter. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Most responders who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others.

One observation that appeared contradictory is that Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (81% and 75% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (85% answered yes). This implies there is an interest to participate in a mentoring program from APPA's membership. However, question 7 asked that if they were aware of an existing program in their region do they participate and 51% answered no. The regions with existing mentoring programs may want to conduct further research to determine why their members do not participate when the overall results indicated they would be willing to and they would find it beneficial. Mentoring may not be desirable for everyone, but there appears to be enough interest from others that a program would be beneficial.

It is concluded that there is an interest for a mentoring program within APPA, and APPA should consider endorsing the concept. All regions with the support of APPA should consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

One option to consider is for APPA to help develop the general guidelines for an APPA mentoring program and then work with each region to tailor it to their specific needs and desires. Representatives from the SFO's (Senior Facilities Officers) and the Emerging Professionals could assist with or provide review during the program development. It may be desirable to

merge the existing programs (the RMA14ers, MAPPA, and ERAPPA) to one mentoring program under APPA. This option may be easier for the mentorship overall and could help with explaining the program while being able to have mentoring sessions at regional and annual APPA conferences. Each region could still have certain aspects tailored to their region, but from a consistency standpoint, one program may have its advantages.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process. Respondents reported benefits from participating with mentees who appreciated the guidance, and mentors appreciated the opportunity to share their experience and guide emerging professionals.

There were also numerous comments that training on how to be an effective mentor would be useful. APPA may want to consider developing a Mentor Training program. This could be taught at APPA-U or delivered at the regional levels. Developing the mentor training program could be at the APPA level while rolling out and delivering mentorship programs would be most beneficial at the regional or chapter level.

Research Hypothesis

There is a strong need for professional-level, leadership-level, and APPA organizational-level mentoring for emerging professionals within the educational facilities profession. The 14ers Club, a mentoring program developed by APPA's Rocky Mountain region, or its counterparts within each APPA region or chapter, is designed with this in mind.

Can a mentoring program help accelerate emerging professionals within their profession, institutional leadership, and along their APPA journey? With assistance from APPA's six regions, this research will assess and suggest a recognition, networking, and mentoring program that can be utilized by all of APPA's regions and chapters.

The purpose of this study is to determine if there is sufficient interest within all regions of APPA to expand the concept and have mentoring programs as a fully recognized program within APPA.

Background Information

In 2008, the Rocky Mountain Region of APPA (RMA) began a mentoring program known as the 14ers Club. The purpose of the Fourteeners Club (a.k.a. 14ers Club) is to:

- (a) Provide a recognition program for individuals within RMA who aspire to greater heights.

- (b) Support RMA in its mission to elevate the leadership and influence of facilities professionals.
- (c) Recruit and mentor others to prepare for and fulfill leadership roles at their own institutions, within RMA and within APPA.

To become a member of the 14ers Club RMA members must climb fourteen (14) peaks. Peaks consist of longevity, participation and service requirements. Members of the 14ers Club shall be committed to advancing the goals of RMA, and in addition be committed to the promotion of hospitality, mentorship, communication and comradeship within the region.

In 2010, MAPPA began its own mentoring program known as the M&M's (Mentors and Mentees) and the concept expanded to ERAPPA and then to PCAPPA. The M&M program offers an opportunity:

- For our members to engage with other Facilities Management professionals.
- To connect young professionals with seasoned professionals.
- To share successes and lessons learned to strengthen our profession.
- To share professional development.
- For guidance and information.
- To network and engage in career prospects.
- To have fun and build some everlasting relationships.

In December 2013, the four regional mentoring program coordinators began a quarterly conference call to share their successes and lessons learned. These original coordinators were:

Robert Andrews (CSU East Bay) PCAPPA
Ruthann Manlet (University of Minnesota) MAPPA
Christopher Dupuis (Hartford) ERAPPA
John P. Morris (Northern Arizona University) RMA

In October 2014, Nancy Yeroshefsky (University of Maryland) became the new ERAPPA program coordinator.

Initial findings of the survey were provided to these individuals. The final regional findings were shared with the various regional presidents so they can determine how to improve their existing programs or consider starting one within their region or local chapter.

Survey Results

A short discussion of statistical sampling may be of benefit to those less familiar with the concepts. The goal in statistical sampling is to be as certain as possible that the results of the sample population accurately represent the opinions of the entire population. There are two terms commonly utilized for determining the accuracy of the sample population results: confidence interval and confidence level.

The **confidence interval** is the plus-or-minus figure usually reported in opinion poll results. For example, with a confidence interval of 4 and 47% percent of the sample population picks an answer there is a certainty that had the question been asked of the entire relevant population between 43% ($47-4$) and 51% ($47+4$) would have picked that answer.

The **confidence level** identifies how certain the results can be relied upon to accurately represent the opinion of the entire population. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means there is a 95% certainty; the 99% confidence level means there is a 99% certainty. Most researchers use the 95% confidence level.

In this example, when combining the confidence level and the confidence interval together, one can say with 95% certainty that the true percentage of the population is between 43% and 51%.

The wider the confidence interval, the more certain one can be that the whole population answers would be within that range. For example, if a sample of 1000 people in a large city were asked which brand of cola they preferred, and 60% said Brand A, one can be very certain that between 40 and 80% of all the people in the city actually do prefer that brand, but one cannot be so sure that between 59 and 61% of the people in the city prefer the brand.

Factors that Affect Confidence Intervals

There are three factors that determine the size of the confidence interval for a given confidence level. These are: sample size, percentage and population size.

Sample Size

The larger the sample population, the more certain one can be that their answers truly reflect the opinion of the entire population. This indicates that for a given confidence level, the larger the sample size, the smaller the confidence interval. However, the relationship is not linear (i.e., doubling the sample size does not halve the confidence interval).

Percentage

The survey accuracy also depends on the percentage of the sample population that picks a particular answer. If 99% of the sample population said "Yes" and 1% said "No" the chances of error are remote, irrespective of the sample size. However, if the percentages are 51% and 49% the chances of error are much greater. It is easier to be sure of extreme answers than of middle-of-the-road ones.

When determining the sample size needed for a given level of accuracy one must use the worst case percentage (50%). One should also use this percentage if they want to determine a general level of accuracy for a sample they already have. To determine the confidence interval for a specific answer the sample population has given, one can use the percentage picking that answer and get a smaller interval.

Population Size

How many people are there in the group that the sample population represents? This may be the number of people in a city being studied, the number of people who buy new cars, etc. Often the researcher may not know the exact population size. This is not a problem. The mathematics of probability proves the size of the population is irrelevant, unless the size of the sample exceeds a few percent of the total population being examined. This means that a sample of 500 people is equally useful in examining the opinions of a state of 15,000,000 as it would a city of 100,000. For this reason, the sample calculator ignores the population size when it is "large" or unknown. Population size is only likely to be a factor when working with a relatively small and known group of people.

Note: The confidence interval calculations assume there is a genuine random sample of the relevant population. If the sample is not truly random, one cannot rely on the intervals. Non-random samples usually result from some flaw in the sampling procedure. An example of such a flaw is to only call people during the day, and miss almost everyone who works. For most purposes, the non-working population cannot be assumed to accurately represent the entire (working and non-working) population.

APPA Mentoring Survey Results

There were 347 responses to the survey. If we assume a population of 5,000 APPA members eligible to respond to the survey then this response provides a confidence interval of just over 5 with a confidence level of 95%. This would indicate that the sample size provides enough responses for the empirical study to make reasonable inferences about the overall APPA membership's opinions from the survey respondent sample size. If we assume a potentially higher population, say 7,500 members; then it would be more desirable to have a respondent sample size closer to 550. What this all means is that if there are only 5,000 APPA members then the results are fairly reliable and with some certainly represent the opinion of the APPA membership at large. If there were more than 5,000 eligible members, then the response rate may not be sufficient to be considered a true sample of the available population from a statistical standpoint; however the responses do provide enough information to make some reasonable observations and inferences. Therefore, it is assumed throughout this study that the sample population adequately represents the opinions of the larger APPA membership.

The survey results were compiled in various categories:

- APPA overall
- Each APPA Region
- Longevity in the profession

The full survey results for APPA and the individual regions are included in Appendix A and the results for each longevity category are included in Appendix B.

The APPA overall results had a reasonable representation across all of the APPA regions ranging from 9% in PCAPPA to 25% in RMA, a fairly good distribution of responses from those new to the industry through those with longer term experience, a good mix of respondents throughout various leadership levels in the organization; i.e. supervisor up through the senior facilities

officer, and a good mix of respondents with varying areas of responsibility across the facilities profession. These various distributions allow for reasonable inferences that the survey results are representative of a wide distribution of the respondents without being skewed by any one group. The majority of the respondents (76%) are not aware of any existing mentorship programs offered by their region or chapter.

Over two thirds of the respondents indicated they have participated in some form of a mentoring program in the past and found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others. A few respondents expressed concerns with the lack of a good follow-up process. Regional program directors need to ensure a strong review and follow-up process. A common concern from those who do not participate is the perception that it would be too time consuming. It is important for program administrators to stress that it can help and save time. For example, if a mentee is struggling with an issue then having a mentor to talk with would save time compared to trying to solve the problem on their own. For the mentor, it may seem like it is taking more of their time to help another individual, but it may give the mentor some additional insight that helps to improve the mentors existing programs. Contact with mentors/mentees can be as little as an hour a month and still be productive.

There is a strong willingness of respondents to participate as a mentor (81%). This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was lower than those with greater than 15 to 20 years.

Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program.

A very high percentage of the respondents (85%) felt that a mentoring program would benefit them in their APPA journey. The 15% tended to be the retirees and longtime members of the organization. However, several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

One observation that appeared contradictory is that Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (81% and 75% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (85% answered yes). This implies there is an interest to participate in a mentoring program from APPA's membership. However, question 7 asked that if they were aware of an existing program in their region do they participate and 51% answered no. The regions with existing mentoring programs may want to conduct further research to determine why their members do not participate when the overall results indicated they would be willing to and they would find it beneficial. Mentoring may not be desirable for everyone, but there appears to be enough interest from others that a program would be beneficial.

When asked what reasons would lead you to participate in a mentoring program, the responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, developing a professional network, helping others excel and developing leadership skills. Over 40% of the respondents felt that a mentoring program would be useful to them in learning how to become more involved in APPA, their region, or their chapter. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

When asked what specific elements of a mentoring program should be considered during the program's development, the most common responses were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

When reviewing the results of the individual regions the results were very similar to those at the overall APPA level. There is a high interest in all regions for members to be a mentor or mentee.

The results from question 6: “Does your own region or chapter have a mentoring program?” indicates that the regions with existing programs need to continue advertising their programs. 96% of the respondents in PCAPPA are not aware of the region’s mentoring program with similar results in each of the other regions; 82% in ERAPPA, 79% in MAPPA, and 45% in RMA.

A common concern from those who answered “no” question 7: “If you answered Yes to Question #6, do you participate in a mentoring program?” is the perception that it would be too time consuming. It is important for program administrators in the regions with existing programs to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive. Some individuals were concerned that if they were required to have face-to-face meetings that location would be a deterrent; however the face-to-face meetings can happen at the annual regional conferences while electronic tools such as email and social media can be useful ways to stay in touch. A routine time to have a phone call for 5 to 10 minutes a month or impromptu as needed can also be very effective.

Although many are not aware of a regional program in ERAPPA, MAPPA, PCAPPA and RMA the response to question 9: “If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?” indicates there is a strong interest in participating as a mentor: 81% in ERAPPA, 92% in MAPPA, 69% in PCAPPA and 82% in RMA. There were similar results in the other two regions with 88% in CAPPA and 77% in SRAPPA.

There were similar responses to question 10: “If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?” indicates there is a strong interest in participating as a mentee: 63% in ERAPPA, 88% in MAPPA, 68% in PCAPPA and 77% in RMA. There were similar results in the other two regions with 81% in CAPPA and 78% in SRAPPA. Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the industry indicated they would benefit from having a mentor.

The results from question 11: “Do you feel that a mentorship program would benefit you in your career path or APPA journey?” indicate that a high percentage of the respondents feel that a mentorship program would be beneficial: 81% in ERAPPA, 89% in MAPPA, 76% in PCAPPA and 88% in RMA. There were similar results in the other two regions with 91% in CAPPA and 84% in SRAPPA. The respondents who felt it would not be beneficial to them tended to be the retirees and longtime members of the organization.

The results from questions 9, 10 and 11 indicate that there is a high interest in participating in a mentorship program so the regions with existing programs need to continue promoting and enhancing their programs, while those regions without an existing program should consider developing one.

Participants were also asked what reasons would lead them to participate in a mentorship program. The response to this question varied slightly from region to region and in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, developing a professional network, helping others excel, and developing leadership skills. Over 40% of the respondents felt that a mentoring program would be useful to them in learning how to become more involved in APPA, their region, or their chapter. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization. As noted, over 40% of the respondents would like to participate to learn more about APPA and the regional governance indicating there is a market for potential future board members if the region focuses on helping these individuals meet their goals.

The most common responses to question 13: “What specific elements of a mentoring program should be considered during the program’s development?” were:

1. Good matching and pairing of the mentor and mentee.

2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in the immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Regional program directors should review their programs to ensure these items are given focus. It is worth noting that several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Regional Program Comparison

Four of the APPA regions currently have a mentorship program: the 14ers Club in RMA, the M&M program in MAPPa and ERAPPa, and PCAPPa. A guide to developing, monitoring and assessing a mentorship program is included in Appendix C. A description of the programs in RMA, MAPPa and ERAPPa are included in Appendix D and E.

In addition to providing information on how to design and plan a mentoring program the Mentoring Guide in Appendix C provides valuable information on topics such as the role and traits of excellent mentors, the phases of a mentoring relationship, what to do when things go wrong in the mentoring relationship, and welcoming change and saying goodbye. ERAPPa's Resource Guide in Appendix F also provides informative topics such as mentor and mentee readiness, tips for mentors and mentees, and a mentoring program action plan worksheet.

As noted in the mentoring guide, ensuring an effective mentoring program involves several key elements. Implementing these elements in their entirety may take time. Therefore, it may be helpful to start small in order to pay careful attention to the nuances and needs of the program and its participant.

The key elements of an effective mentoring program include:

1. **Program Design and Planning.** This is the first, and the key, element in building a program, because the design is the blueprint that will be followed in order to carry out all the other aspects of the program. The design and planning phase is a good time to think through all aspects of dealing with program participants, from recruitment, screening, orientation, training, to matching and supporting mentoring pairs. It is also

the time to think about how to recognize the contributions of program participants and help mentors and mentees reach closure.

2. **Program Management.** Ensuring that the mentoring program is well managed is crucial. A well-managed program promotes accuracy and efficiency; establishes credibility; enables the ability to gauge progress effectively; and identifies areas that need improvement. Well defined program management guidelines build a solid plan for managing the program.
3. **Program Operations.** Efficient, consistent everyday operations are important to the success of any mentoring program. How well the people involved in the program fulfill their responsibilities can mean the difference between chaos and stability, confusion and clear-cut expectations, motivation and passivity.
4. **Program Evaluation.** Ongoing quality improvement is a hallmark of effective mentoring programs. How well the program serves the mentees depends on how accurately the program is assessed to determine its success and identify areas that need improvement.

The 14ers Club and the M&M programs all have a well-defined program outline. The M&M programs require a one year commitment, while the goal of the RMA 14ers program is to retain the pairing until the mentee meets the requirements to become a fully eligible mentor. The one year commitment defines the M&M program's closure while attaining the full 14er Club member is the RMA program's closure. It is worth noting that these closures are not hard and fast, and may last longer. For example, there are a few RMA 14ers who have retained the mentor/mentee relationship after both are full 14er Club members. The RMA 14ers Club is also open to Business Partners who are required to meet a similar set of criteria. The RMA 14ers Club also has a set of criteria that potential mentees can complete that help to describe what type of mentor they would like to be paired with.

All three programs have the important element of recognizing the participants. The M&M members are recognized at the annual conference Awards Banquet and the MAPPA participants receive a Pin/Ribbon to show their involvement in the program. RMA members who have attained the full 14ers Club membership are also recognized at the annual conference Awards Banquet, given a lapel pin, are listed on the RMA website and listed in the program brochure.

RMA also has an annual meeting specifically for the 14ers Club mentors and mentees to attend. This meeting is designed to provide the members with any program updates, discuss any necessary program enhancements, and to select the new program leader.

All three programs make an attempt to advertise the program at events such as drive-in workshops, regional supervisor toolkit trainings, and email updates. All three programs have a section on the regional website for easy access to potential applicants. As noted early the survey results indicate that more advertising is necessary to make certain the members know about the

various programs. Another opportunity is to advertise these programs at the annual Emerging Professionals meeting.

One difference between the RMA 14ers Club and the M&M programs is that RMA members are required to 'climb' fourteen peaks before becoming eligible to be a mentor. Peaks consist of longevity, participation and service requirements. This required set of peaks is mandatory in order for the candidate to have the necessary experience to know the various aspects of APPA and RMA in order to be an effective mentor to mentees who desire assistance with their APPA journey. The M&M programs only require the candidates to apply to become a mentor or mentee.

ERAPPA has created an excellent resource guide (included in Appendix F) for those who wish to participate in the M&M program. This resource guide would be a valuable tool for all regions to consider utilizing.

The RMA 14ers Club has been in existence longer than the other programs and thus has some valuable input from the survey respondents to help evaluate the success of the program. This feedback may be useful for the other programs. Some of the feedback includes reviewing the matching. In some cases the match was not a good fit. In other cases the mentor and mentee were not having enough contact to make the mentorship effective. Some felt that the program did not have an effective follow-up process. Consistent with the overall APPA survey many of those who do not participate expressed a perception that it would be too time consuming. Some felt that mentors need to be given criteria and have a regular scheduled (touch base type) phone call, maybe monthly, just to check in and make sure things are going ok and if help is needed. Others felt that it would be beneficial to provide training, resources and support for the mentor. Still others felt that a little more structure to the program would be beneficial. RMA and the other regions should not get discouraged by this feedback. As noted in the Mentoring Guide in Appendix C, a good mentoring program takes time to develop and refine.

Conclusion

The results of the APPA membership survey indicate that there is a definite interest in having regional mentorship programs. The response rate may not be sufficient to be considered a true sample of the available population from a statistical standpoint; however the responses do provide enough information to make some reasonable observations and inferences.

One observation that appeared contradictory is that Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (81% and 75% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (85% answered yes). This implies there is an interest to participate in a mentoring program from APPA's membership. However, question 7 asked that if they were aware of an existing program in their region do they participate and 51% answered no. The regions with existing mentoring programs may want to conduct further research to determine why their members do not

participate when the overall results indicated they would be willing to and they would find it beneficial. Mentoring may not be desirable for everyone, but there appears to be enough interest from others that a program would be beneficial.

The results from questions 9, 10 and 11 imply that there is an interest for a mentoring program within APPA. Therefore, it is concluded that all regions with the support of APPA should consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee. Over 40% of the respondents would like to participate to learn more about APPA and the regional governance indicating there is a market for potential future board members if the region focuses on helping these individuals meet their goals.

One option to consider is for APPA to help develop the general guidelines for an APPA mentoring program and then work with each region to tailor it to their specific needs and desires. Representatives from the SFO's (Senior Facilities Officers) and the Emerging Professionals could assist with or provide review during the program development. It may be desirable to merge the existing programs (the RMA14ers, MAPPA, and ERAPPA) to one mentoring program under APPA. This option may be easier for the mentorship overall and could help with explaining the program while being able to have mentoring sessions at regional and annual APPA conferences. Each region could still have certain aspects tailored to their region, but from a consistency standpoint, one program may have its advantages.

A comparison of the RMA 14ers Club and the MAPPA and ERAPPA M&M programs indicate they have many of the elements necessary for a successful mentoring program. There are some variances in how mentors are evaluated for eligibility; however these differences are not significant and demonstrate the desires of the specific region. These programs provide a guide for other regions and chapters that may wish to develop their own programs. The resources provided within this study contain additional information on how to develop a program and the necessary elements needed for an effective program.

There is a definite need for the regions with existing programs to do more to advertise their programs and the program benefits. Each of the existing programs should continue to review and improve their programs, and should not be discouraged if they do not see immediate results. Developing an effective long term program takes time and dedication.

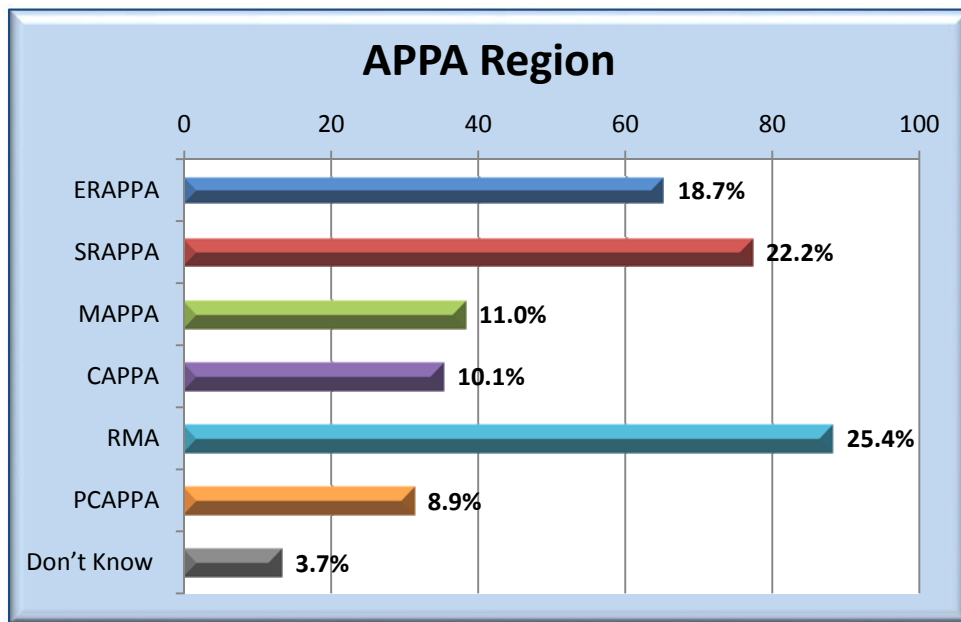
There were also numerous comments indicating that training on how to be an effective mentor would be useful. APPA may want to consider developing a Mentor Training program. This could be taught at APPA-U or delivered at the regional levels. Developing the mentor training program could be at the APPA level while rolling out and delivering mentorship programs would be most beneficial at the regional or chapter level.

This report was peer reviewed, approved, and published in August 2015.

Appendix A: Regional Survey Results

Survey Results for APPA

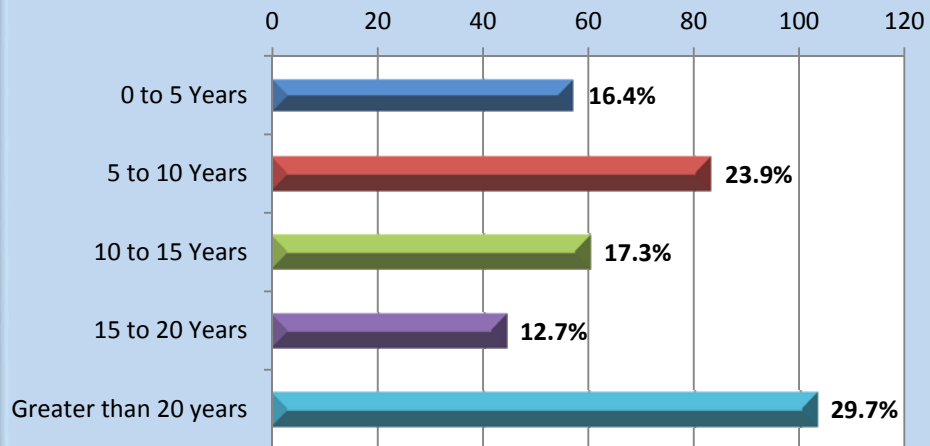
There were 347 responses to the survey. If we assume a population of 5,000 members then this response provides a confidence interval of just over 5 with a confidence level of 95%. This would indicate that the sample size provides enough responses for the empirical study to make reasonable inferences about the overall APPA membership's opinions from the survey respondent sample size. If we assume a potentially higher population, say 7,500 members; then it would be more desirable to have a respondent sample size closer to 556. What this all means that the response rate may not be sufficient to be considered a true sample of the available population from a statistical standpoint, however the responses do provide enough information to make some reasonable observations and inferences.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: There is reasonable representation across all of the APPA regions. The relatively high number of responses from RMA members provides the opportunity to review the region's 14ers Club program's success and opportunities for improvement. This may prove beneficial for the other regions as they develop or expand their programs.

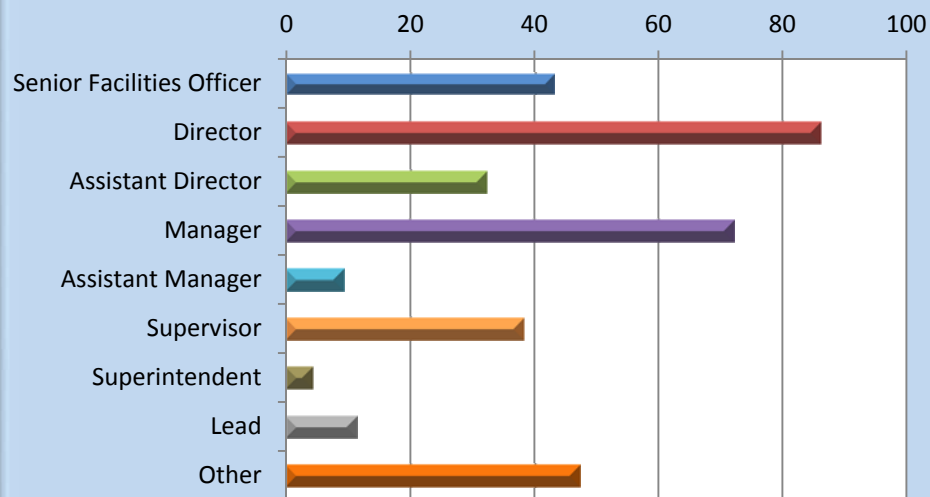
Q1: How many years have you been in the educational facilities business?



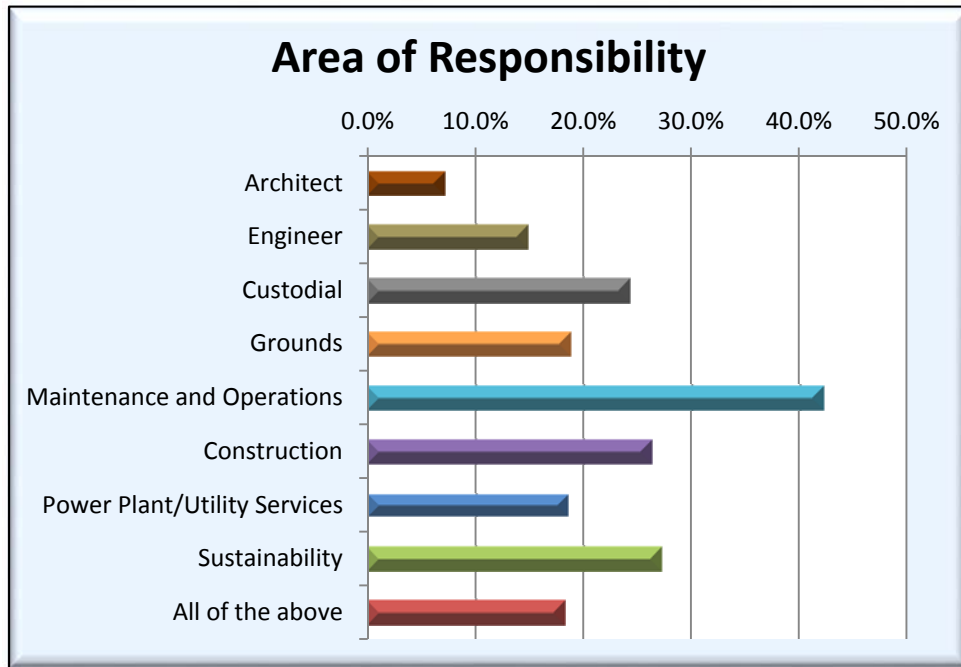
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: There is a fairly good distribution of responses from those new to the industry through those with longer term experience.

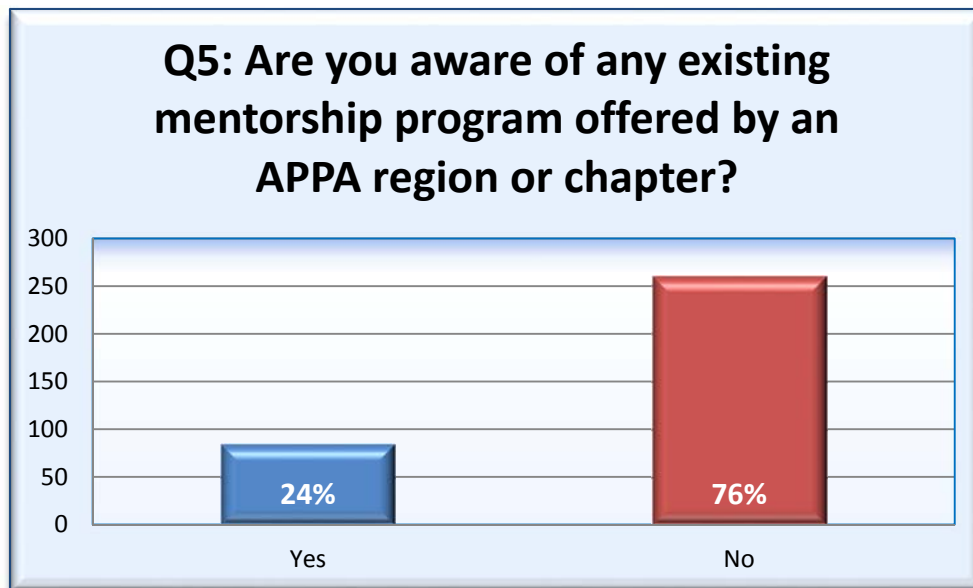
Q3: Which best describes your role/position at your institution?



Observation: There is a good mix of respondents throughout various leadership levels in the organization; i.e. supervisor up through the senior facilities officer.



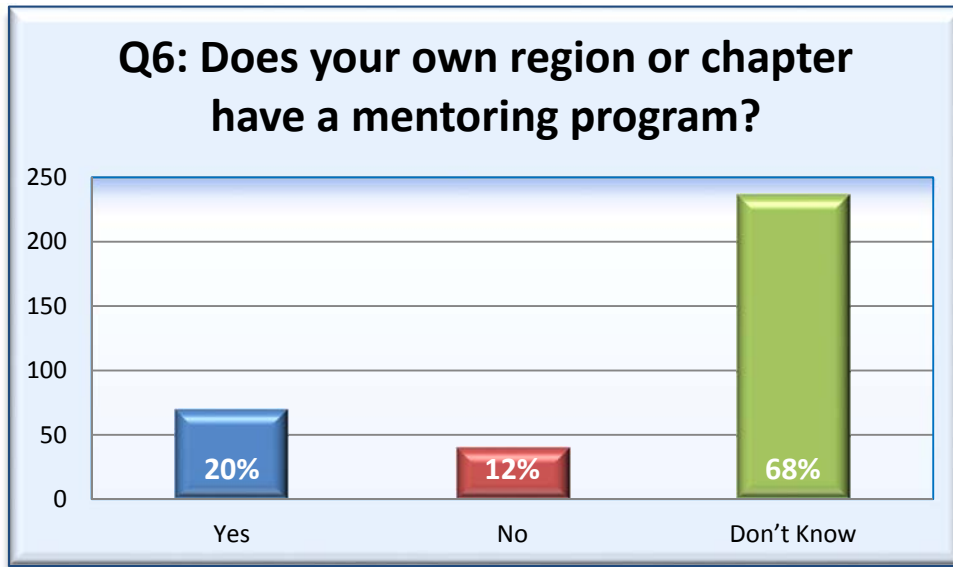
Observation: There is a good mix of respondents with varying areas of responsibility across the facilities profession.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

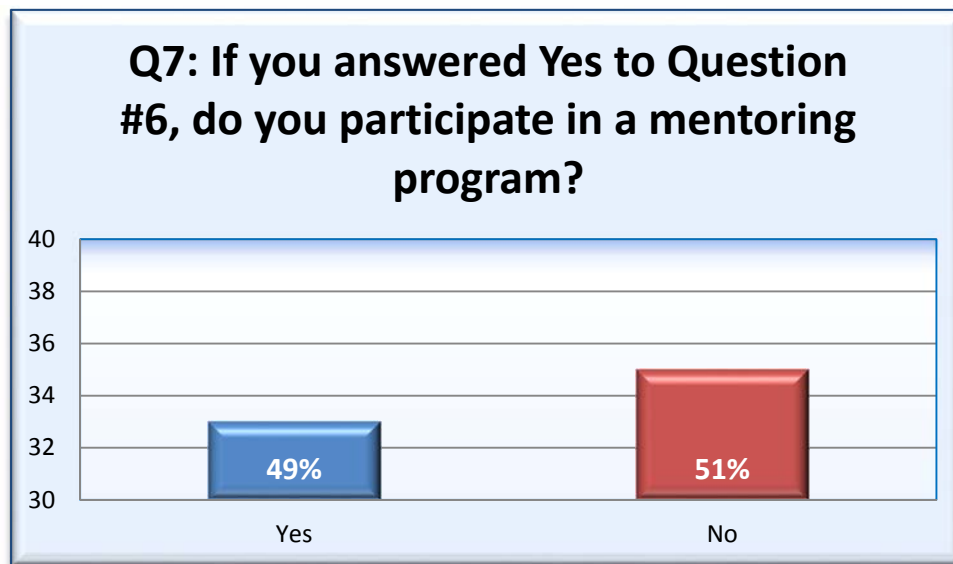
Observation: Even though four regions have existing mentoring programs, these regions all need to continue promoting their programs. Program coordinators need to be patient. It took RMA over 6 years to have more than 60 mentors available, so regions should not be disappointed or give up if there are

not immediate successes. Results from questions 8 and 9 indicate there is a high interest in participating in a program if they knew one existed.



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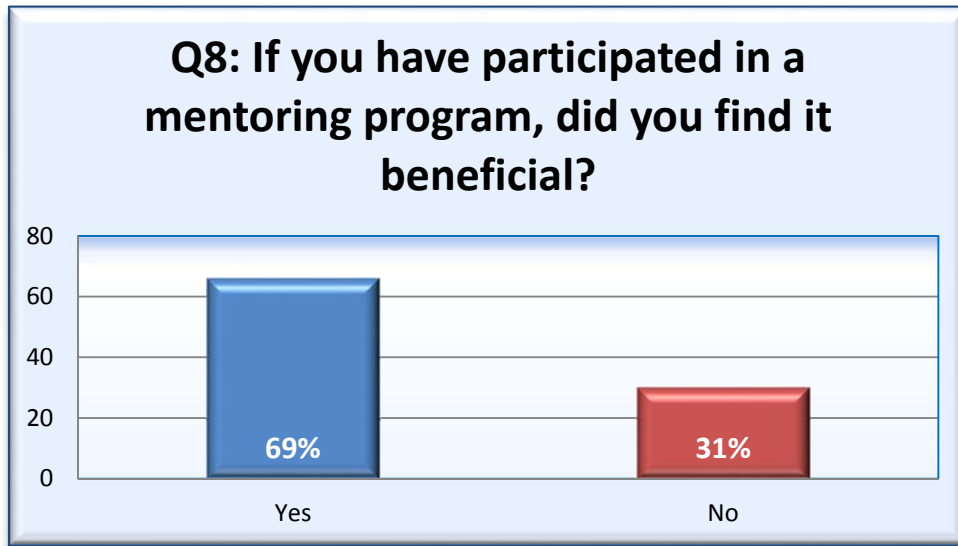
Observation: The regions that do have a program need to continue promoting their programs. Regions without a program should consider starting one.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

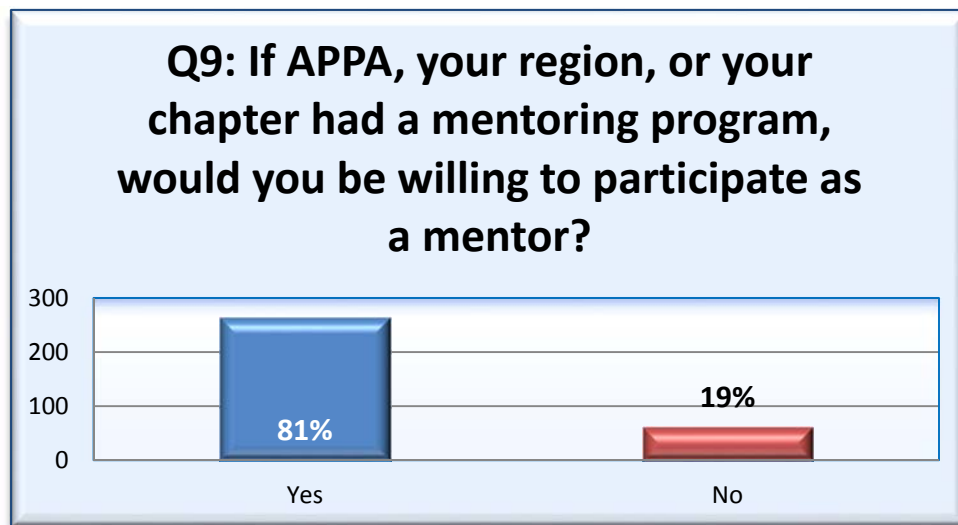
Observation: Most responders who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others. A few respondents expressed concerns with the lack of a good follow-up process. Regional program directors need to ensure a strong review and follow-up process. A common concern from those who do not participate is the perception that it would be too

time consuming. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive.



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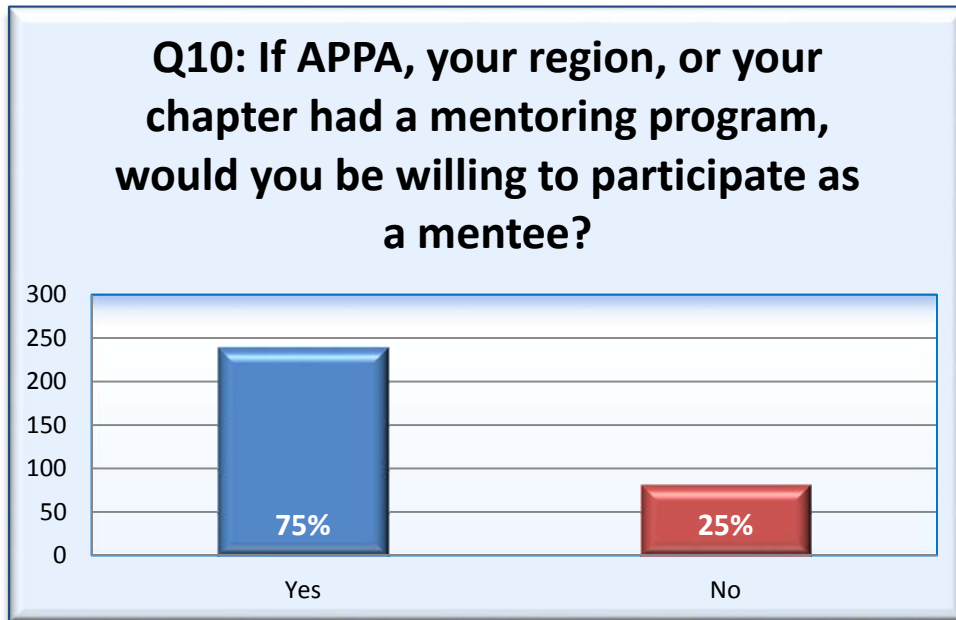
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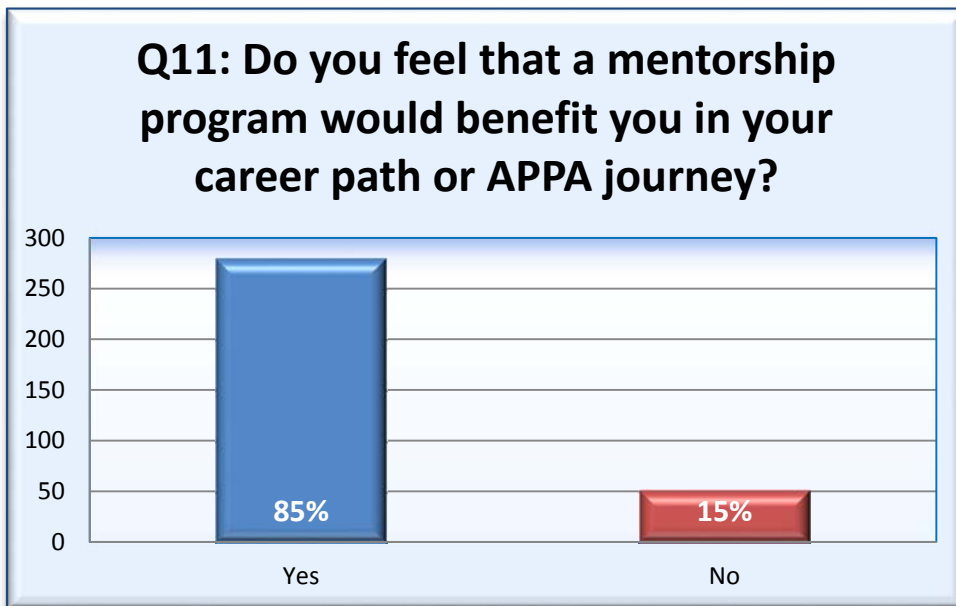
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as

might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 15 to 20 years.



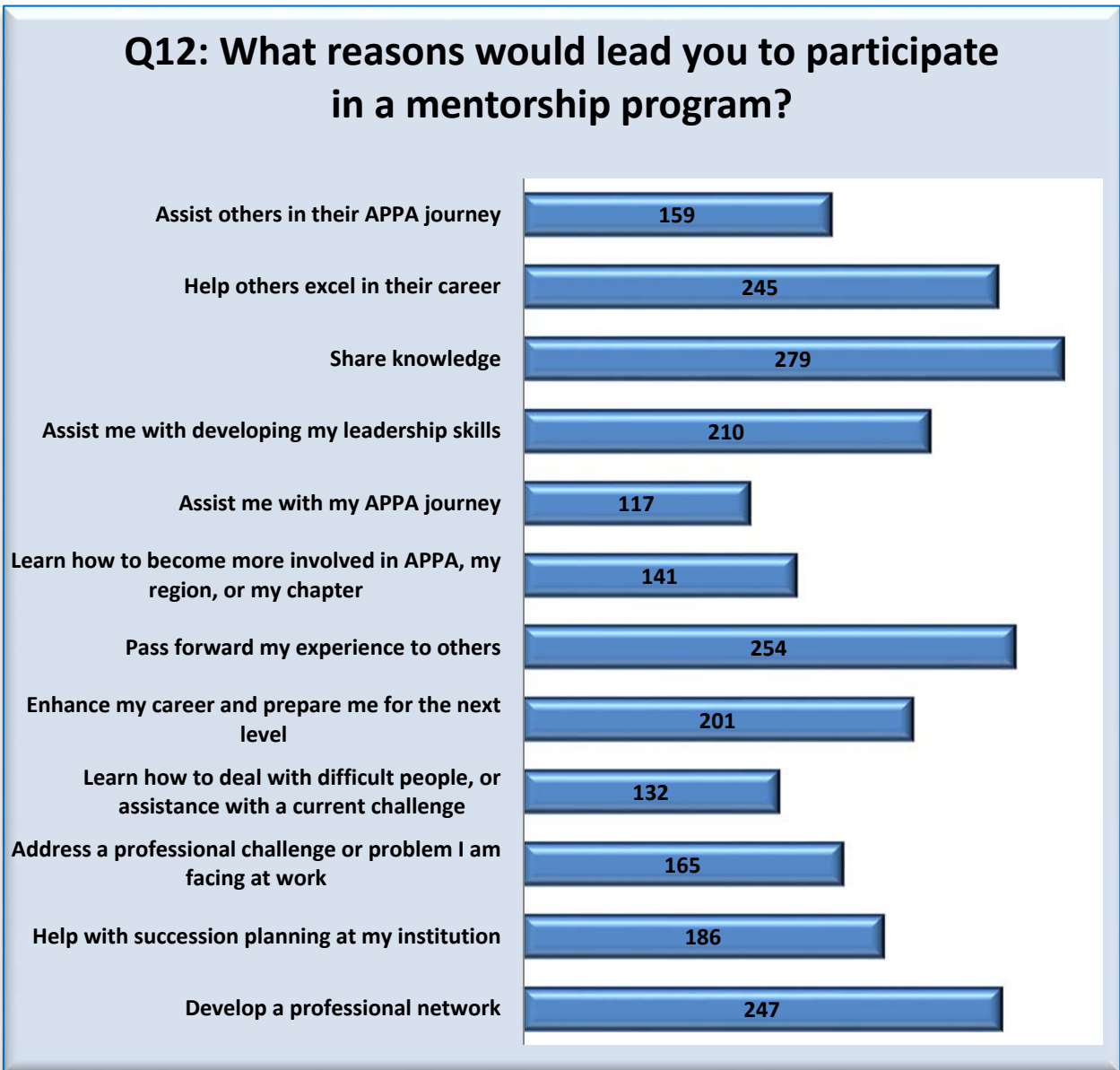
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Almost everyone felt that a mentoring program would benefit them in their APPA journey. The 15% tended to be the retirees and longtime members of the organization.



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, developing a professional network, helping others excel and developing leadership skills. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (81% and 75% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (85% answered yes). This implies there is an interest to participate in a mentoring program from this category of respondents. However, question 7 asked that if they were aware of an existing program do they participate and 51% answered no. Further research may be needed to determine why they do not participate when they indicated they would be willing to and they would find it beneficial. It is also important to note from question 8 which asked that if they have participated in a mentoring program in the past did they find it beneficial and 31% responded no.

Based on the results from questions 9, 10 and 11 it is recommended that all regions with the support of APPA consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

There was a desire to have training for those who mentor others so one possible concept for APPA to consider is developing a Mentor Training program. This could be taught at APPA-U or delivered at the regional levels. Developing the mentor training program could be at the APPA level while rolling out and delivering mentorship programs would be most beneficial at the regional or chapter level.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process.

Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

As noted in question 12, many believe a mentoring program would help with succession planning.

Responses to specific questions APPA

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program? If you checked No, what are your reasons for choosing not to participate?

- I cannot meet the time requirement to give the program the attention it is due.
- Time management / Scheduling
- Not at this time
- I just learned of it.
- Just found out about this last year and I do not know anything about the mentoring program
- Time limitations, but I was a mentor in the 2013/14 Facilities Management Mentor Program at my institution, CU Boulder.
- My mentor and I seldom interacted. I would see my mentor at APPA or RMA functions.
- I have participated in the past.
- I have not pursued it.
- Haven't pursued at this time
- I'm a contractor.
- I am not sure how to get involved.
- Retired and No One Wants to be Mentored by an old has been!
- Lack of time and other commitments
- Do not know what the procedure is to participate
- Not sure. Just haven't engaged in that area.
- Did not have the time or understanding of how the program worked.
- None exists that I know of
- There is no CAPPa mentoring program currently.
- Working with my own team and on campus with students as time is available.
- Lack of time due to current project but interested in participating in the next 6 months.
- I have applied at the ERRAPPA level just waiting for a mentor.
- Only recently joined APPA/ERAPPA
- I recently learned about the program and have not built it into my organization's plan yet.
- I would like to be a mentor
- Not able to commit time to a formal program at this juncture; informally mentoring in my organization.
- I am listed as a mentor but have not been connected to a mentee yet.
- I've enrolled as a possible mentor, but not yet been assigned a mentee.
- Didn't know about it
- No time
- I do not currently participate but I did, for about a year.
- I didn't know there was one.
- I want to participate in the mentorship program but they cannot find me anyone to pair up with.
- time issues
- Was not aware of the program.
- Focus has been to mentor employees within my own institution rather than through MAPPA.

- While not part of APAA the university I work for we hire engineering students in our department and we also participate with the engineering department for educational project assignment peer review.
- I have offered to participate as a mentor and am awaiting an assignment
- Not sure if it is available....will probably be interested deepening on time involvement.
- I have volunteered to be a mentor, have not been asked
- Not invited.
- I am new to APPA and am not familiar with what is offered.
- No, I do not participate in the mentorship program. No reason, other than have not been presented with an opportunity.
- APPA mentoring programs are new to me, but I don't believe my region or chapter offer these types of educational opportunities anyway.
- Not aware of the program...would participate if I knew about it.
- Just learning about the benefits as member.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- It helps in that there are resources to help people understand best practices and hopefully build that understanding in the organization, it also helps build relationships.
- Mentor's need to be given criteria and have a regular scheduled (touch base type) phone call, maybe monthly, just to check in and make sure things are going ok and if help is needed.
- Helps to have someone in the region you can reach out to.
- No response from my mentor yet. Must not be an email kind of guy.
- I only met once with my mentor. My mentor is a business partner. I may be better served by working with another educational facility professional.
- Wasn't matched to same FS department (Ops versus PDC).
- Having a person to talk with really helps when you are trying to get involved or would like to get advice.
- Keeping in touch with the pulse of newer employees and passing on institutional knowledge.
- Yes! It was a great opportunity to help improve the communication, cooperation and collaboration between M & O and PD&C in our department. As a long term employee on our campus I was able to pass on what I was told was valuable insight and stewardship skills. Having had the opportunity to graduate from the APPA Institute, take 3 Tracks of the Leadership Academy and my earn EFP, I've rounded my knowledge and enjoyed being able to pay some of that forward.
- I felt the program could have been structured better and the individuals paired in a more beneficial way.
- Mentoring helped me to listen for the real meaning of what people are saying and learn from someone who has experienced some of the same situations we are facing and what worked/did not work in that situation.
- I have benefited greatly from my mentor in the last year that she and I have worked together. We talk twice a month and it is nice to have someone to bounce ideas off of who has already experienced much of what I am learning to deal with.
- Not yet anyway; have achieved 14er status but have not yet paired with a climbing buddy.
- I manage our Department of Facilities Management Mentoring Program.

- The mentoring group has stopped communicating, and I have heard nothing from the mentor since August 2013.
- Yes - Navy and SAME for 34 years.
- I was a mentor while I was a facilities director while working for Aramark a few years ago. It was a very rewarding and worthwhile experience for all involved.
- Waiting on a mentor.
- It provides insight as to how to relate to younger generations, as well as enrichment for both parties.
- Our university has mentorship programs primarily associated with internships. These are rewarding to both participants.
- Yes, I mentor young engineering students.
- A professional mentoring program was in place at my previous education facility that was very beneficial in helping to learn the culture and norms of the institution.
- Engineers in Nova Scotia have mentors to verify four years of professional experience for registration as P.Eng.
- Mentoring program is providing more skill people in a productive way.
- It makes it easy to reach out to ask questions and learn from others.
- I answered yes, even though I have not yet mentored anyone through the program, because I do mentor some of my staff and find it very rewarding and beneficial to both parties.
- I am a mentor for first-year students at my institution and I absolutely love it! I learn just as much from my students as I hope they learn from me. The mentor/mentee relationships I've had have been very rewarding.
- Use mentoring at our institution to (1) on boarding new employees or (2) allowing employees to learn new skills or gain specific knowledge.
- have not been in one
- Sometimes and it depends on the program
- It was focused on acclimating someone new to serving APPA and helped smooth that transition.
- Employees I have mentored have grown, added a lot of value to the organization, and inspired others to be better.
- It's important to build relationships in our State and guide new APPA members and people new to our profession in the right direction
- Participated in a mentoring process at a previous employer.
- As a mentee, I found it a very useful time for self-reflection and to harvest ideas from somebody that I greatly respected. As a mentor, I felt like I was able to provide useful advice and as importantly was able to serve as a sounding board for my mentees.
- I believe in the success of mentoring. I received mentoring on my campus to become a facilities director.
- I Trained trades people (OJT).
- My mentoring helped several of my employees in their career journeys. One, a director at another college in our system and another as my successor.
- I like to mentor and feel great about it to help people develop in their careers.
- When I was in the Military we had a successful program for new engineering officers.
- I participated in a mentoring program for new students when I started college. Being teamed with an experienced student really helped me navigate enrollment, financial aid and to establish study habits that were beneficial.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- Take into consideration the experience and skill the person has and set up levels that are easy to understand so when someone approaches a mentorship opportunity they know what level to enroll in.
- I believe that we should be looking at developing the entire work force, and touch on the importance of all aspects of customer service (internal and external customer bases).
- Distance between mentor and mentee.
- Organizational Behavior in a complex organization. Structural/rational viewpoints vs cultural/interpretive viewpoints. Leadership. Continuing formal education. Matching a mentor with a mentee without turning the program into a dating service.
- Easy accessibility to both mentor and mentee, and not onerous to the mentor.
- Position, Time in grade, scale of programs, personality, email or no email.
- Match individuals from different institutions thereby creating a safe environment in which to grow and learn
- Financial concerns and time away from your campus. Though we have had some "ON LINE" PROGRAMS that were helpful I guess.
- Defined vision that leads to an ending point
- Training, resources and support for the mentor - a set of well-defined parameters for the program.
- The regional programs are appropriate at this point, however having a national mentoring program is not effective, promoted, use and needed at this time.
- Time, location, electronic communication, age span, organizational levels, attracting others into professional development.
- Match skill sets so that the mentoring has day-to-day information sharing opportunity... Share processes...
- Matching people appropriately
- Overall advancement on a professional level
- Succession planning
- Developing relationships can be challenging over distance and schedules. Also, finding compatibility or common ground could be challenging. The mentor may not be able to meet the needs or wants of the mentee.
- Specific trade knowledge and practical skills
- Selection and match of participants, proximity for individuals to allow for meetings, available time
- A strong program plan Action plans setting goals for the individuals Recognition of the relationships developed
- Defining what mentorship is and making sure the program adheres to the mission. Mentorship should be taking someone under your wing and showing them what it's about to be a leader and how you got there and how you inspire people, not just how to do the day-to-day things of your job.
- Goals for the mentor and mentee. Some predetermined level of experience for the mentor.
- Target and align mentor and mentee

- Create a mentoring program that is proactive in matching pairs who can help and learn from each other.
- Realistic time commitments
- The need for leadership in the organization. Stay current with happenings in the profession. Be willing to ask questions from other facilities professionals. It is important to be active in the regional association and APPA.
- Perhaps mentors/mentees need to be offered more of a structure. Especially if located remotely from each other, they may find little time to interact.
- Career development resume writing
- Writing a plan with set goals. Accountability.
- Broad considerations of all responsibilities as programs are developed.
- Good matching of Mentors and Mentees according to geographical or country location.
- Identify the overall goals and objectives for the program; describe the roles of mentors and mentees, time commitment; procedure for assigning mentors; expectations and outcomes.
- Ease of involvement
- Use of program bench marking starting levels and progress of mentees
- -Contents of the BOK -Learning about the FPI Survey and benefits -Learning about the different regions and networking -The CEFPP program -Demonstrating Facilities Leadership in an educational environment -Participating at APPA functions and the Institute
- Matched job responsibilities, but at least a step higher in management /leadership for the mentor
- Personal visit vs email, phone. Regular communications. Consistency.
- Keep it well organized and transparent
- Flexibility in regards to both time and content; every person's needs vary.
- The breadth of facility services and the important role it plays in achieving academic goals.
- Should be online or very close to facilities involved to insure involvement.
- Having attendees serious about their attendance and willing to be active participants
- How will the program be administered? What should people gain from the experience?
- How to deal with dysfunctional groups/supervisors
- Career paths, training programs, position to position development for those in their position for a long time vs recent
- Leadership
- Outline structure of program--i.e. access, guidelines, etc.; set expectations of frequency and mode of communications, determining goals of the participants
- Making sure the mentee has a well-rounded knowledge of all aspects of the job he or she is being groomed for. Both technical aspects and policy oversight are critical. Making sure the mentee has taken enough classes in people management.
- Leadership and higher ed administration.
- Target audience(s)
- Volunteer process for both sides of equation but continuous communication and collaboration is critical.
- Handling the issue of out sourcing, networking, energy management
- professional development

- Measurement--how do you determine if it is working and how to adjust it to work better? Are there milestones to achieve or metrics you can apply? Will it have definite end point or a soft phase out? How to match people for maximum benefit?
- I think structure and clear definition of expectations is very important. People are more likely to participate if they understand to what they are committing to. They can better judge the time and resource requirement.
- The key is to match people with a desire to learn and a desire to help. It would be great if pairing of mentor/mentee could happen face to face.
- Set clear goals and expectations for both parties. You have to meet and get together to make it work. You have to make the time in your busy schedule.
- Something to involve the various levels, even right down to the trade level.
- Help understand the workings of APPA and what it has to offer
- Proximity to participants, beginning and end times and guidelines to assist mentees and mentors
- Human skills that foster teamwork and leadership
- Required or estimated time commitments could keep participation rates low. I would suggest offering less formal programs where there are no formal time commitments.
- As a mentor, I think that it would be important to be assigned a mentee so that a relationship develops. Also evaluation by both parties should be part of the process and then could be used to strengthen and market the program. Former APPA Presidents would be perfect mentors!!!!
- Leadership Development, Custodial Programming, Labor Relations, Customer Service
- Confidentiality to some respect
- Time, space and benefit
- matching mentors and mentees
- 1) Knowledge transfer techniques 2) Job Shadowing opportunities 3) Development requirements and opportunities 4) Succession planning tools 5) Certification requirements for Mentors
- How to find the time. Most facility administrators have little time for volunteering. Those of us who have served on APPA boards know how hard it is to find time to volunteer and the same people seem to be asked over and over again.
- I developed a training program for ERAPPA on mentoring and would be happy to send you the material.
- Outside of this mentoring program, what most networking contacts want to know is "best practices" I use mostly APPA standards, but there are others out there like the Cleaning Institute for custodial standards, Healthy Schools etc. so a list of APPAs standards as well as others would be very helpful especially as they pertain to staffing.
- Good start with clear objectives
- The mentor and mentee need to be committed to fulfill the program.
- I believe that some new members feel out of place for the first time until they get to meet others and begin a new friendship with them. I think that prior to the event some of the mentors or mentees should reach out to new members and get to know them before they attend any event. This way they already know someone coming into the APPA training program.
- Training and Public speaking.
- What can facilities do support an institution to bring more students in. How can we not be considered expenses

- Making sure that both parties take the responsibility seriously and can dedicate the time
- Logistics around managing the program. Who keeps lists of mentors and mentees? Who makes the initial connections and monitors the success of the program. How is it marketed? I'm sure there are best practices from successful programs...these need to be shared.
- Evaluation and Identification of mentor and Mentees. Placement of mentees. Organizational structure and Leadership
- Sharing real world experiences and the difficulties of leading in an over politically correct and entitlement minded society.
- How to interact (in-person, phone, etc.)? Arriving at a prioritized list of activities for the mentor and mentee.
- Location of each party applicability of experience to share
- Grasp realm of opportunities in facilities management
- How one can improve their standing in their organization by participating and contributing to APPA. Make it a central part of one's professional career. I did and I have never regretted the time I spent involved with APPA activities.
- Proximity/accessibility of mentors - does the relationship need to happen face-to-face? Time commitment - each party needs to agree to the time commitment to make it a viable relationship. Specific talking points - these help (at least in the beginning) foster conversation and establish the relationship. Self-reporting to program administrator - perspectives from both mentors and mentees allow the program administrator(s) to know how things are going overall.
- Try to develop mentoring programs at all levels of facilities management- from the field staff levels to leadership levels.
- Clear outcomes, roles and responsibilities of all parties. Success may not always be easy to measure.
- Most of each facility is different policy and regulations. I would either start there to develop something standard across the board.
- Mentorship as I progress through the certification program
- Diversity and inclusion- Welcoming all people in the area of facilities regardless of race, sex, sexual orientation, religion, nationality, ability, and other aspects of diversity.
- Be consistent and follow through once we start. Work with the experienced workers that have years of serious service
- geography/proximity of mentor to mentee
- Good matching between mentor and mentee-possibly local connections.
- Encouraging mentoring is good; forcing mentoring will likely not work. Those who are seeking mentors should have a clearly articulated reason and should select carefully based on their needs. Those who are volunteering to mentor should know their own limitations and style.
- That whoever is being mentored to is surrounded by the best of his or her peers.
- Staff Development
- Available time of both mentee and mentor
- Custodial, understanding the APPA FPI data
- Ability to link mentors with mentees regionally. Having a mentor at the same institution may be a problem. Consider endowing the program so m/m's can meet over a meal (lunch) to discuss issues away from the work setting of either.
- As APPA does well already, give recognition to participants and institution that support the program.

- Keep it simple
- time, logistics & communication
- Size of institution.
- What is the target group of mentees/mentors? My experience with APPA is that the target group for mentees may be below associate directors.
- Maintain balance between technical and leadership skills in the mentorship program. Both are critical to success.
- Dedication and enthusiasm of the participants
- Development of guidelines and expectations. Providing suggestions. Some sort of check-in process from a central office.
- Time commitments required for all involved. Clarify expectations of both mentors and mentees - are there specific objectives, or is the relationship more of an open-ended situation?
- The networking to understand how to work and overcome the many day-to-day challenges, including working with difficult employees, developing schedules, responding to un-scheduled events, etc.
- Location.
- Direct mentoring towards a specific position
- Cross institutional learning
- Barring problems some sort of commitment with a review process
- How does this progress if mentor and mentee are not in the same institution/geographical area?
- Leadership, Leadership, and Leadership! Planning strategies, project development, budgeting, and HR issues.
- Leadership skills. We have a small staff that has not had the opportunity to get out beyond the campus (no outside experience). Mentorship and networking would be so helpful for those coming up the ranks.
- What is working and what should we work on changing.
- Maintain focus on professional development. Do not allow cronyism to creep into program.
- Common readings, curricula
- Career Pathways, transitioning from one area to another when cutbacks happen. How to maintain flexibility in the workforce to adapt to change.
- Succession planning, critical skills in an educational environment, working within as opposed against the bureaucracy, planning career path, choosing a mentor, choosing a mentee.
- Ease of participation, expense, and time commitments.
- The scale of the commitment to have a long lived program.
- Brain drain
- Previous experience in an educational setting transition from private to public facilities management
- Leadership skills; how to optimize employee performance; how to accurately transfer knowledge on a local level; how investing in employees changes everything.
- Non-technical issues.
- Sharing Inter-institutional experience and practices.
- Ethics, job knowledge, performance evaluation
- Experience levels commensurate with mentoring to be done
- As I have not been involved in a mentoring program, I really when need to think longer than this survey to provide a good answer.

- Logistics
- Connecting professionals and helping them communicate. Informing those that are new to the field what should be sought after.
- Leadership, time management
- I think one of the most important factors is the means by which the Mentee and Mentor are matched (e.g. not just any mentor will do). I believe it vitally important that they share some common interests (actually beyond as well as work), have mutual respect for each other and they are willing to be open and honest with each other. One should be able to select their mentor or ask for help in finding one. I firmly believe that development in a mentoring relationship can/should flow in both directions; when it does the result is a truly in a successful connection. The program should afford a means to define the mentoring relationship and a process for the mentor/mentee to develop their unique set of objectives but also contain a well-defined set of goals for all participants. Finally, the program needs to contain a means of recognition for the participants (mentor and mentee), levels or goals achieved and a graduation point that recognizes the mentee has reached his or her goals and is ready to move to the next level.
- Difficult people, pest control issues, best practices in a variety of disciplines
- Access to mentee/mentor. Guidelines to ensure mentee is getting benefit from relationship.
- One to One dialogues, Leadership skills assessment, programming for career advancement (career tracking)
- Providing enough structure to ensure consistent quality
- Reporting on how the program is working.
- Strong Leadership Skills Dealing with political issues Communication Skills, Honesty and Integrity Respect for all employees
- The ease of participation.
- A program for skilled trade workers.
- A set of expectations by both the Mentor and Mentee.
- How to move forward in a state ran organization.
- Succession planning
- Leadership
- Proximity, type of experience, years of experience and career paths.
- Sustainability
- Communicating the availability and specifics of the program in a way to insure that the information reaches the target audience and is fully understood as far as its purpose and benefits to the member.
- What do you want to be in the Facilities Management chain?
- Basic tools for success in the business (best practices) Sounding board for ideas and solutions.
- Certification Protocol & Mission clarification
- Make sure to integrate hands on time along with administrative duties into the curriculum.
- Opportunities to learn about how to leverage the APPA network appropriately.

Question 14: Do you have other comments about mentoring or mentoring programs?

- Great idea, I hope it gets off the ground.
- I would think that when possible, mentors and mentees should be paired up locally, but from different institutions - this allows for cross pollination of philosophies - I also would like to see

informal meetings or think tanks that starting thinking and promoting sustainable practices for management and sustainable cultures in the workplace.

- I wish I had time to offer. Figure out how to make this work through Skype or other virtual presence means.
- I think sharing information is great, and if it can be done through a mentoring program then all the better.
- So far all APPA programs seem to be going and doing well from the response and info from the RMA people.
- Get someone you can help that will help them
- Need to have buy-in from leadership to allow staff to have the time for mentoring (mentee or mentor)
- I believe there are significant benefits to a mentoring program for both higher-education facilities professionals and their respective institutions. With the current demographics and strong trend for increased retirements in the coming years, facilities leadership needs to wake up and start thinking about (and planning for) who will be doing these jobs in the future. This requires a firm commitment from the "top down" in an organization and the willingness to freely share information, resources and knowledge. I have seen little interest in this subject over my career until recently. I would love to have had a professional mentor in my career that wasn't threatened by my own success!
- Time is a real limitation for me right now; otherwise, I would love to participate.
- Continue with developing the program.
- We run a formal mentoring program internal to our portfolio and I am currently mentoring 3 people. This is about the maximum number that a person can handle. There should be a clear definition for mentoring that shows the difference to coaching. There needs to be a formal agreement in place and this cannot be part of on-going performance reviews.
- Time to help/participate is always a challenge.
- One of the great aspects of a mentorship program is the ability to understand our own values and gain confidence in how we present ourselves.
- I had informal mentors as a new facilities professional and it help me to a great degree.
- Sounds like a great concept.
- Love the idea, would benefit from the program on both the mentee and mentor sides...thanks.
- The #1 step is to identify those that could benefit from being mentored and show them why it is to their benefit to become more involved in APPA.
- Our department mentor program was launched in 2012, and we have realized very positive results and comments from our participants which have been described in the end-of-program evaluations.
- RMA's Fourteeners Club is a good model - it relates to the geographic region, is interesting, establishes a challenge that is self-mentoring. Thank you for asking.
- Should start early and be introduced at the emerging professionals meetings.
- Mentoring programs are essential to optimize people's potential and maintain excitement in the jobs.
- I had a mentor in another career prior to facilities, and I still remember it. It made a good, lasting impression on me.
- We are currently developing an internship program through our sustainability academia.
- Saves a lot of time and effort not reinventing the wheel.
- Detailed sharing of information

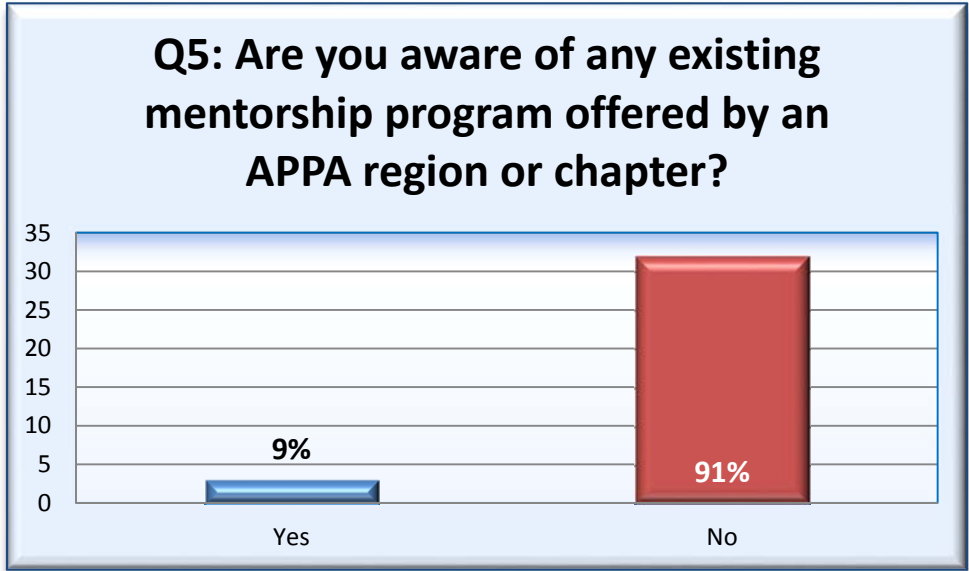
- The program should be structured with specific goals and guidelines, this makes it more likely that mentors and mentees will take it seriously.
- I would love one.
- Excellent Idea!
- I think mentorship will need some focus on the executive skill set. While it hasn't been a personal challenge, it seems that many individuals are technically capable but lack the management training needed to be a successful SFO.
- Must have two willing partners and not be forced process, environment for collective learning a must.
- New member to APPA. Not sure what is available at this time.
- I would want to take some "mentor" training before being assigned or matched to someone. If something like this would have been in place in the mid-1980s, I'd have gotten more out of my APPA training and also gotten more from the annual meetings.
- Great program. I hope it moves forward.
- So many of these programs seem to be directed/marketed to Manager/Director level when often at that level folks feel they do not need to be mentored and don't have the time to mentor others.
- Always worthwhile
- Does APPA have a career roadmap? If not, that would be a good start. It's hard for many people to articulate what they want to do or others to say what skills they need if they don't have a "typical" career roadmap as a starting point.
- It would be a slam dunk and is definitely needed!!!
- I will be retiring in August of 2015 and would be interested in mentoring opportunities with the APPA.
- Consider reverse mentoring where a senior professional seeks out a young person in the field to provide advice regarding intergenerational issues, technology applications, working conditions, engagement, etc.
- I think mentoring programs are a great resource. I participate in an alumni mentoring program through the university I graduated from and it seems to really help people just starting out in their careers or those who want to move forward.
- Let's go!
- Currently I am not able to participate, but in the future I would be interested.
- "The more you give, the more you get". We need to get back to this and away from the "kick the can down the road" approach of American management today.
- fit for both parties
- They must be managed with some standards and accountability
- I am retired now and believe this may be another way that former Facilities managers can contribute to APPA.
- Mentoring takes a commitment and should not be a considered short term solution but rather an ongoing relationship.
- It would be so helpful for me to have a mentor in this area through APPA.
- When mentoring works, it is great. More often, I suspect it isn't so great. What seems to be necessary to make it work is either a very specific focus (e.g. developing a skill), or chemistry - some people click, some don't. You asked for yes/no responses to questions 9, 10, and 11 -

frankly, my answer would be "it depends" ... it would depend on the program, the people and the need.

- They are great and ought to be a requirement.
- Keep it simple
- Keep it simple
- Distance and time commitments can be a concern for our schools.
- I think this has a lot of merit and it may be that I'm simply not aware of the benefit of the existing program.
- I'm a believer in mentorship programs. Thank you for taking this on.
- I have found mentoring to be very helpful as long as the participants are willing to put the time in. Schedules and availability can be a barrier to a successful relationship.
- From past experience, there does need to be a central point that monitors activities and checks in with the participants.
- I have benefited tremendously from informal, long-term mentoring by a long-term APPA member. Done right, a mentoring program ... could provide a different dimension to APPA's value to its members.
- It is a good process or program as long as there are criteria supporting the mentoring program.
- I believe it's a great way to learn and share.
- Consider separating colleges from K-12 institutions.
- Mentor and mentee need to be able to develop an effective exchange of ideas - this is hard to construct - it is not automatic - it is similar to how often in education you get a really good teacher whom you specifically relate to on a deeper level of meaning.
- There are people that think they it will take too much time and they do not give it a chance. We need to find a way get the word out that mentoring is helpful and can save you a lot of time if you are willing to look at the big picture.
- A local program could be successful utilizing public and private employers for training opportunities and funding.
- Most programs are short lived.
- I support mentoring programs new facilities managers
- Think this is a powerful tool that has been neglected
- Good investment.
- I am most interested in finding out what APPA does in mentoring and identifying opportunities for key staff in Facilities Management.
- This is a great idea and would build an overall program. Thanks.
- I think that mentoring is vital to all areas do life.
- This is a much needed program for all levels of our workforce.
- They are very hard to come by and can only be seen as another means of Leading as opposed to following.
- Cannot wait for this. Very excited.
- If such opportunities are available, the APPA regions and chapters offering these programs should include specific information about them on their websites.
- Every Director should have a focus on mentoring opportunities in his management staff.
- Sharing ideas; successes and failures makes us all better. Why reinvent the wheel; someone out there has already experienced the issue and has valuable lessons learned.

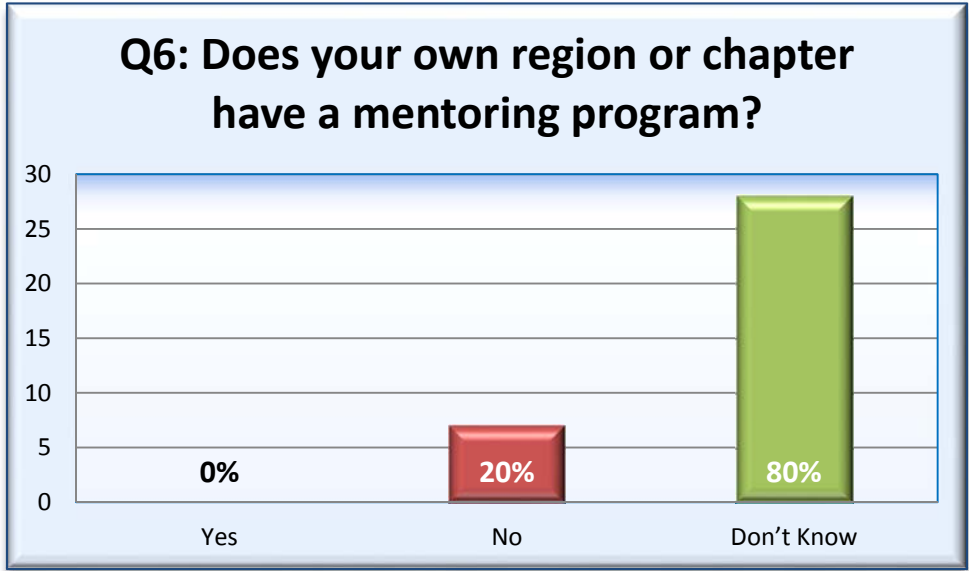
- Matching Mentors is important for both younger and older members. The correct pairing is also critical to realize the benefits.
- Should be appropriately paired and hopefully will last for at least two years.

Survey Results for CAPP



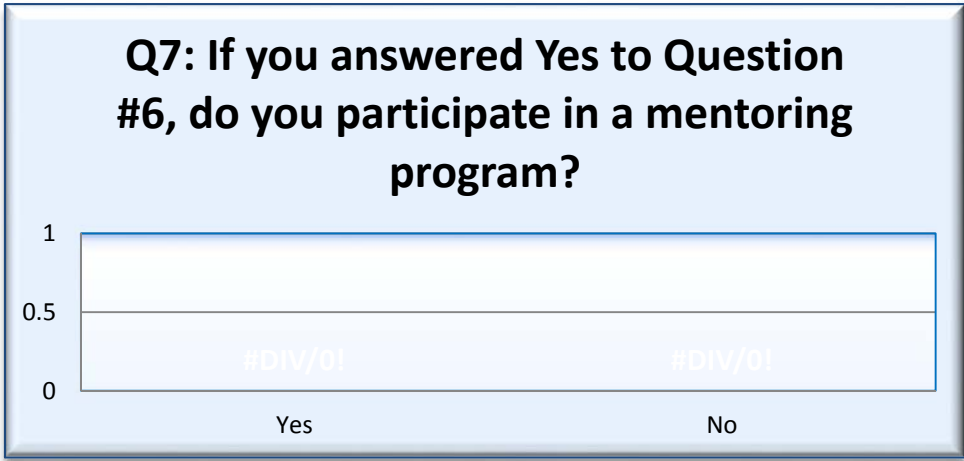
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Some CAPP members may know about other regional mentoring programs within APPA, but since CAPP does not currently have a program the majority of the regional respondents are not aware of any programs.

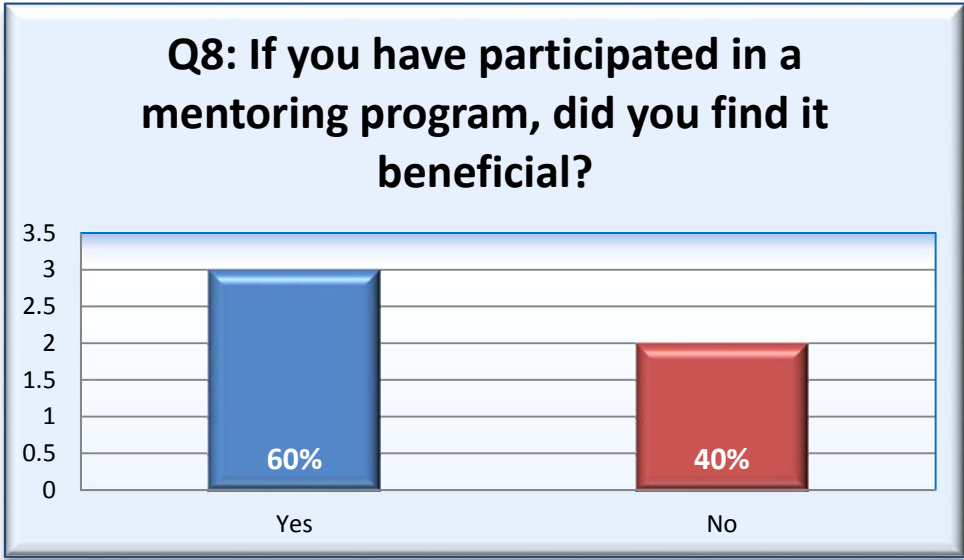


NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: CAPP does not currently have a mentoring program.



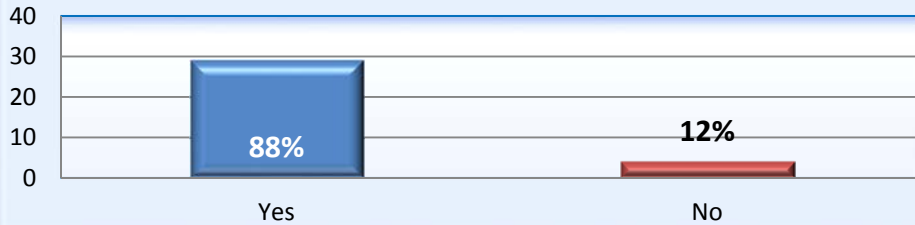
Observation: N/A.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Over half of the respondents to this question did find a mentoring program to be beneficial. Across APPA, for those who responded, a common theme was that those who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others. Further research may be necessary to determine why 40% of the respondents did not find the mentoring program beneficial.

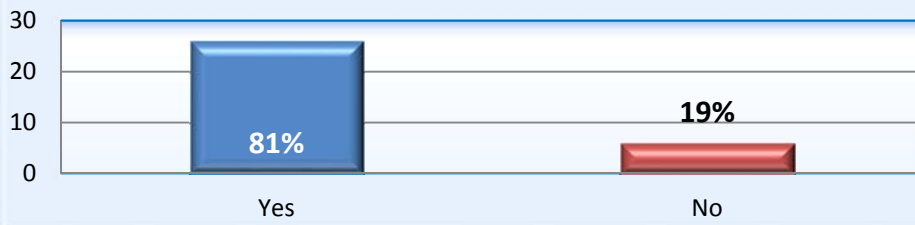
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

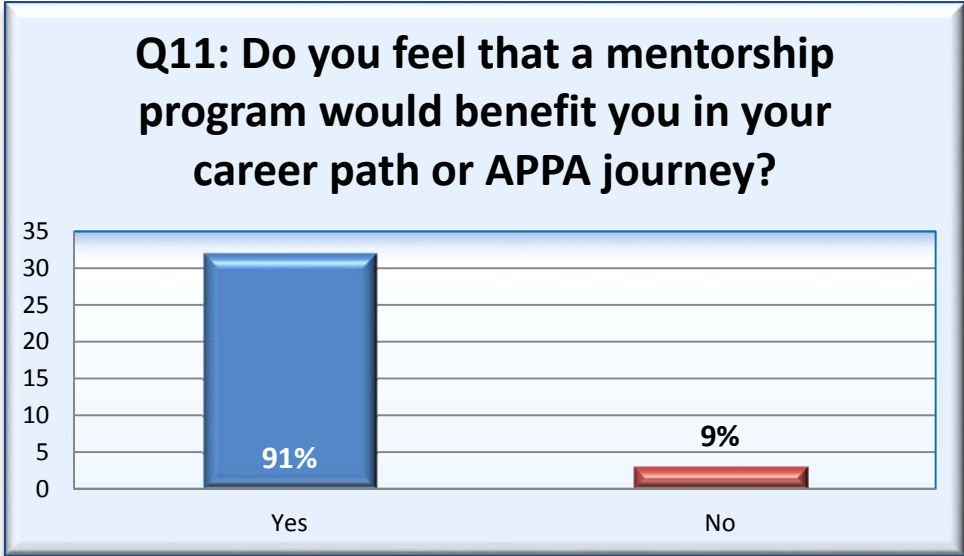
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 20 years. These results imply that there are a high percentage of members within CAPPa that are interested in participating as a mentor.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

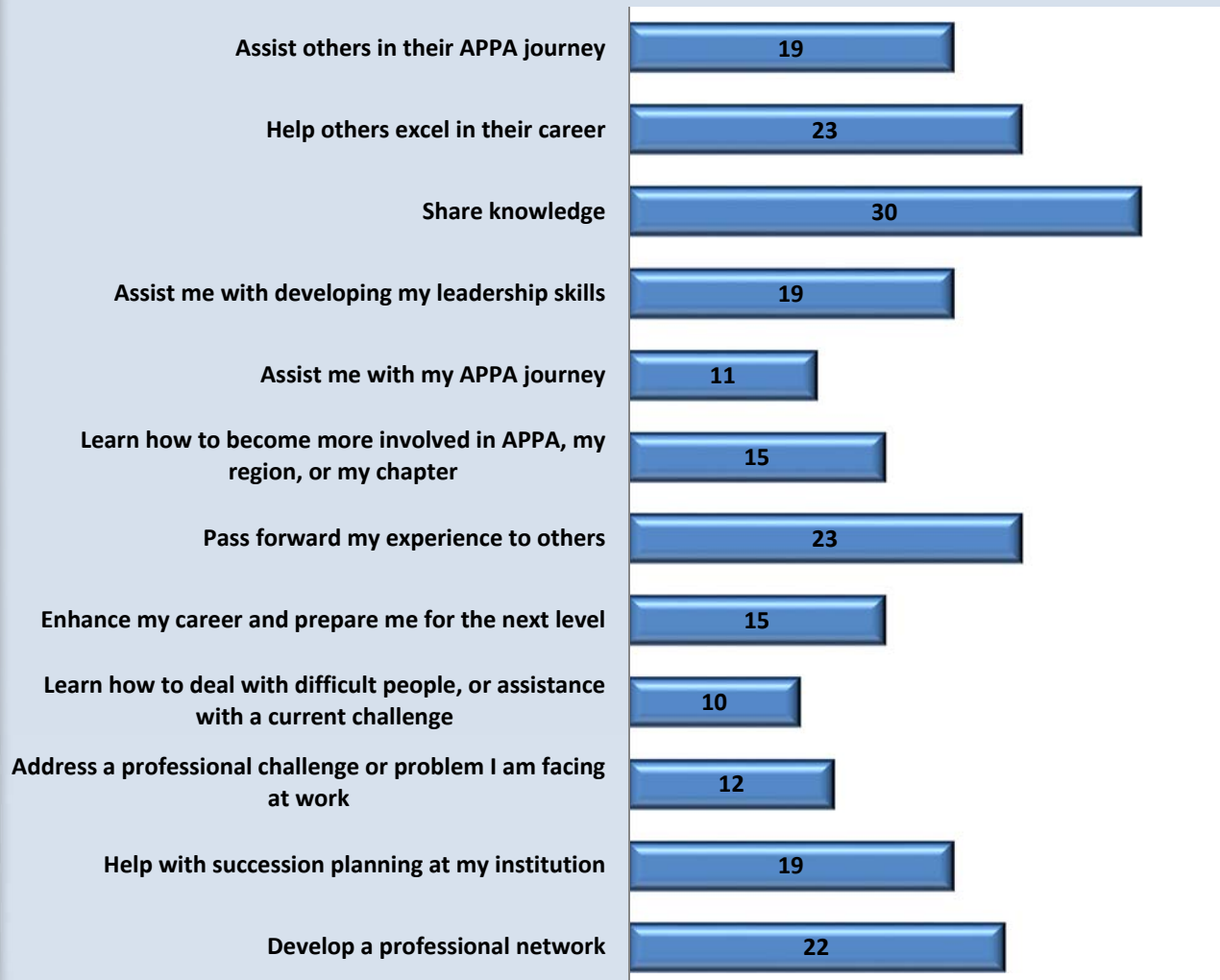
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program. These results imply that there is an interest in CAPPa for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A very high percentage of the CAPPAs respondents felt that a mentoring program would benefit them in their career path or APPA journey. The 9% tended to be the retirees and longtime members of the organization. These results imply that there is an interest in CAPPAs for a mentoring program.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, helping others excel, developing a professional network, and developing leadership skills. A good number of respondents would like to participate to learn more about APPA and CAPPa indicating there is a market for potential future board members if the region focuses on helping this group meet their goals. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

There is an interest to participate in a mentoring program within CAPPa and in APPA overall. CAPPa should consider starting a program within the region. There are sample programs in place in RMA, MAPPA, ERAPPA and PCAPPa if CAPPa wishes to utilize one of these programs to structure their own.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process. Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

Responses to specific questions CAPP

**Question 7: If you answered Yes to Question #6, do you participate in a mentoring program?
If you checked No, what are your reasons for choosing not to participate?**

- Did not have the time or understanding of how the program worked.
- None exists that I know of
- There is no CAPP mentoring program currently.
- Working with my own team and on campus with students as time is available.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- Yes - Navy and SAME for 34 years.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

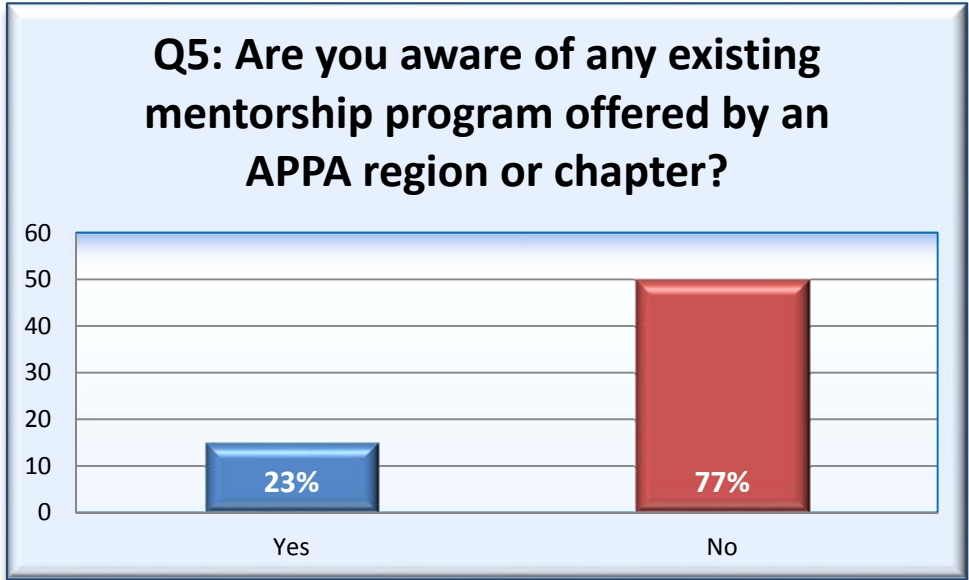
- Flexibility in regards to both time and content; every person's needs vary.
- The breadth of facility services and the important role it plays in achieving academic goals.
- Should be online or very close to facilities involved to insure involvement.
- Having attendees serious about their attendance and willing to be active participants
- How will the program be administered? What should people gain from the experience?
- How to deal with dysfunctional groups/supervisors
- Career paths, training programs, position to position development for those in their position for a long time vs recent
- Leadership
- Outline structure of program--i.e. access, guidelines, etc.; set expectations of frequency and mode of communications, determining goals of the participants
- Making sure the mentee has a well-rounded knowledge of all aspects of the job he or she is being groomed for. Both technical aspects and policy oversight are critical. Making sure the mentee has taken enough classes in people management.
- Leadership and higher ed administration.
- Target audience(s)
- Volunteer process for both sides of equation but continuous communication and collaboration is critical.
- Handling the issue of out sourcing, networking, energy management
- professional development
- Measurement--how do you determine if it is working and how to adjust it to work better? Are there milestones to achieve or metrics you can apply? Will it have definite end point or a soft phase out? How to match people for maximum benefit?
- I think structure and clear definition of expectations is very important. People are more likely to participate if they understand to what they are committing to. They can better judge the time and resource requirement.

Question 14: Do you have other comments about mentoring or mentoring programs?

- I had a mentor in another career prior to facilities, and I still remember it. It made a good, lasting impression on me.

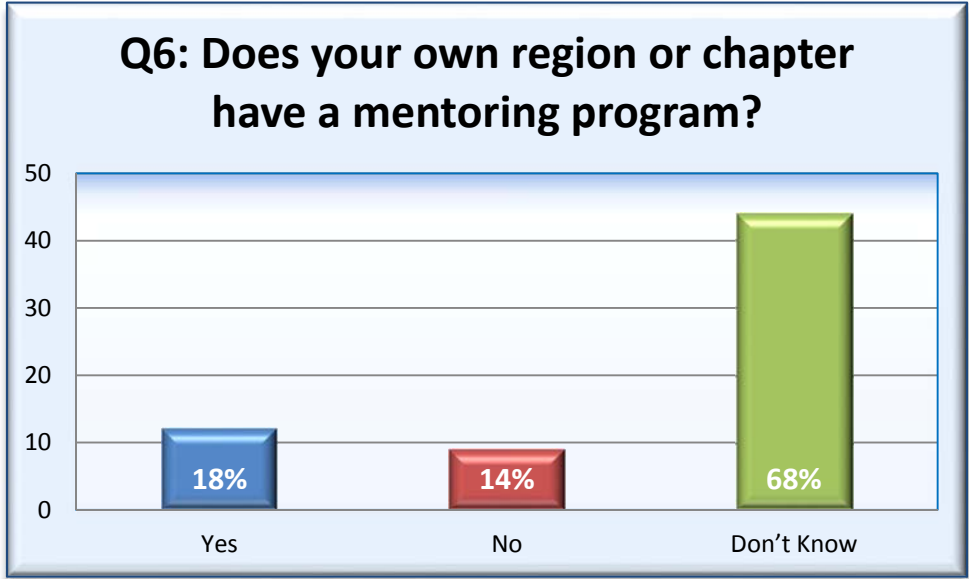
- We are currently developing an internship program through our sustainability academia.
- Saves a lot of time and effort not reinventing the wheel.
- Detailed sharing of information
- The program should be structured with specific goals and guidelines, this makes it more likely that mentors and mentees will take it seriously.
- I would love one.
- Excellent Idea!
- I think mentorship will need some focus on the executive skill set. While it hasn't been a personal challenge, it seems that many individuals are technically capable but lack the management training needed to be a successful SFO.
- Must have two willing partners and not be forced process, environment for collective learning a must.
- New member to APPA. Not sure what is available at this time.
- I would want to take some "mentor" training before being assigned or matched to someone. If something like this would have been in place in the mid-1980s, I'd have gotten more out of my APPA training and also gotten more from the annual meetings.

Survey Results for ERAPPA



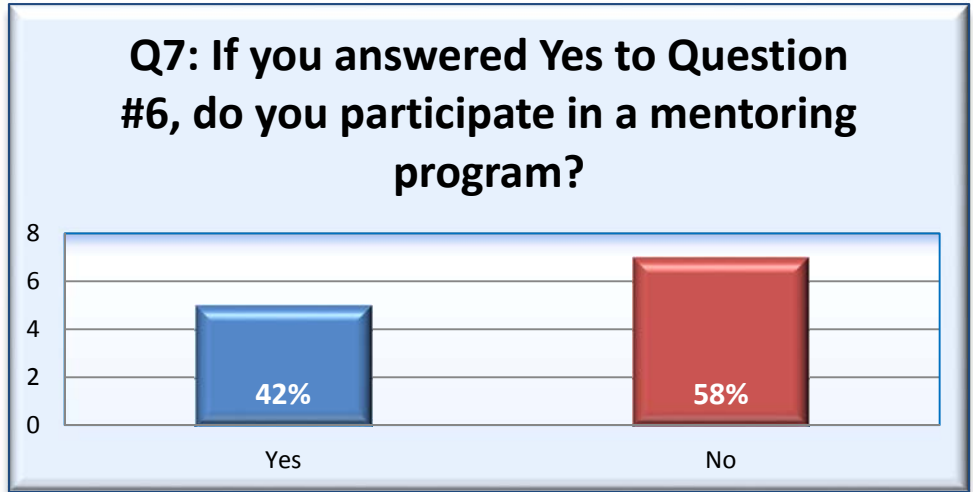
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: ERAPPA needs to continue advertising its mentoring program. 77% of the respondents are not aware of the region’s mentoring program.



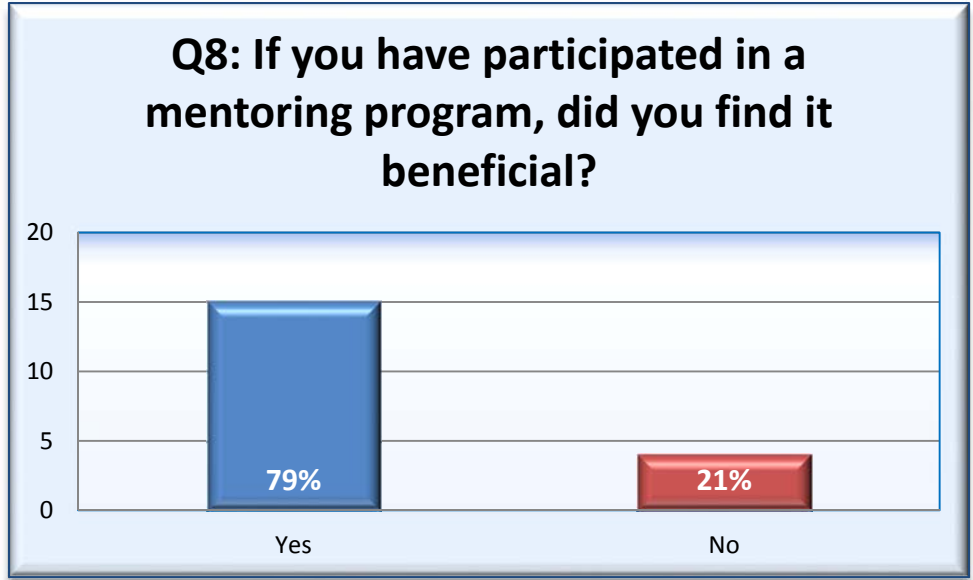
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: This indicates that ERAPPA needs to continue advertising its regional mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

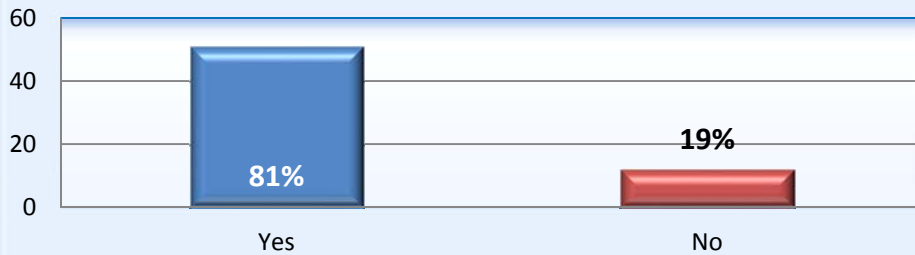
Observation: A common concern from those who do not participate is the perception that it would be too time consuming. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: The majority of the ERAPPA members who responded found participating in a mentoring program to be beneficial which would imply that it is worth continuing with the region’s mentoring program initiative. Across APPA, for those who responded, a common theme was that those who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others.

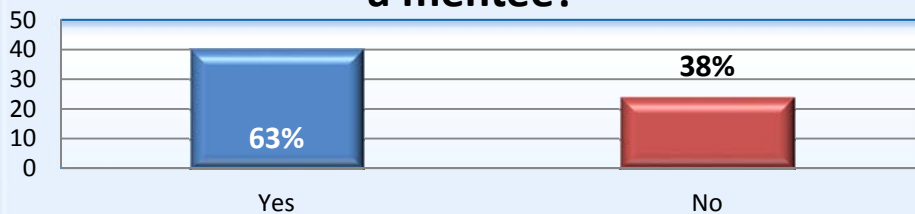
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

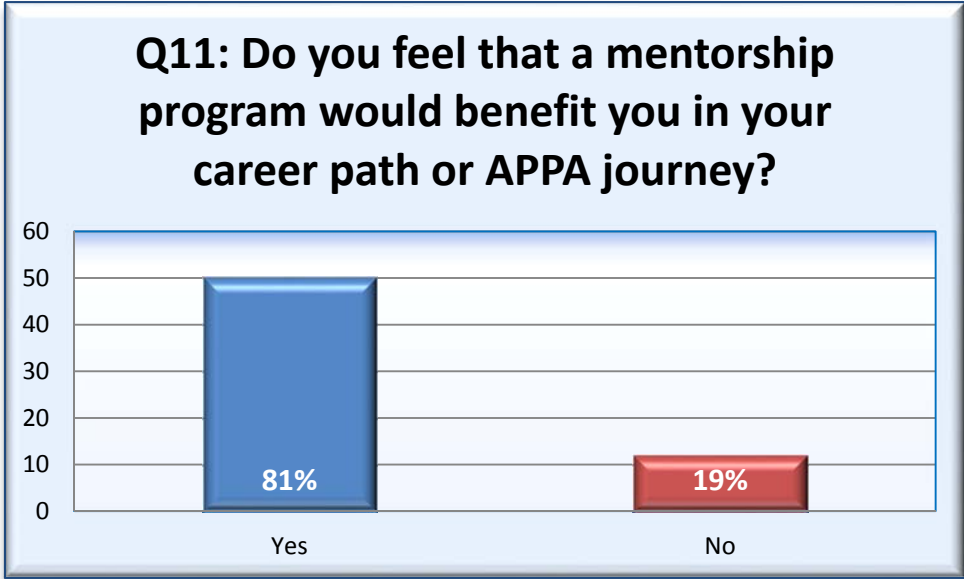
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 20 years. ERAPPA should make an effort to reach out to these fifty plus members who would like to participate as a mentor.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

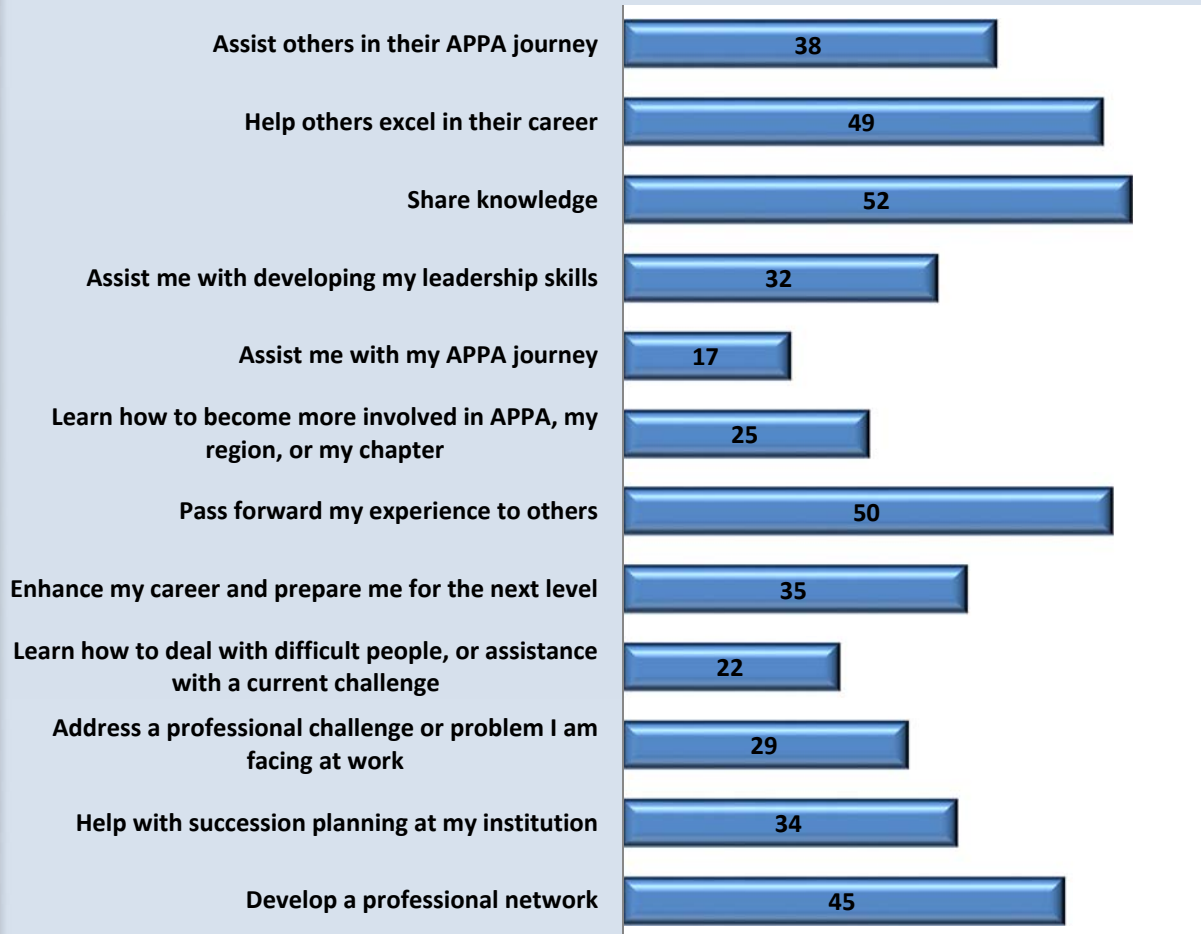
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program. ERAPPA should make an effort to reach out to these forty members who would like to participate as a mentee.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: almost everyone felt that a mentoring program would benefit them in their career path or APPA journey. The 19% tended to be the retirees and longtime members of the organization.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, helping others excel, and assist others in their APPA journey. A good number of respondents would like to participate to learn more about APPA and ERAPPA indicating there is a market for potential future board members if the region focuses on helping this group meet their goals. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (81% and 63% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (81% answered yes). This implies there is an interest to participate in a mentoring program from ERAPPA's membership. However, question 7 asked that if they were aware of an existing program do they participate and 58% answered no. Further research may be needed to determine why they do not participate when the overall results indicated they would be willing to and they would find it beneficial. Results from questions 9, 10 and 11 imply that there is an interest for a mentoring program within ERAPPA and APPA, and it is recommended that ERAPPA continue to pursue its mentoring initiative.

There are opportunities for improvement within the ERAPPA regional program which include: mentor training; following up to ensure the matching is working for both the mentor and mentee; continue to improve the program to meet the ever increasing needs and expectations of the participants; and continue to market and promote the program to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

There is a desire to have mentor training and one possibility is to work with APPA to develop such a program that could be available at APPA-U or delivered at the regional level.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process. Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

Responses to specific questions

ERAPPA

**Question 7: If you answered Yes to Question #6, do you participate in a mentoring program?
If you checked No, what are your reasons for choosing not to participate?**

- Lack of time due to current project but interested in participating in the next 6 months.
- I have applied at the ERAPPA level just waiting for a mentor.
- Only recently joined APPA/ERAPPA
- I recently learned about the program and have not built it into my organization's plan yet.
- I would like to be a mentor
- Not able to commit time to a formal program at this juncture; informally mentoring in my organization.
- I am listed as a mentor but have not been connected to a mentee yet.
- I've enrolled as a possible mentor, but not yet been assigned a mentee.
- Didn't know about it
- No time

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- I was a mentor while I was a facilities director while working for Aramark a few years ago. It was a very rewarding and worthwhile experience for all involved.
- Waiting on a mentor.
- It provides insight as to how to relate to younger generations, as well as enrichment for both parties.
- Our university has mentorship programs primarily associated with internships. These are rewarding to both participants.
- Yes, I mentor young engineering students.
- A professional mentoring program was in place at my previous education facility that was very beneficial in helping to learn the culture and norms of the institution.
- Engineers in Nova Scotia have mentors to verify four years of professional experience for registration as P.Eng.
- Mentoring program is providing more skill people in a productive way.
- It makes it easy to reach out to ask questions and learn from others.
- I answered yes, even though I have not yet mentored anyone through the program, because I do mentor some of my staff and find it very rewarding and beneficial to both parties.
- I am a mentor for first-year students at my institution and I absolutely love it! I learn just as much from my students as I hope they learn from me. The mentor/mentee relationships I've had have been very rewarding.
- Use mentoring at our institution to (1) on boarding new employees or (2) allowing employees to learn new skills or gain specific knowledge.
- have not been in one
- Sometimes and it depends on the program

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- The key is to match people with a desire to learn and a desire to help. It would be great if pairing of mentor/mentee could happen face to face.
- Set clear goals and expectations for both parties. You have to meet and get together to make it work. You have to make the time in your busy schedule.
- Something to involve the various levels, even right down to the trade level.
- Help understand the workings of APPA and what it has to offer
- Proximity to participants, beginning and end times and guidelines to assist mentees and mentors
- Human skills that foster teamwork and leadership
- Required or estimated time commitments could keep participation rates low. I would suggest offering less formal programs where there are no formal time commitments.
- As a mentor, I think that it would be important to be assigned a mentee so that a relationship develops. Also evaluation by both parties should be part of the process and then could be used to strengthen and market the program. Former APPA Presidents would be perfect mentors!!!!
- Leadership Development, Custodial Programming, Labor Relations, Customer Service
- Confidentiality to some respect
- Time, space and benefit
- matching mentors and mentees
- 1) Knowledge transfer techniques 2) Job Shadowing opportunities 3) Development requirements and opportunities 4) Succession planning tools 5) Certification requirements for Mentors
- How to find the time. Most facility administrators have little time for volunteering. Those of us who have served on APPA boards know how hard it is to find time to volunteer and the same people seem to be asked over and over again.
- I developed a training program for ERAPPA on mentoring and would be happy to send you the material.
- Outside of this mentoring program, what most networking contacts want to know is "best practices" I use mostly APPA standards, but there are others out there like the Cleaning Institute for custodial standards, Healthy Schools etc. so a list of APPAs standards as well as others would be very helpful especially as they pertain to staffing.
- Good start with clear objectives
- The mentor and mentee need to be committed to fulfill the program.
- I believe that some new members feel out of place for the first time until they get to meet others and begin a new friendship with them. I think that prior to the event some of the mentors or mentees should reach out to new members and get to know them before they attend any event. This way they already know someone coming into the APPA training program.
- Training and Public speaking.
- What can facilities do support an institution to bring more students in. How can we not be considered expenses
- Making sure that both parties take the responsibility seriously and can dedicate the time
- Logistics around managing the program. Who keeps lists of mentors and mentees? Who makes the initial connections and monitors the success of the program. How is it marketed? I'm sure there are best practices from successful programs...these need to be shared.

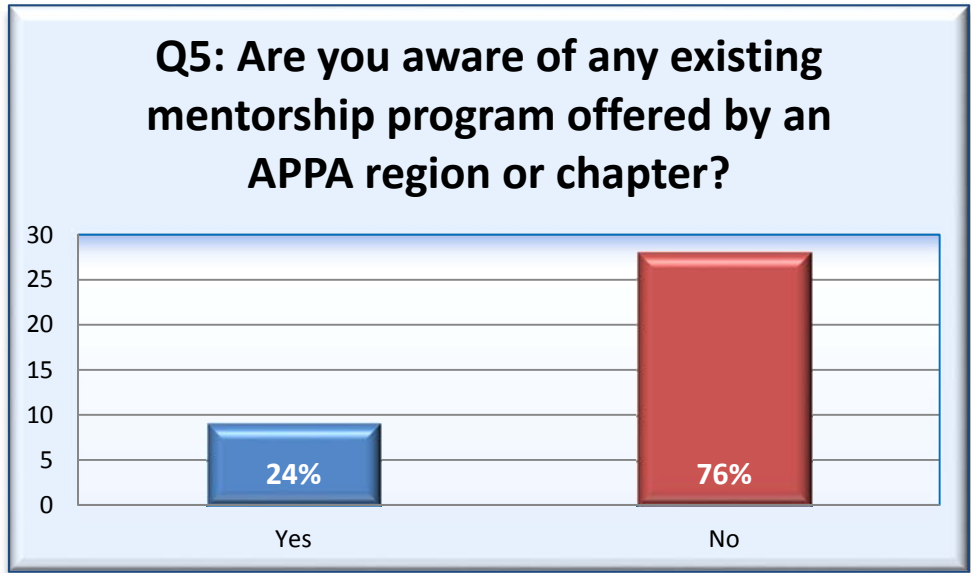
- Evaluation and Identification of mentor and Mentees. Placement of mentees. Organizational structure and Leadership
- Sharing real world experiences and the difficulties of leading in an over politically correct and entitlement minded society.
- How to interact (in-person, phone, etc.)? Arriving at a prioritized list of activities for the mentor and mentee.
- location of each party applicability of experience to share
- Grasp realm of opportunities in facilities management
- How one can improve their standing in their organization by participating and contributing to APPA. Make it a central part of one's professional career. I did and I have never regretted the time I spent involved with APPA activities.
- Proximity/accessibility of mentors - does the relationship need to happen face-to-face? Time commitment - each party needs to agree to the time commitment to make it a viable relationship. Specific talking points - these help (at least in the beginning) foster conversation and establish the relationship. Self-reporting to program administrator - perspectives from both mentors and mentees allow the program administrator(s) to know how things are going overall.
- Try to develop mentoring programs at all levels of facilities management- from the field staff levels to leadership levels.
- Clear outcomes, roles and responsibilities of all parties. Success may not always be easy to measure.
- Most of each facility is different policy and regulations. I would either start there to develop something standard across the board.
- Mentorship as I progress through the certification program
- Diversity and inclusion- Welcoming all people in the area of facilities regardless of race, sex, sexual orientation, religion, nationality, ability, and other aspects of diversity.
- Be consistent and follow through once we start. Work with the experienced workers that have years of serious service
- geography/proximity of mentor to mentee

Question 14: Do you have other comments about mentoring or mentoring programs?

- Great program. I hope it moves forward.
- So many of these programs seem to be directed/marketed to Manager/Director level when often at that level folks feel they do not need to be mentored and don't have the time to mentor others.
- Always worthwhile
- Does APPA have a career roadmap? If not, that would be a good start. It's hard for many people to articulate what they want to do or others to say what skills they need if they don't have a "typical" career roadmap as a starting point.
- It would be a slam dunk and is definitely needed!!!
- I will be retiring in August of 2015 and would be interested in mentoring opportunities with the APPA.
- Consider reverse mentoring where a senior professional seeks out a young person in the field to provide advice regarding intergenerational issues, technology applications, working conditions, engagement, etc.

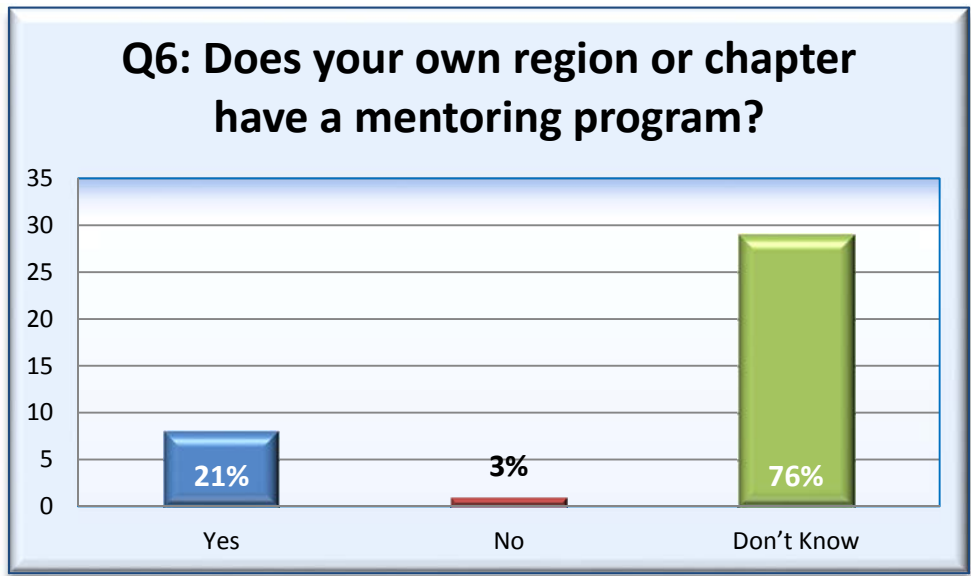
- I think mentoring programs are a great resource. I participate in an alumni mentoring program through the university I graduated from and it seems to really help people just starting out in their careers or those who want to move forward.
- Let's go!
- Currently I am not able to participate, but in the future I would be interested.
- "The more you give, the more you get". We need to get back to this and away from the "kick the can down the road" approach of American management today.
- fit for both parties
- They must be managed with some standards and accountability
- I am retired now and believe this may be another way that former Facilities managers can contribute to APPA.
- Mentoring takes a commitment and should not be a considered short term solution but rather an ongoing relationship.

Survey Results for MAPPa



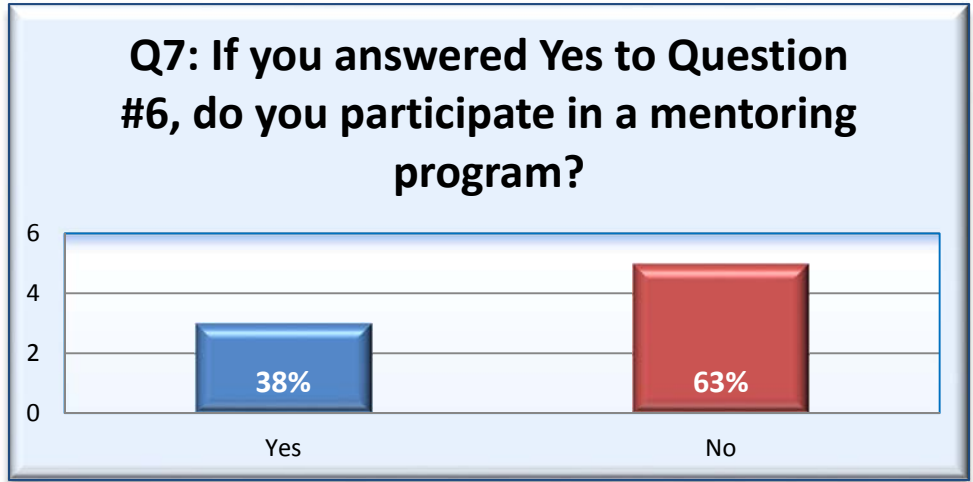
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: MAPPa needs to continue advertising its mentoring program. 76% of the respondents are not aware of the region’s mentoring program.



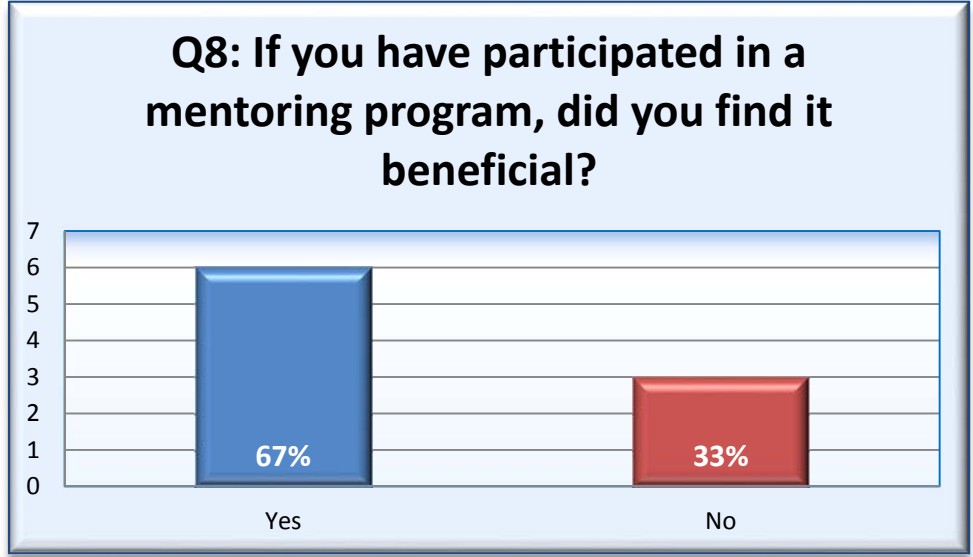
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: These results indicate that MAPPa needs to continue advertising its regional mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A common concern from those who do not participate is the perception that it would be too time consuming. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive. MAPPA may want to do further research within its region to determine why 63% of the respondents in their region who know about the program but do not participate.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Two thirds of the respondents to this question found a mentoring program to be beneficial. Across APPA, for those who responded, a common theme was that those who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others.

Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

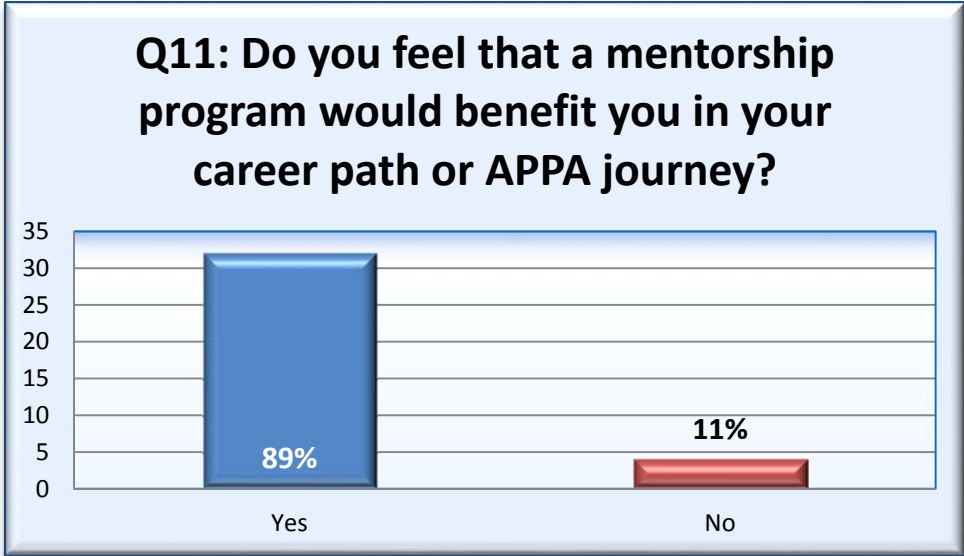
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 20 years. MAPPAs should make an effort to reach out to these thirty plus members who would like to participate as a mentor.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

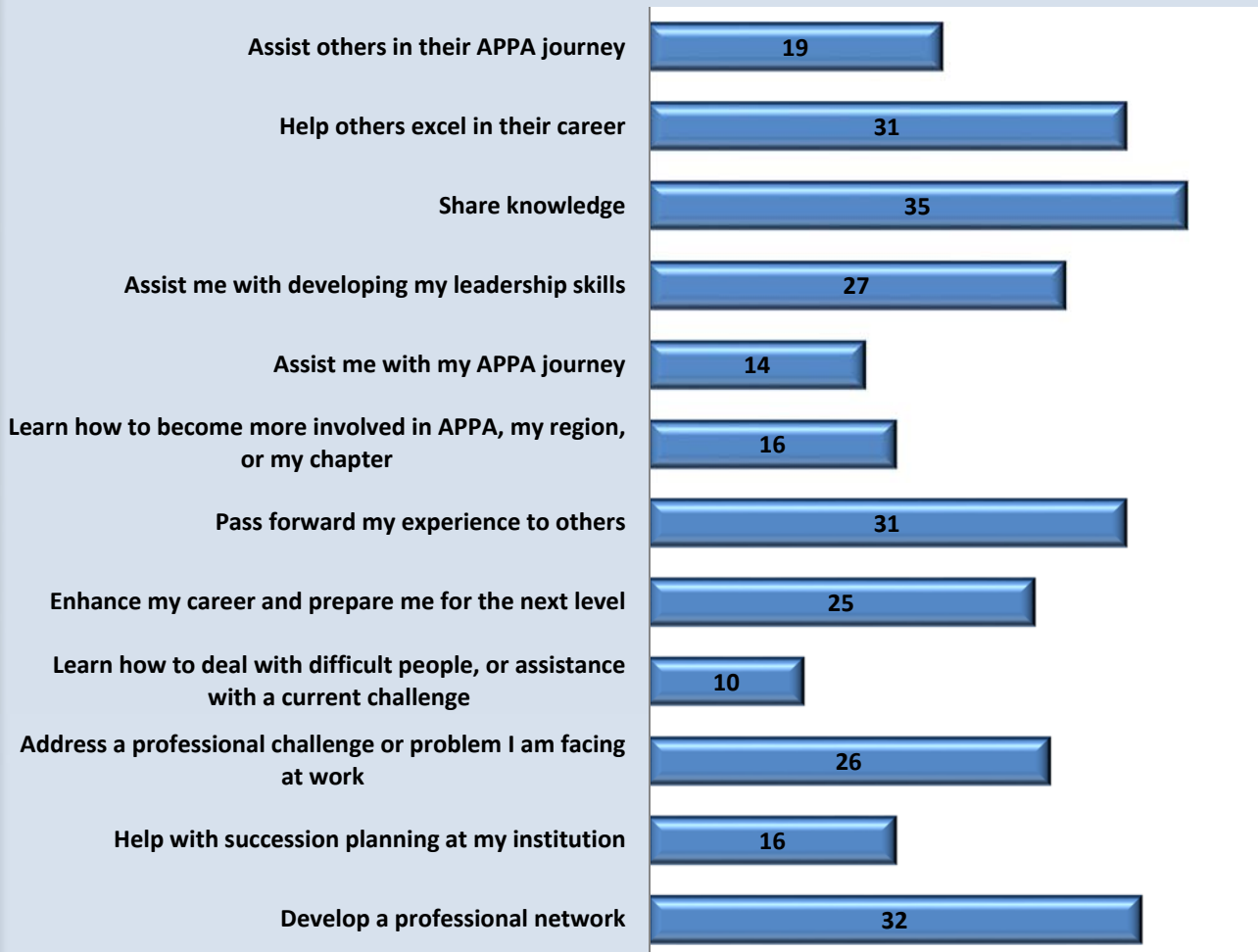
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program. MAPPAs should make an effort to reach out to these twenty five plus members who would like to participate as a mentee.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Almost everyone felt that a mentoring program would benefit them in their career path or APPA journey. The 11% tended to be the retirees and longtime members of the organization.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, developing a professional network, passing forward experience to others, helping others excel and developing leadership skills. A good number of respondents would like to participate to learn more about APPA and MAPPa indicating there is a market for potential future board members if the region focuses on helping this group meet their goals. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (92% and 88% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (89% answered yes). This implies there is an interest to participate in a mentoring program from MAPPA's membership. However, question 7 asked that if they were aware of an existing program do they participate and 63% answered no. Further research may be needed to determine why they do not participate when the overall results indicated they would be willing to and they would find it beneficial. Results from questions 9, 10 and 11 imply that there is an interest for a mentoring program within MAPPA and APPA, and it is recommended that MAPPA continue to pursue its mentoring initiative.

There are opportunities for improvement within the MAPPA regional program which include: mentor training; following up to ensure the matching is working for both the mentor and mentee; continue to improve the program to meet the ever increasing needs and expectations of the participants; and continue to market and promote the program to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

There is a desire to have mentor training and one possibility is to work with APPA to develop such a program that could be available at APPA-U or delivered at the regional level.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process. Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

Responses to specific questions

MAPPA

**Question 7: If you answered Yes to Question #6, do you participate in a mentoring program?
If you checked No, what are your reasons for choosing not to participate?**

- I do not currently participate but I did, for about a year.
- I didn't know there was one.
- I want to participate in the mentorship program but they cannot find me anyone to pair up with.
- time issues
- Was not aware of the program.
- Focus has been to mentor employees within my own institution rather than through MAPPA.
- While not part of APPA the university I work for we hire engineering students in our department and we also participate with the engineering department for educational project assignment peer review.
- I have offered to participate as a mentor and am awaiting an assignment
- Not sure if it is available....will probably be interested deepening on time involvement.
- I have volunteered to be a mentor, have not been asked

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- It was focused on acclimating someone new to serving APPA and helped smooth that transition.
- Employees I have mentored have grown, added a lot of value to the organization, and inspired others to be better.
- It's important to build relationships in our State and guide new APPA members and people new to our profession in the right direction
- Participated in a mentoring process at a previous employer.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

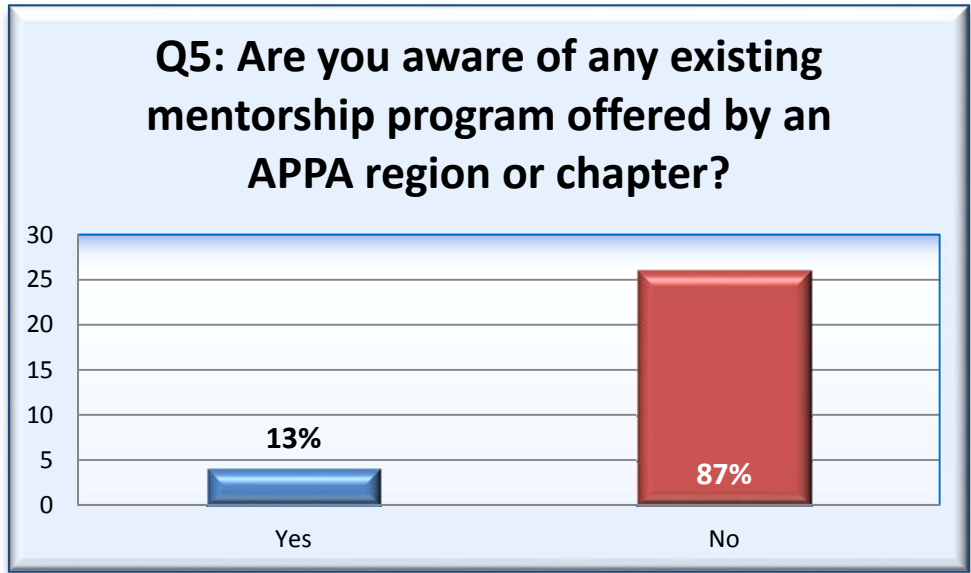
- Good matching between mentor and mentee-possibly local connections.
- Encouraging mentoring is good; forcing mentoring will likely not work. Those who are seeking mentors should have a clearly articulated reason and should select carefully based on their needs. Those who are volunteering to mentor should know their own limitations and style.
- That whoever is being mentored to is surrounded by the best of his or her peers.
- Staff Development
- Available time of both mentee and mentor
- Custodial, understanding the APPA FPI data
- Ability to link mentors with mentees regionally. Having a mentor at the same institution may be a problem. Consider endowing the program so m/m's can meet over a meal (lunch) to discuss issues away from the work setting of either.
- As APPA does well already, give recognition to participants and institution that support the program.
- Keep it simple
- time, logistics & communication
- Size of institution.

- What is the target group of mentees/mentors? My experience with APPA is that the target group for mentees may be below associate directors.
- Maintain balance between technical and leadership skills in the mentorship program. Both are critical to success.
- Dedication and enthusiasm of the participants
- Development of guidelines and expectations. Providing suggestions. Some sort of check-in process from a central office.
- Time commitments required for all involved. Clarify expectations of both mentors and mentees - are there specific objectives, or is the relationship more of an open-ended situation?
- The networking to understand how to work and overcome the many day-to-day challenges, including working with difficult employees, developing schedules, responding to un-scheduled events etc.

Question 14: Do you have other comments about mentoring or mentoring programs?

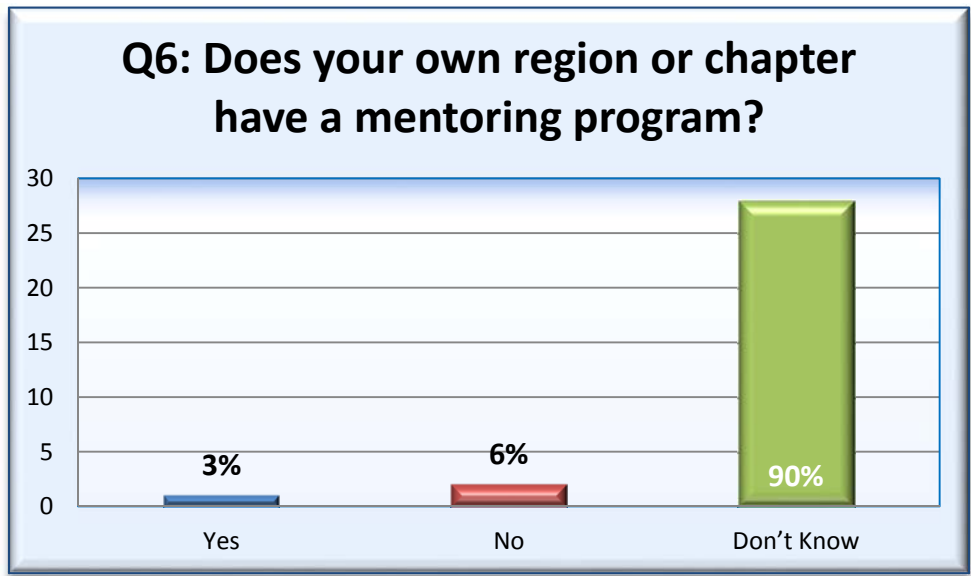
- It would be so helpful for me to have a mentor in this area through APPA.
- When mentoring works, it is great. More often, I suspect it isn't so great. What seems to be necessary to make it work is either a very specific focus (e.g. developing a skill), or chemistry - some people click, some don't. You asked for yes/no responses to questions 9, 10, and 11 - frankly, my answer would be "it depends" ... it would depend on the program, the people and the need.
- They are great and ought to be a requirement.
- Keep it simple
- Keep it simple
- Distance and time commitments can be a concern for our schools.
- I think this has a lot of merit and it may be that I'm simply not aware of the benefit of the existing program.
- I'm a believer in mentorship programs. Thank you for taking this on.
- I have found mentoring to be very helpful as long as the participants are willing to put the time in. Schedules and availability can be a barrier to a successful relationship.
- From past experience, there does need to be a central point that monitors activities and checks in with the participants.
- I have benefited tremendously from informal, long-term mentoring by a long-term APPA member. Done right, a mentoring program could provide a different dimension to APPA's value to its members.
- It is a good process or program as long as there is criteria supporting the mentoring program

Survey Results for PCAPPA



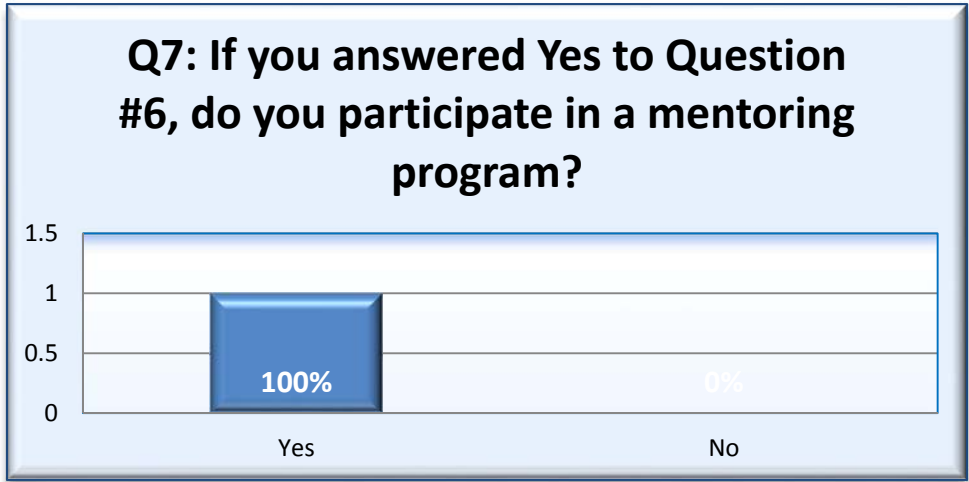
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: PCAPPA needs to continue advertising its mentoring program. 87% of the respondents are not aware of the region’s mentoring program.



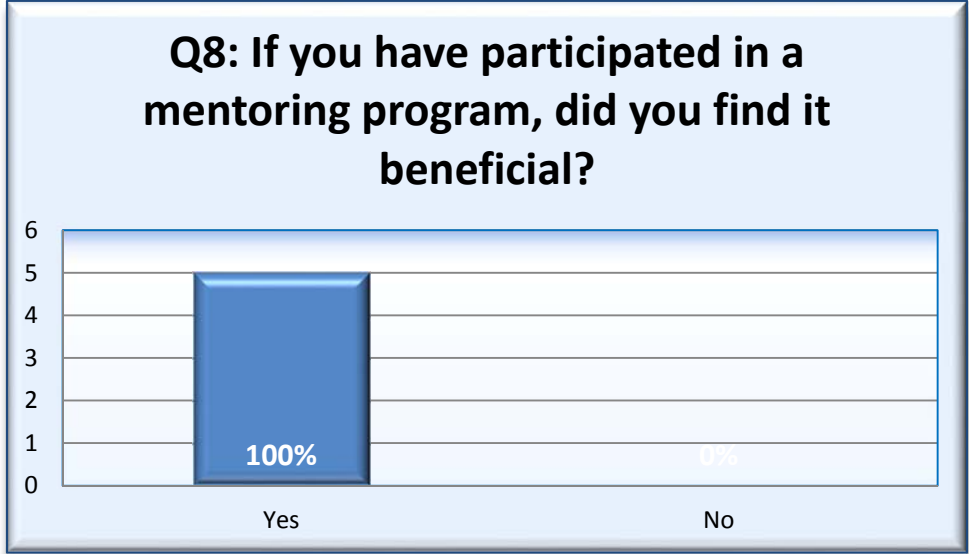
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: These results indicate that PCAPPA needs to continue advertising its regional mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

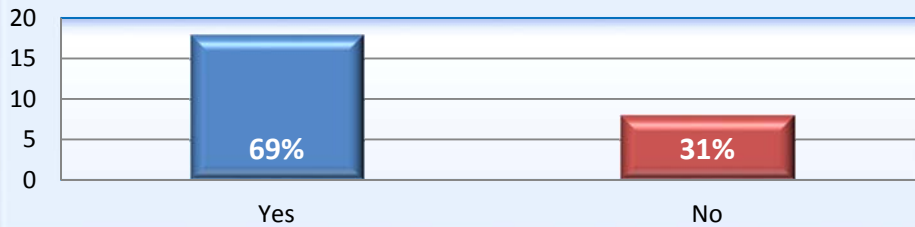
Observation: There was only one respondent to this question for PCAPPA. However, in general most responders to this question in the other regions who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: For PCAPPA all of those who participated and responded found the program beneficial. These results would imply that for those few who have participated in the program, the program was successful and it is worth continuing with the region’s mentoring program initiative. Across APPA, for those who responded, a common theme was that those who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others.

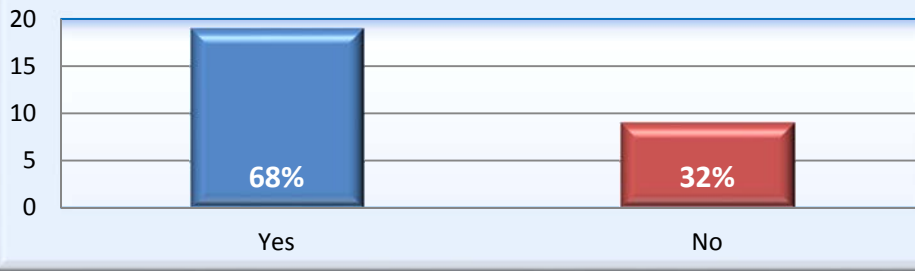
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

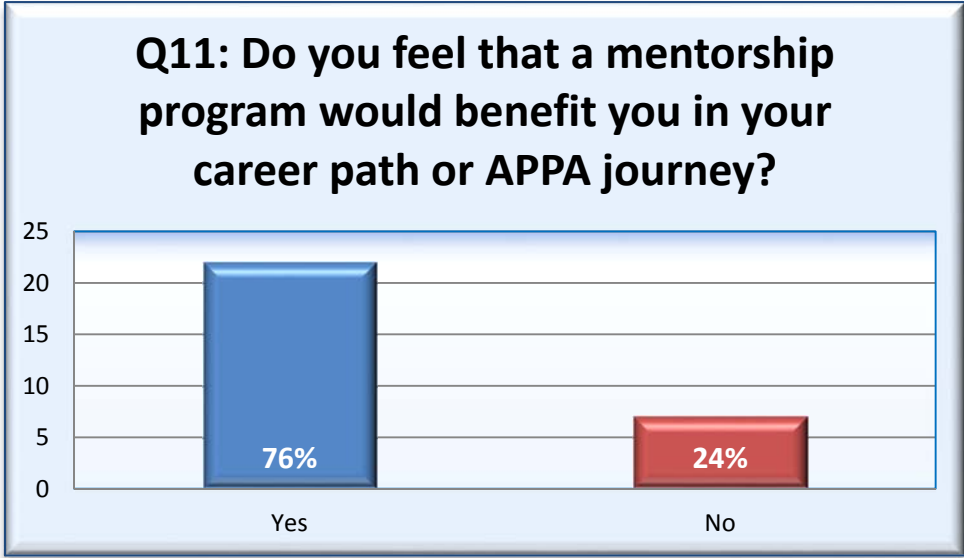
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 20 years.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

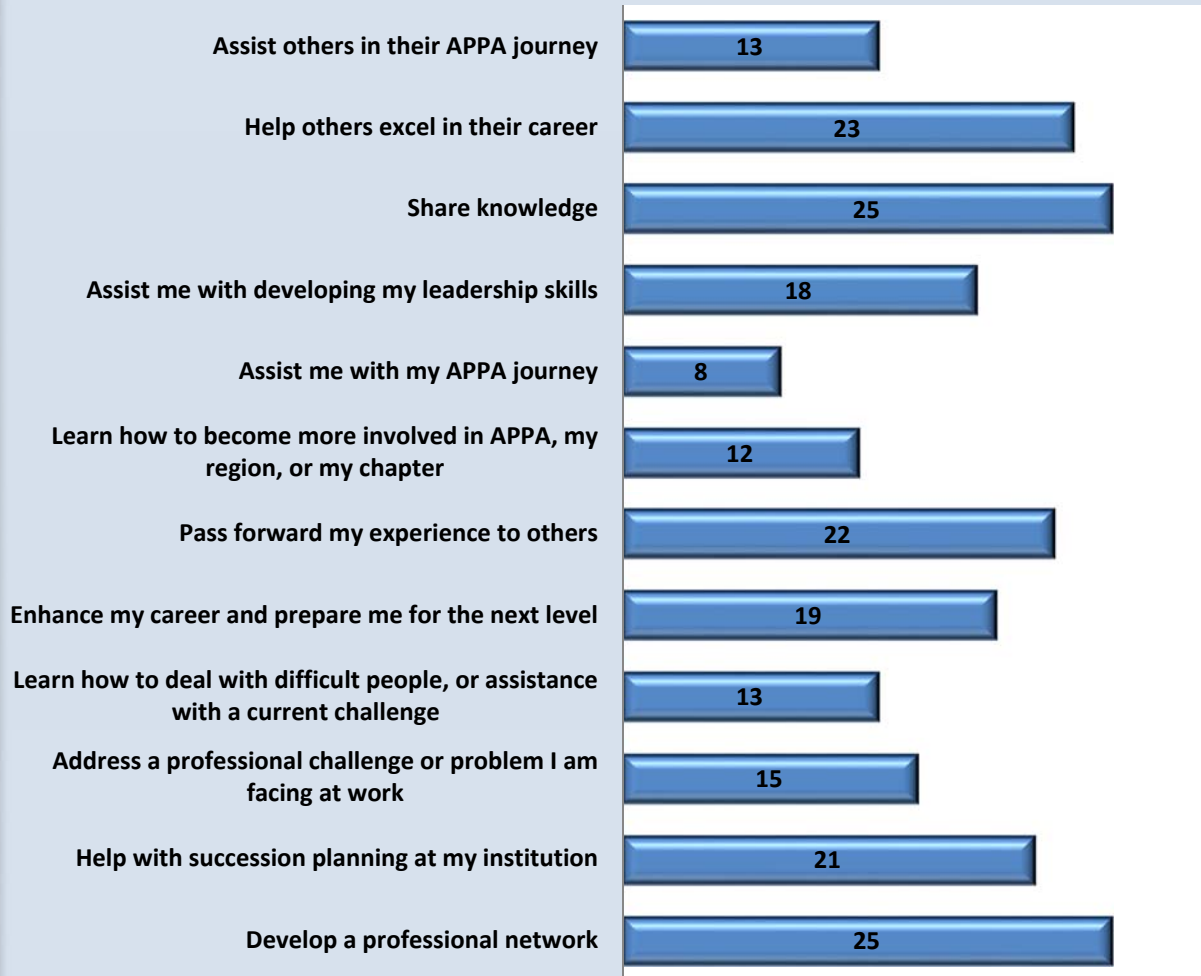
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A high percentage of the respondents felt that a mentoring program would benefit them in their career path or APPA journey. The 24% tended to be the retirees and longtime members of the organization.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, developing a professional network, helping others excel, and passing forward experience to others. A good number of respondents would like to participate to learn more about APPA and PCAPPA indicating there is a market for potential future board members if the region focuses on helping this group meet their goals. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

There is an interest for a mentoring program within PCAPPA and APPA, and PCAPPA should continue to pursue its mentoring initiative. There is a desire to have mentor training and one possibility is to work with APPA to develop such a program that could be available at APPA-U or delivered at the regional level.

There are opportunities for improvement within the PCAPPA regional program which include: mentor training; following up to ensure the matching is working for both the mentor and mentee; continue to improve the program to meet the ever increasing needs and expectations of the participants; and continue to market and promote the program to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process. Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

Responses to specific questions PCAPPA

**Question 7: If you answered Yes to Question #6, do you participate in a mentoring program?
If you checked No, what are your reasons for choosing not to participate?**

- Not invited.
- I am new to APPA and am not familiar with what is offered.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- As a mentee, I found it a very useful time for self-reflection and to harvest ideas from somebody that I greatly respected. As a mentor, I felt like I was able to provide useful advice and as importantly was able to serve as a sounding board for my mentees.
- I believe in the success of mentoring. I received mentoring on my campus to become a facilities director.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

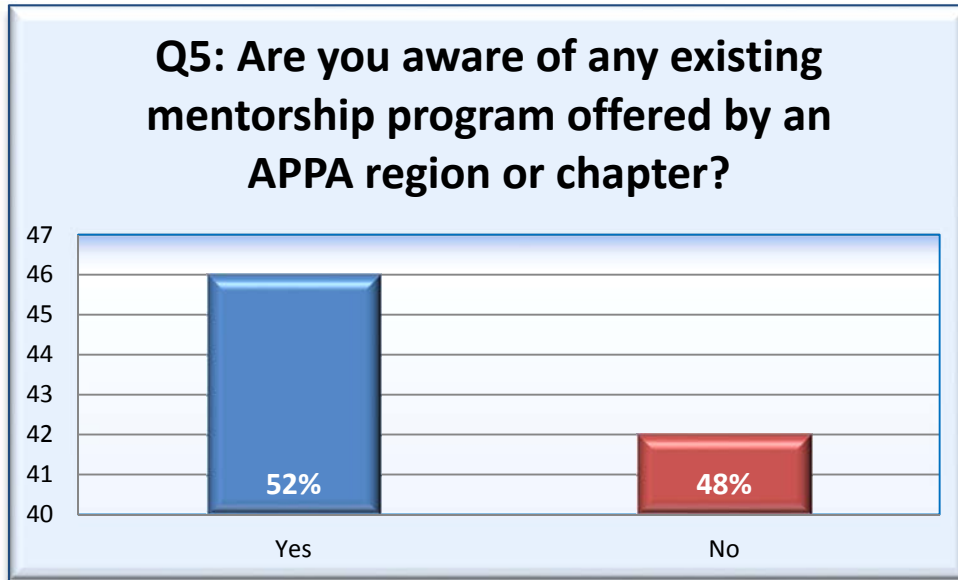
- Location.
- Direct mentoring towards a specific position
- Cross institutional learning
- Barring problems some sort of commitment with a review process
- How does this progress if mentor and mentee are not in the same institution/geographical area?
- Leadership, Leadership, and Leadership! Planning strategies, project development, budgeting, and HR issues.
- Leadership skills. We have a small staff that has not had the opportunity to get out beyond the campus (no outside experience). Mentorship and networking would be so helpful for those coming up the ranks.
- What is working and what should we work on changing.
- Maintain focus on professional development. Do not allow cronyism to creep into program.
- Common readings, curricula
- Career Pathways, transitioning from one area to another when cutbacks happen. How to maintain flexibility in the workforce to adapt to change.
- Succession planning, critical skills in an educational environment, working within as opposed against the bureaucracy, planning career path, choosing a mentor, choosing a mentee.
- Ease of participation, expense, and time commitments.

Question 14: Do you have other comments about mentoring or mentoring programs?

- I believe it's a great way to learn and share.
- Consider separating colleges from K-12 institutions.
- Mentor and mentee need to be able to develop an effective exchange of ideas - this is hard to construct - it is not automatic - it is similar to how often in education you get a really good teacher whom you specifically relate to on a deeper level of meaning.
- There are people that think they it will take too much time and they do not give it a chance. We need to find a way get the word out that mentoring is helpful and can save you a lot of time if you are willing to look at the big picture.

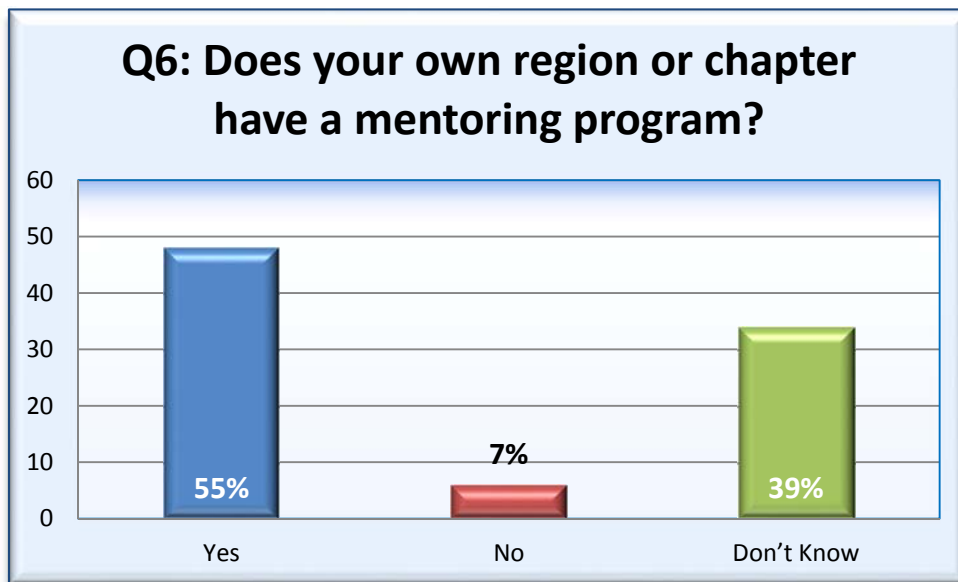
- A local program could be successful utilizing public and private employers for training opportunities and funding.

Survey Results for RMA



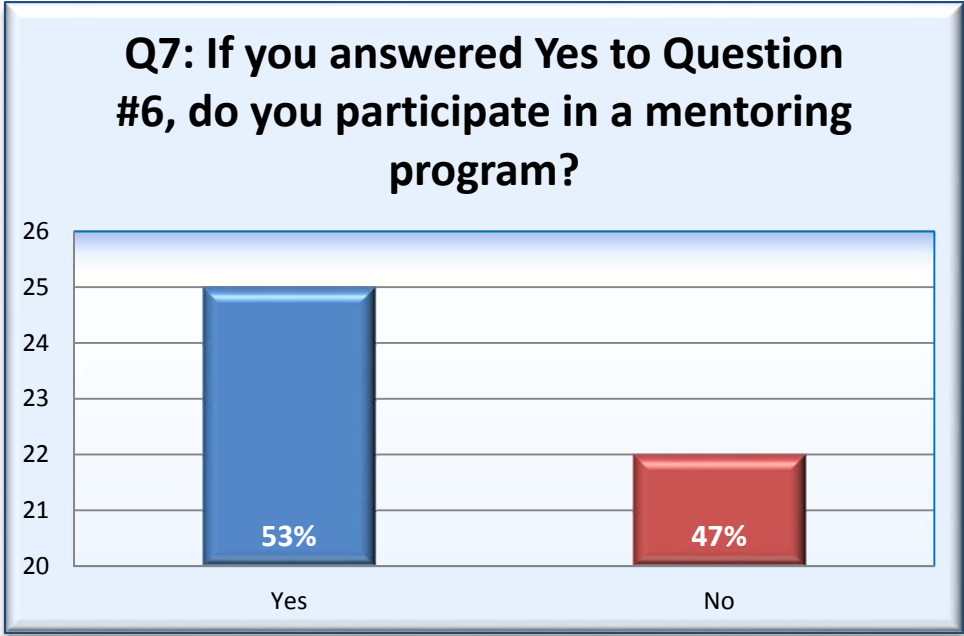
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: RMA needs to continue advertising its mentoring program. 48% of the respondents are not aware of the RMA 14ers Club program.



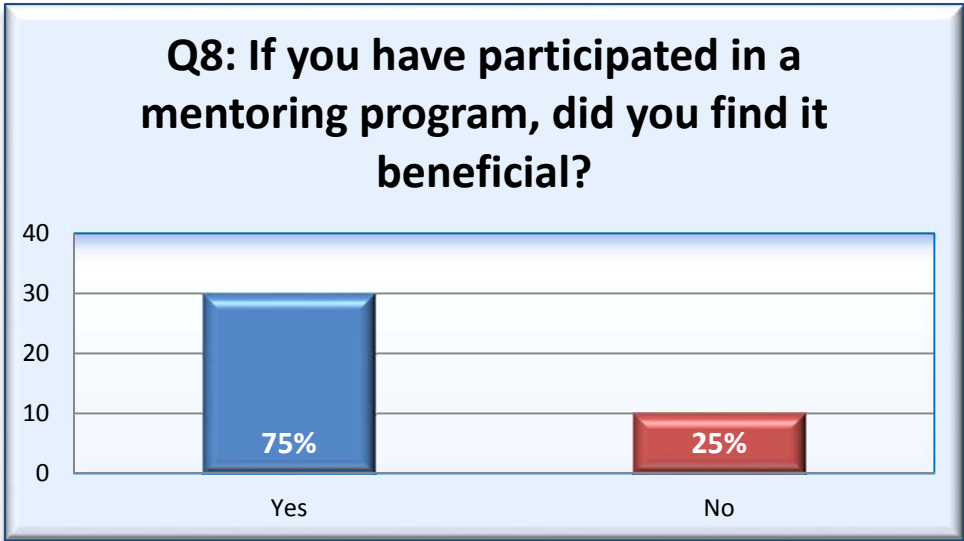
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: This indicates that RMA needs to continue advertising the 14ers Club as its regional mentoring program.



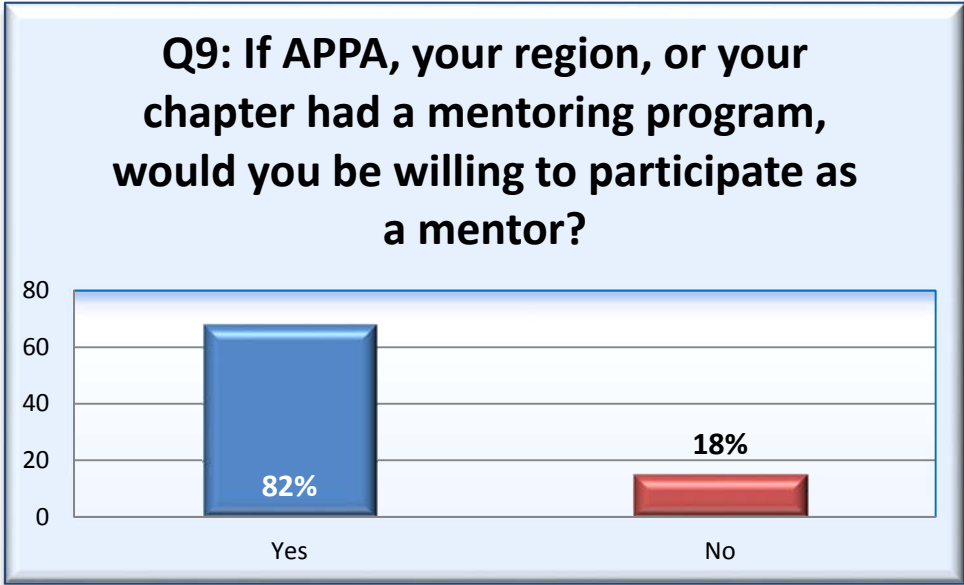
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most responders who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others. A few respondents expressed concerns with the lack of a good follow-up process. The RMA Lead Climber needs to ensure a strong review and follow-up process. Some members expressed the concern about their climbing partners and it was not a good match. A common concern from those who do not participate is the perception that it would be too time consuming. It is important for the Lead Climber to stress that it can help and save time. Contact with mentors can be as little as an hour a month and still be productive.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

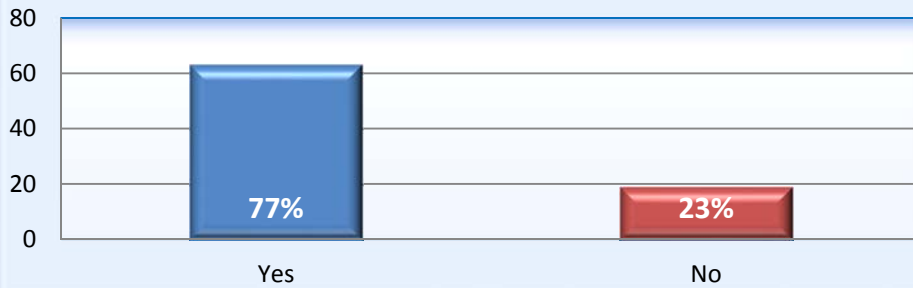
Observation: 75% of the respondents to this question found a mentoring program to be beneficial. Across APPA, for those who responded, a common theme was that those who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others. RMA should continue to improve and expand the RMA 14ers Club mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: There is a strong willingness of respondents to participate as a mentor. This was high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage was of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 20 years.

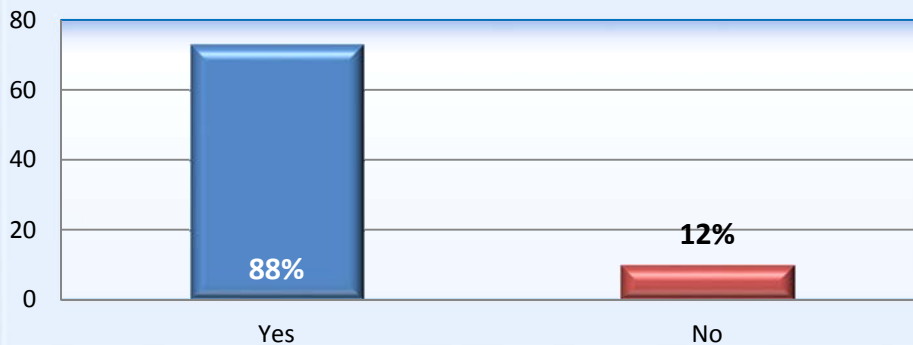
Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is a high interest within the APPA membership for a mentoring program. RMA should continue to reach out to those individuals who would like to participate as a mentee.

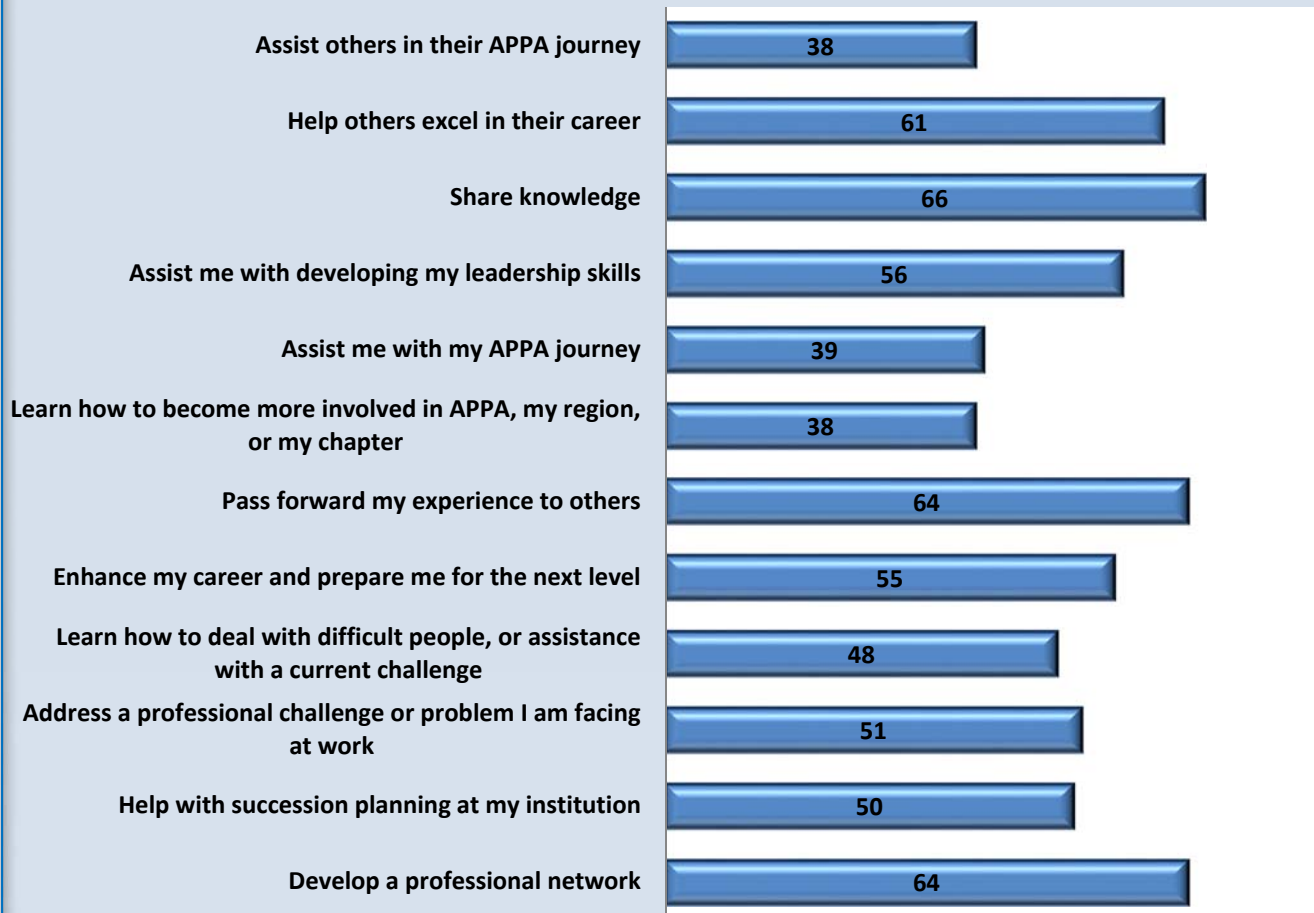
Q11: Do you feel that a mentorship program would benefit you in your career path or APPA journey?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: almost everyone felt that a mentoring program would benefit them in their APPA journey. The 12% tended to be the retirees and longtime members of the organization.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, developing a professional network, passing forward experience to others, helping others excel, developing leadership skills, and assistance with career advancement. A significant number of respondents would like to participate to learn more about APPA and RMA indicating there is a market for potential future board members if the region focuses on helping this group meet their goals. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
9. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (82% and 77% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (88% answered yes). This implies there is an interest to participate in a mentoring program from RMA's membership. However, question 7 asked that if they were aware of an existing program do they participate and 47% answered no. Further research may be needed to determine why they do not participate when the overall results indicated they would be willing to and they would find it beneficial. Results from questions 9, 10 and 11 imply that there is an interest for a mentoring program within RMA and APPA, and it is recommended that RMA continue to pursue its mentoring initiative.

There are opportunities for improvement within the RMA regional program which include: mentor training; following up to ensure the matching is working for both the mentor and mentee; continue to improve the program to meet the ever increasing needs and expectations of the participants; and continue to market and promote the program to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee. Overall, the program although only in its seventh year can be another offering to help our members achieve their goals and be active participants in their organizations, in RMA and in APPA.

There is a desire to have mentor training and one possibility is to work with APPA to develop such a program that could be available at APPA-U or delivered at the regional level.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process.

Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

Responses to specific questions

RMA

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program? If you checked No, what are your reasons for choosing not to participate?

- I cannot meet the time requirement to give the program the attention it is due.
- Time management / Scheduling
- Not at this time
- I just learned of it.
- Just found out about this last year and I do not know anything about the mentoring program
- Time limitations, but I was a mentor in the 2013/14 Facilities Management Mentor Program at my institution, CU Boulder.
- My mentor and I seldom interacted. I would see my mentor at APPA or RMA functions.
- I have participated in the past.
- I have not pursued it.
- Haven't pursued at this time
- I'm a contractor.
- I am not sure how to get involved.
- Retired and No One Wants to be Mentored by an old has been!
- Lack of time and other commitments
- Do not know what the procedure is to participate
- Not sure. Just haven't engaged in that area.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- It helps in that there are resources to help people understand best practices and hopefully build that understanding in the organization, it also helps build relationships.
- Mentor's need to be given criteria and have a regular scheduled (touch base type) phone call, maybe monthly, just to check in and make sure things are going ok and if help is needed.
- Helps to have someone in the region you can reach out to.
- No response from my mentor yet. Must not be an email kind of guy.
- I only met once with my mentor. My mentor is a business partner. I may be better served by working with another educational facility professional.
- Wasn't matched to same FS department (Ops versus PDC).
- Having a person to talk with really helps when you are trying to get involved or would like to get advice.
- Keeping in touch with the pulse of newer employees and passing on institutional knowledge.
- Yes! It was a great opportunity to help improve the communication, cooperation and collaboration between M & O and PD&C in our department. As a long term employee on our campus I was able to pass on what I was told was valuable insight and stewardship skills. Having had the opportunity to graduate from the APPA Institute, take 3 Tracks of the Leadership Academy and my earn EFP, I've rounded my knowledge and enjoyed being able to pay some of that forward.
- I felt the program could have been structured better and the individuals paired in a more beneficial way.

- Mentoring helped me to listen for the real meaning of what people are saying and learn from someone who has experienced some of the same situations we are facing and what worked/did not work in that situation.
- I have benefited greatly from my mentor in the last year that she and I have worked together. We talk twice a month and it is nice to have someone to bounce ideas off of who has already experienced much of what I am learning to deal with.
- Not yet anyway; have achieved 14er status but have not yet paired with a climbing buddy.
- I manage our Department of Facilities Management Mentoring Program.
- The mentoring group has stopped communicating, and I have heard nothing from the mentor since August 2013.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- Take into consideration the experience and skill the person has and set up levels that are easy to understand so when someone approaches a mentorship opportunity they know what level to enroll in.
- I believe that we should be looking at developing the entire work force, and touch on the importance of all aspects of customer service (internal and external customer bases).
- Distance between mentor and mentee.
- Organizational Behavior in a complex organization. Structural/rational viewpoints vs cultural/interpretive viewpoints. Leadership. Continuing formal education. Matching a mentor with a mentee without turning the program into a dating service.
- Easy accessibility to both mentor and mentee, and not onerous to the mentor.
- Position, Time in grade, scale of programs, personality, email or no email.
- Match individuals from different institutions thereby creating a safe environment in which to grow and learn
- Financial concerns and time away from your campus. Though we have had some "ON LINE" PROGRAMS that were helpful I guess.
- Defined vision that leads to an ending point
- Training, resources and support for the mentor - a set of well-defined parameters for the program.
- The regional programs are appropriate at this point, however having a national mentoring program is not effective, promoted, use and needed at this time.
- Time, location, electronic communication, age span, organizational levels, attracting others into professional development.
- Match skill sets so that the mentoring has day-to-day information sharing opportunity... Share processes...
- Matching people appropriately
- Overall advancement on a professional level
- Succession planning
- Developing relationships can be challenging over distance and schedules. Also, finding compatibility or common ground could be challenging. The mentor may not be able to meet the needs or wants of the mentee.
- Specific trade knowledge and practical skills

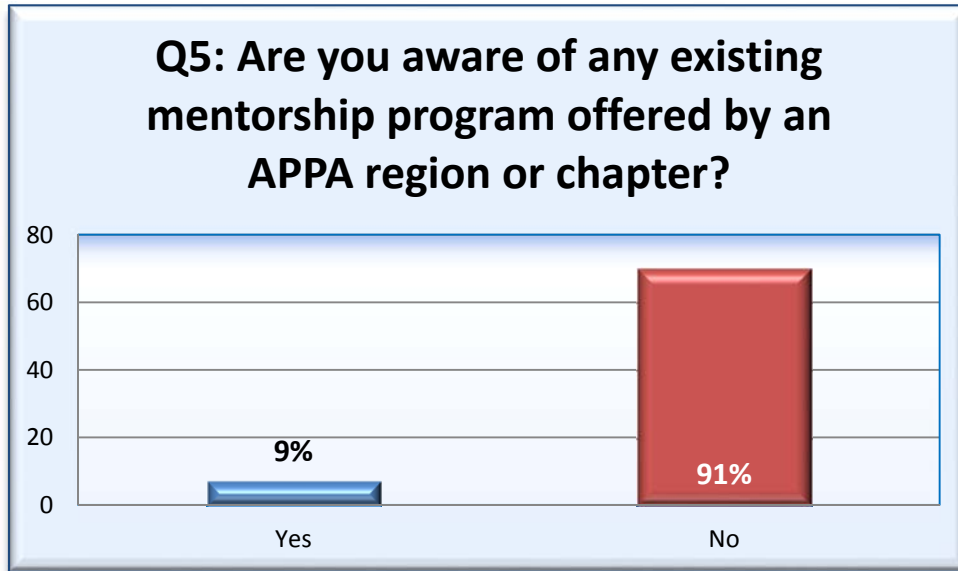
- Selection and match of participants, proximity for individuals to allow for meetings, available time
- A strong program plan Action plans setting goals for the individuals Recognition of the relationships developed
- Defining what mentorship is and making sure the program adheres to the mission. Mentorship should be taking someone under your wing and showing them what it's about to be a leader and how you got there and how you inspire people, not just how to do the day-to-day things of your job.
- Goals for the mentor and mentee. Some predetermined level of experience for the mentor.
- Target and align mentor and mentee
- Create a mentoring program that is proactive in matching pairs who can help and learn from each other.
- Realistic time commitments
- The need for leadership in the organization. Stay current with happenings in the profession. Be willing to ask questions from other facilities professionals. It is important to be active in the regional association and APPA.
- Perhaps mentors/mentees need to be offered more of a structure. Especially if located remotely from each other, they may find little time to interact.
- Career development resume writing
- Writing a plan with set goals. Accountability.
- Broad considerations of all responsibilities as programs are developed.
- Good matching of Mentors and Mentees according to geographical or country location.
- Identify the overall goals and objectives for the program; describe the roles of mentors and mentees, time commitment; procedure for assigning mentors; expectations and outcomes.
- Ease of involvement
- Use of program bench marking starting levels and progress of mentees
- -Contents of the BOK -Learning about the FPI Survey and benefits -Learning about the different regions and networking -The CEFPP program -Demonstrating Facilities Leadership in an educational environment -Participating at APPA functions and the Institute
- Matched job responsibilities, but at least a step higher in management /leadership for the mentor
- Personal visit vs email, phone. Regular communications. Consistency.
- Keep it well organized and transparent

Question 14: Do you have other comments about mentoring or mentoring programs?

- Great idea, I hope it gets off the ground.
- I would think that when possible, mentors and mentees should be paired up locally, but from different institutions - this allows for cross pollination of philosophies - I also would like to see informal meetings or think tanks that starting thinking and promoting sustainable practices for management and sustainable cultures in the workplace.
- I wish I had time to offer. Figure out how to make this work through Skype or other virtual presence means.
- I think sharing information is great, and if it can be done through a mentoring program, then all the better.

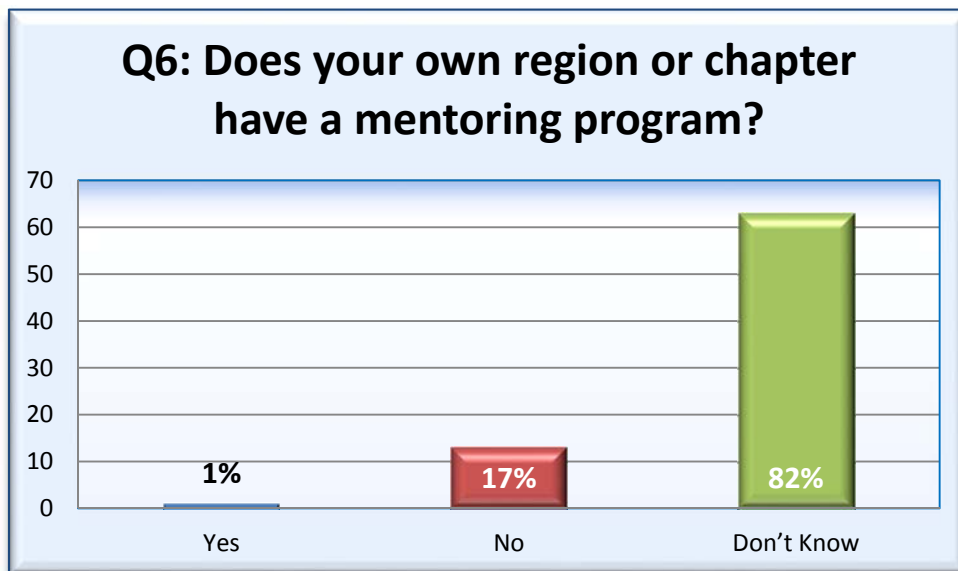
- So far all APPA programs seem to be going and doing well from the response and info from the RMA people.
- Get someone you can help that will help them
- Need to have buy-in from leadership to allow staff to have the time for mentoring (mentee or mentor)
- I believe there are significant benefits to a mentoring program for both higher-education facilities professionals and their respective institutions. With the current demographics and strong trend for increased retirements in the coming years, facilities leadership needs to wake up and start thinking about (and planning for) who will be doing these jobs in the future. This requires a firm commitment from the "top down" in an organization and the willingness to freely share information, resources and knowledge. I have seen little interest in this subject over my career until recently. I would love to have had a professional mentor in my career that wasn't threatened by my own success!
- Time is a real limitation for me right now; otherwise, I would love to participate.
- Continue with developing the program.
- We run a formal mentoring program internal to our portfolio and I am currently mentoring 3 people. This is about the maximum number that a person can handle. There should be a clear definition for mentoring that shows the difference to coaching. There needs to be a formal agreement in place and this cannot be part of on-going performance reviews.
- Time to help/participate is always a challenge.
- One of the great aspects of a mentorship program is the ability to understand our own values and gain confidence in how we present ourselves.
- I had informal mentors as a new facilities professional and it help me to a great degree.
- Sounds like a great concept.
- Love the idea, would benefit from the program on both the mentee and mentor sides...thanks.
- The #1 step is to identify those that could benefit from being mentored and show them why it is to their benefit to become more involved in APPA.
- Our department mentor program was launched in 2012, and we have realized very positive results and comments from our participants which have been described in the end-of-program evaluations.
- RMA's Fourteeners Club is a good model - it relates to the geographic region, is interesting, establishes a challenge that is self-mentoring. Thank you for asking.
- Should start early and be introduced at the emerging professionals meetings.
- Mentoring programs are essential to optimize people's potential and maintain excitement in the jobs

Survey Results for SRAPPA



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Some SRAPPA members appear to know about other regional mentoring program within APPA.



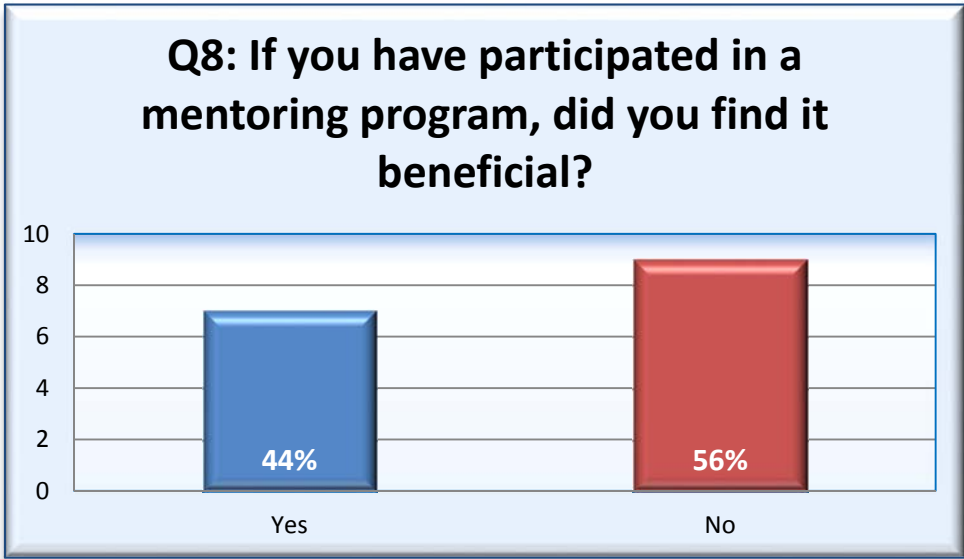
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: SRAPPA does not currently have a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

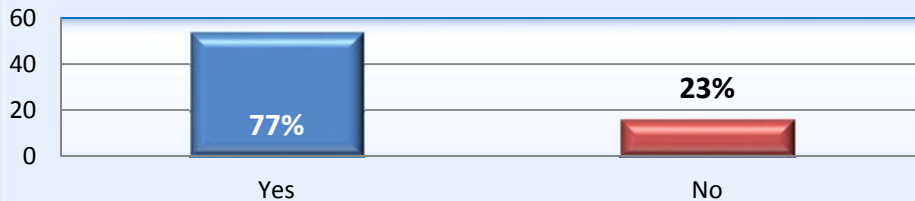
Observation: One SRAPPA member may be participating in a non-SRAPPA mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: It is worth reviewing why over half of the respondents to this question did not find a mentoring program to be beneficial. Across APPA, for those who responded, a common theme was that those who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents found mentoring beneficial early in their careers and would like to share that experience with others.

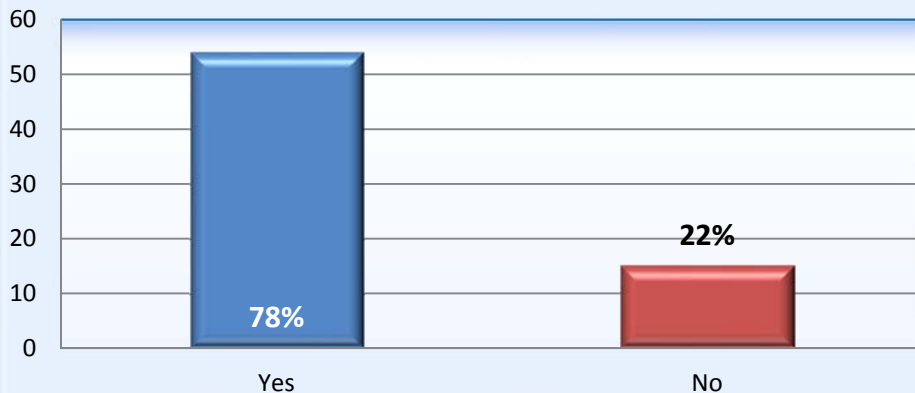
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was a little lower than those with greater than 20 years. These results imply that there is an interest in SRAPPA for a mentoring program.

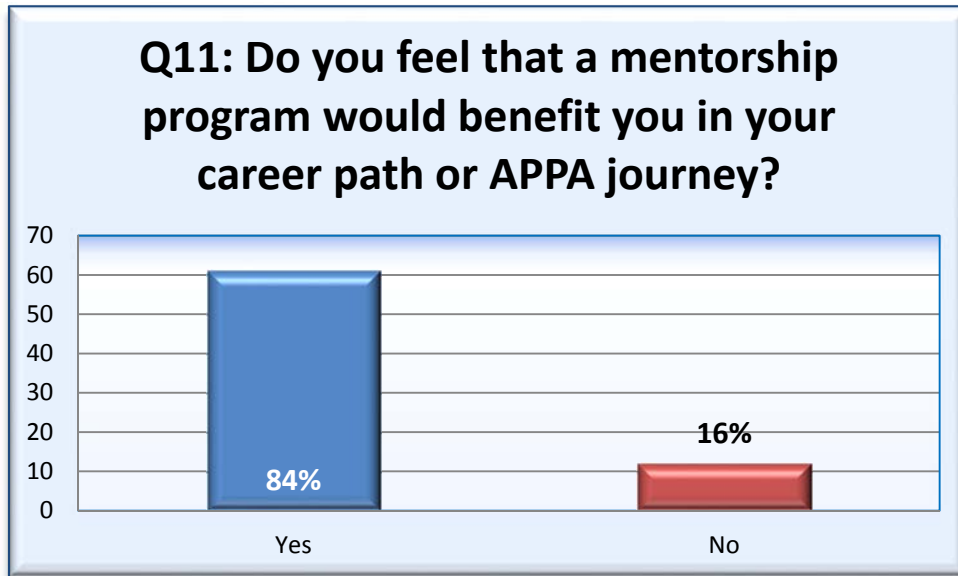
Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55% of the total APPA respondents) of those with greater than 20 years in the

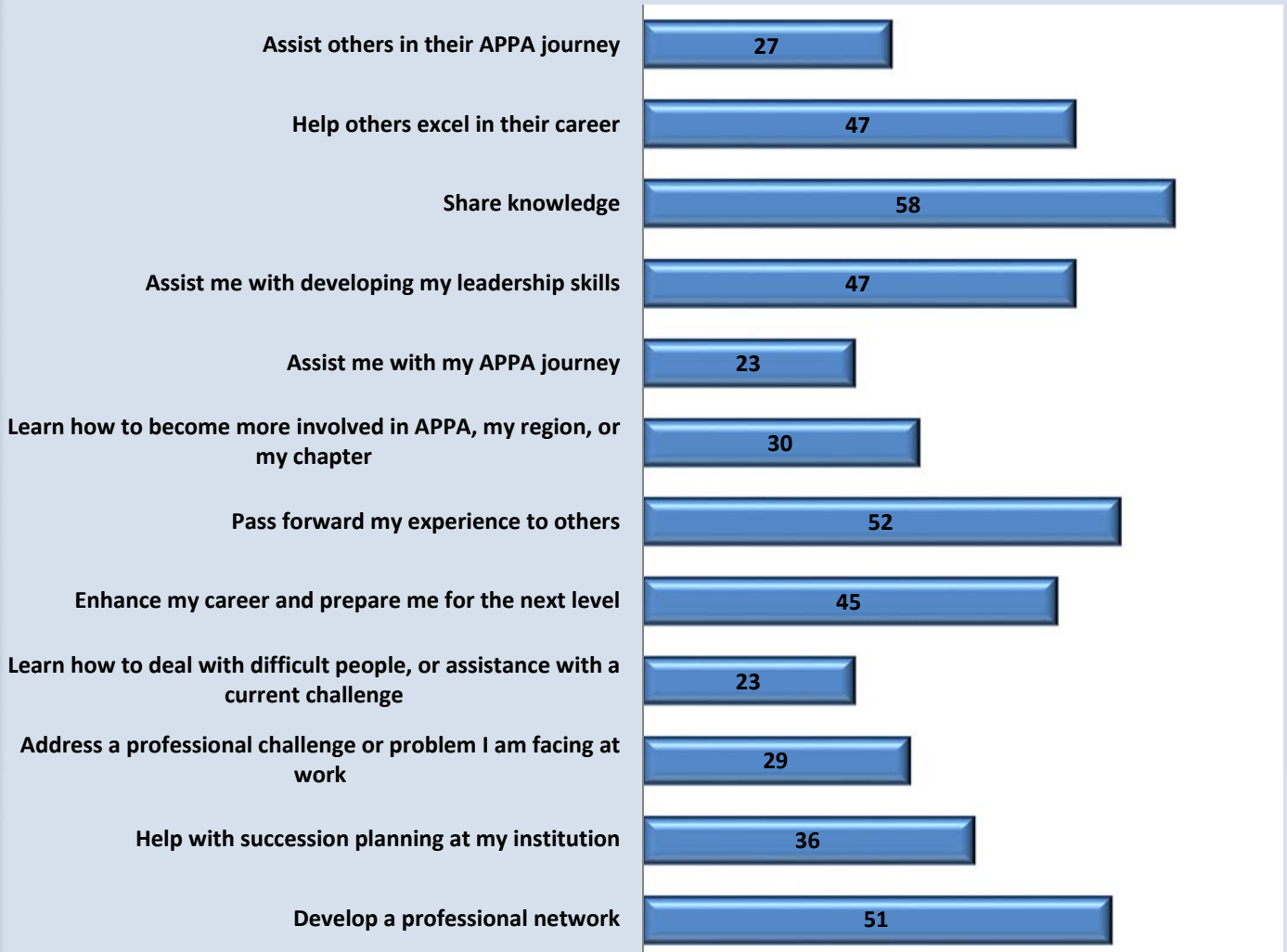
industry indicated they would benefit from having a mentor. These results imply that there is an interest in SRAPPA for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A very high percentage of the SRAPPA respondents felt that a mentoring program would benefit them in their career path or APPA journey. The 16% tended to be the retirees and longtime members of the organization. These results imply that there is an interest in SRAPPA for a mentoring program.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The responses to this question varied slightly in order depending upon the length of time the respondent has been in the profession; however results were fairly constant for all respondents. Overall the most common reasons for wanting to participate include sharing knowledge, passing forward experience to others, developing a professional network, helping others excel, developing leadership skills, and assistance with career advancement. A good number of respondents would like to participate to learn more about APPA and SRAPPA indicating there is a market for potential future board members if the region focuses on helping this group meet their goals. Another interesting result is the high number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several of the more senior respondents felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

There is an interest to participate in a mentoring program within SRAPPA and APPA, and SRAPPA should consider starting a program within the region. There are sample programs in place in RMA, MAPPA, ERAPPA and PCAPPA if SRAPPA wishes to utilize one of these programs to structure their own.

A common theme was the concern about the time commitment. It is important for program administrators to stress that it can help and save time. Contact with mentors/mentees can be as little as an hour a month and still be productive, so participating does not have to be a burdensome process. Respondents reported benefits from participating with mentees appreciating the guidance and mentors appreciating the opportunity to share their experience and guide emerging professionals.

Responses to specific questions SRAPPA

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program?

If you checked No, what are your reasons for choosing not to participate?

- No, I do not participate in the mentorship program. No reason, other than have not been presented with an opportunity.
- APPA mentoring programs are new to me, but I don't believe my region or chapter offer these types of educational opportunities anyway.
- Not aware of the program...would participate if I knew about it
- Just learning about the benefits as member

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- I Trained trades people (OJT).
- My mentoring helped several of my employees in their career journeys. One, a director at another college in our system and another as my successor.
- I like to mentor and feel great about it to help people develop in their careers.
- When I was in the Military we had a successful program for new engineering officers.
- I participated in a mentoring program for new students when I started college. Being teamed with an experienced student really helped me navigate enrollment, financial aid and to establish study habits that were beneficial.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- The scale of the commitment to have a long lived program.
- Brain drain
- Previous experience in an educational setting transition from private to public facilities management
- Leadership skills; how to optimize employee performance; how to accurately transfer knowledge on a local level; how investing in employees changes everything.
- Non-technical issues.
- Sharing Inter-institutional experience and practices.
- Ethics, job knowledge, performance evaluation
- Experience levels commensurate with mentoring to be done
- As I have not been involved in a mentoring program, I really when need to think longer than this survey to provide a good answer.
- Logistics
- Connecting professionals and helping them communicate. Informing those that are new to the field what should be sought after.
- Leadership, time management
- I think one of the most important factors is the means by which the Mentee and Mentor are matched (e.g. not just any mentor will do). I believe it vitally important that they share some common interests (actually beyond as well at work), have mutual respect for each other and they are willing to be open and honest with each other. One should be able to select their mentor or ask for help in finding one. I firmly believe that development in a mentoring

relationship can/should flow in both directions; when it does the result is a truly in a successful connection. The program should afford a means to define the mentoring relationship and a process for the mentor/mentee to develop their unique set of objectives but also contain a well-defined set of goals for all participants. Finally, the program needs to contain a means of recognition for the participants (mentor and mentee), levels or goals achieved and a graduation point that recognizes the mentee has reached his or her goals and is ready to move to the next level.

- Difficult people, pest control issues, best practices in a variety of disciplines
- Access to mentee/mentor. Guidelines to ensure mentee is getting benefit from relationship.
- One to One dialogues, Leadership skills assessment, programming for career advancement (career tracking)
- Providing enough structure to ensure consistent quality
- Reporting on how the program is working.
- Strong Leadership Skills Dealing with political issues Communication Skills, Honesty and Integrity Respect for all employees
- The ease of participation.
- A program for skilled trade workers.
- A set of expectations by both the Mentor and Mentee.
- How to move forward in a state ran organization.
- Succession planning
- Leadership
- Proximity, type of experience, years of experience and career paths.
- Sustainability
- Communicating the availability and specifics of the program in a way to insure that the information reaches the target audience and is fully understood as far as its purpose and benefits to the member.
- What do you want to be in the Facilities Management chain?
- Basic tools for success in the business (best practices) Sounding board for ideas and solutions.
- Certification Protocol & Mission clarification
- Make sure to integrate hands on time along with administrative duties into the curriculum.
- Opportunities to learn about how to leverage the APPA network appropriately.

Question 14: Do you have other comments about mentoring or mentoring programs?

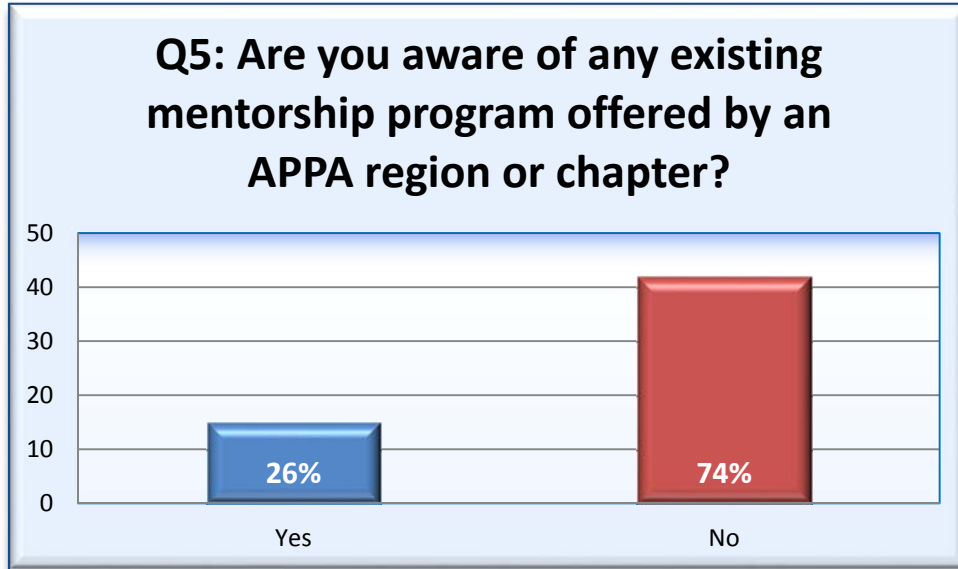
- Most programs are short lived.
- I support mentoring programs new facilities managers
- Think this is a powerful tool that has been neglected
- Good investment.
- I am most interested in finding out what APPA does in mentoring and identifying opportunities for key staff in Facilities Management.
- This is a great idea and would build an overall program. Thanks.
- I think that mentoring is vital to all areas do life.
- This is a much needed program for all levels of our workforce.
- They are very hard to come by and can only be seen as another means of Leading as opposed to following.
- Cannot wait for this. Very excited.

- If such opportunities are available, the APPA regions and chapters offering these programs should include specific information about them on their websites.
- Every Director should have a focus on mentoring opportunities in his management staff.
- Sharing ideas; successes and failures makes us all better. Why reinvent the wheel; someone out there has already experienced the issue and has valuable lessons learned.
- Matching Mentors is important for both younger and older members. The correct pairing is also critical to realize the benefits.
- Should be appropriately paired and hopefully will last for at least two years.

Appendix B: Longevity Survey Results

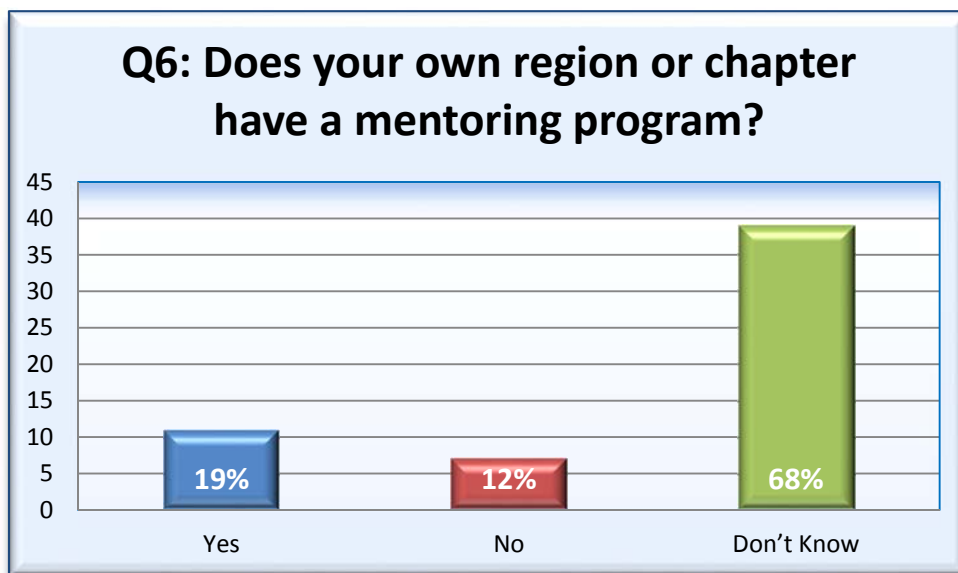
Survey Results for Members 0 – 5 years

57 Respondents



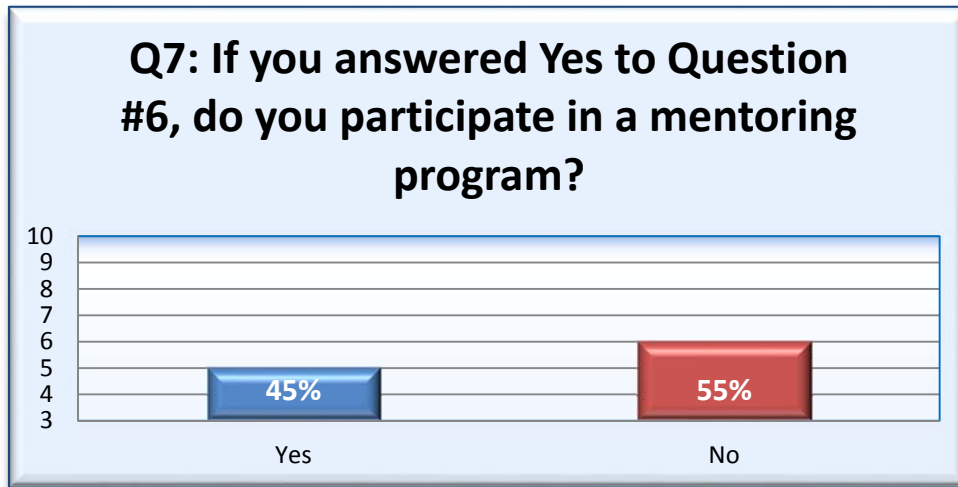
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most members in this category are not aware of any programs.



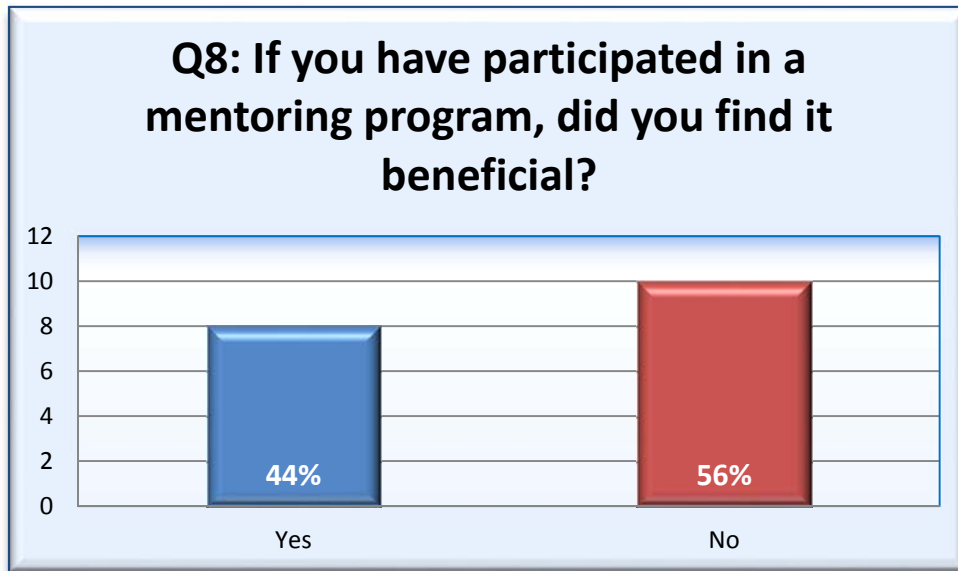
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: The regions that do have a program need to continue promoting their programs. Regions without a program should consider starting one.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

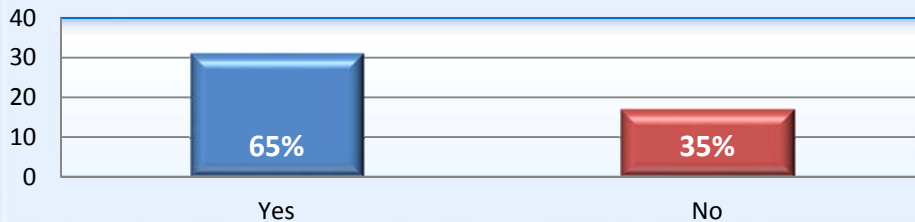
Observation: Not enough information is available from the respondents to determine why those newer to the profession do not participate. Existing programs need to continue promoting the benefits of participating.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A few of the respondents indicated they did not get sufficient attention from their mentors. Program directors need to ensure a strong review and follow-up process.

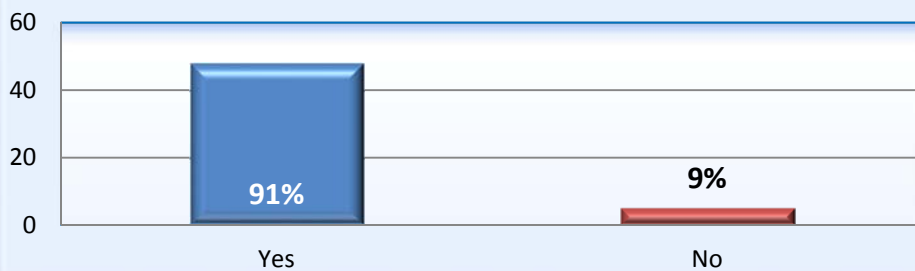
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

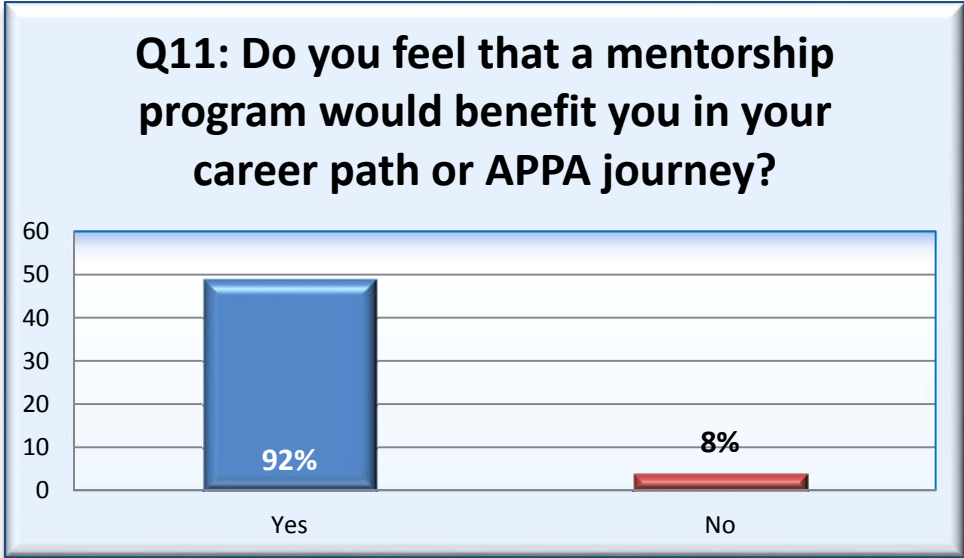
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was lower than those with greater than 15 years. The results indicate that there are a high percentage of members within APPA interested in participating as a mentor.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

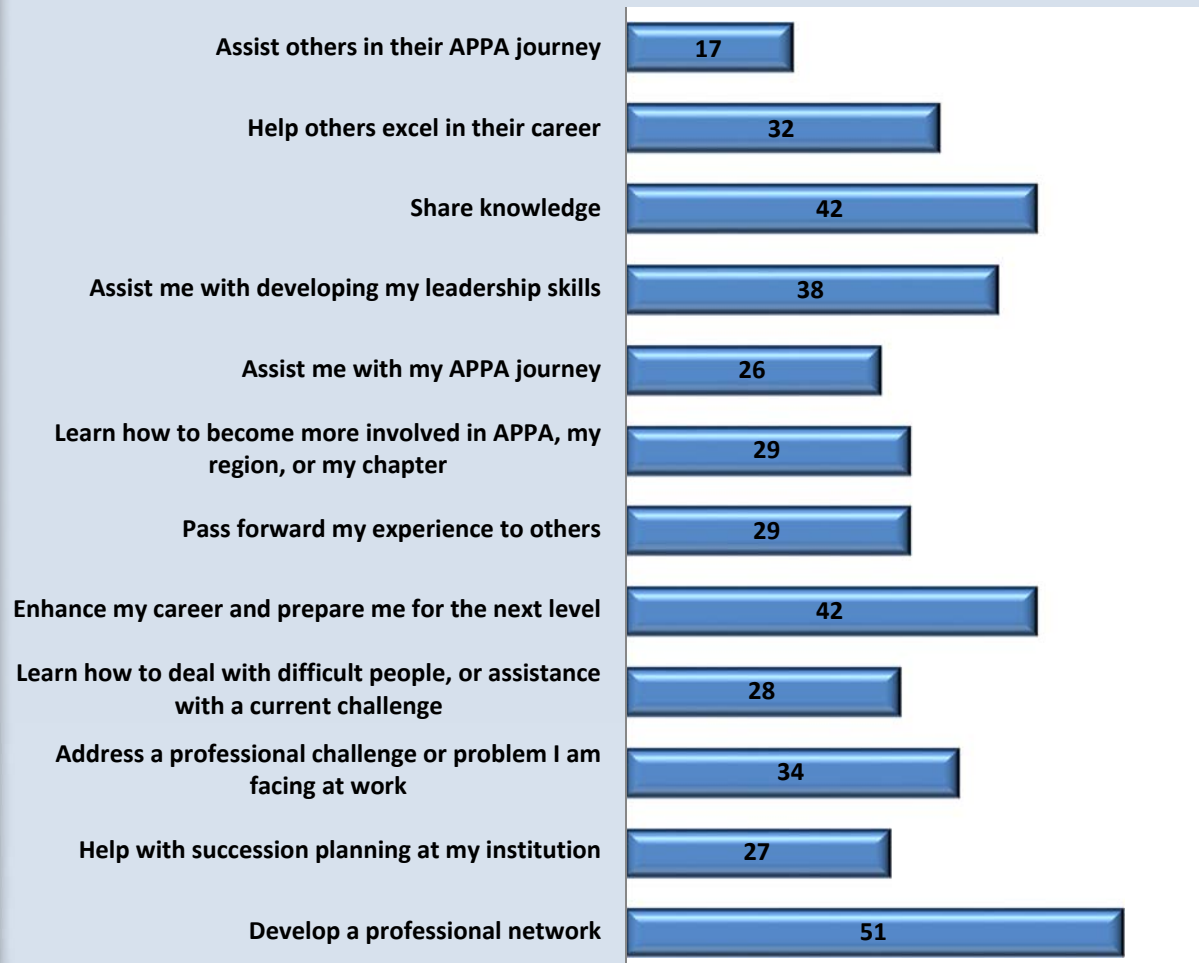
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is an interest in APPA for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A very high percentage of the respondents felt that a mentoring program would benefit them in their career path or APPA journey. These results imply that there is an interest in APPA for a mentoring program amongst this group of members.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: At first glance the most common reasons for wanting to participate include developing a professional network, sharing knowledge, enhancing my career and prepare me for the next level, and assist me with developing my leadership skills. These top priorities are followed closely with address a professional challenge or problem I am dealing with, and help others excel in their career. A good number of respondents would like to participate to learn more about APPA indicating there is a potential for mentors to help the members in this category. Another interesting result is the number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (65% and 91% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (92% answered yes). This implies there is an interest to participate in a mentoring program from this category of respondents. However, question 7 asked that if they were aware of an existing program do they participate and 55% answered no. Further research may be needed to determine why they do not participate when they indicated they would be willing to and they would find it beneficial. This may be related to the results from question 8 which asked that if they have participated in a mentoring program in the past did they find it beneficial and 56% responded no.

Based on the results from questions 9, 10 and 11 it is recommended that all regions with the support of APPA consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

Responses to specific questions 0 to 5 years

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program? If you checked No, what are your reasons for choosing not to participate?

- Not sure if it is available....will probably be interested deepening on time involvement.
- Participated in a mentoring process at a previous employer.
- APPA mentoring programs are new to me, but I don't believe my region or chapter offer these types of educational opportunities anyway.
- Just learning about the benefits as member

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- As a mentee, I found it a very useful time for self-reflection and to harvest ideas from somebody that I greatly respected. As a mentor, I felt like I was able to provide useful advice and as importantly was able to serve as a sounding board for my mentees.
- No response from my mentor yet. Must not be an email kind of guy.
- Wasn't match to same FS department (Ops versus PDC)
- I felt the program could have been structured better and the individuals paired in a more beneficial way.
- I have benefited greatly from my mentor in the last year that she and I have worked together. We talk twice a month and it is nice to have someone to bounce ideas off of who has already experienced much of what I am learning to deal with.
- I manage our Department of Facilities Management Mentoring Program.
- The mentoring group has stopped communicating, and I have heard nothing from the mentor since August 2013
- Sometimes and it depends on the program

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- Take into consideration the experience and skill the person has and set up levels that are easy to understand so when someone approaches a mentorship opportunity they know what level to enroll in.
- Good matching between mentor and mentee-possibly local connections
- Direct mentoring towards a specific position
- Barring problems some sort of commitment with a review process
- Position, Time in grade, scale of programs, personality, email or no email.
- Experience levels commensurate with mentoring to be done
- Custodial, understanding the APPA FPI data
- Connecting professionals and helping them communicate. Informing those that are new to the field what should be sought after.
- Match skill sets so that the mentoring has day-to-day information sharing opportunity... Share processes...
- Matching people appropriately
- Succession planning

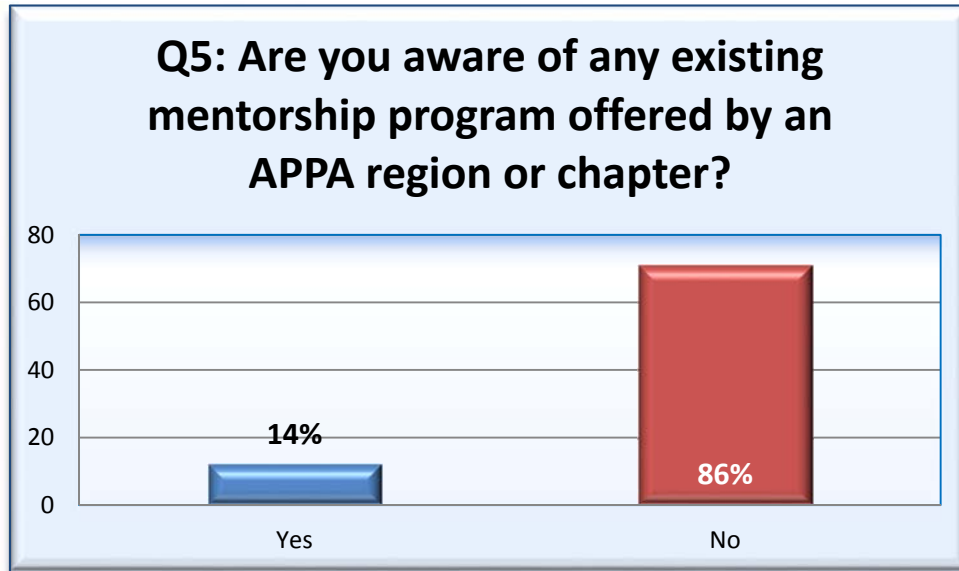
- Defining what mentorship is and making sure the program adheres to the mission. Mentorship should be taking someone under your wing and showing them what it's about to be a leader and how you got there and how you inspire people, not just how to do the day-to-day things of your job.
- Realistic time commitments
- The networking to understand how to work and overcome the many day-to-day challenges, including working with difficult employees, developing schedules, responding to un-scheduled events etc.
- Identify the overall goals and objectives for the program; describe the roles of mentors and mentees, time commitment; procedure for assigning mentors; expectations and outcomes.
- professional development
- Use of program bench marking starting levels and progress of mentees
- Diversity and inclusion- Welcoming all people in the area of facilities regardless of race, sex, sexual orientation, religion, nationality, ability, and other aspects of diversity.
- Sustainability
- Certification Protocol & Mission clarification
- Opportunities to learn about how to leverage the APPA network appropriately.

Question 14: Do you have other comments about mentoring or mentoring programs?

- Great idea, I hope it gets off the ground.
- It would be so helpful for me to have a mentor in this area through APPA
- Consider separating colleges from K-12 institutions
- I think sharing information is great, and if it can be done through a mentoring program all the better.
- Love the idea, would benefit from the program on both the mentee and mentor sides...thanks.
- It is a good process or program as long as there are criteria supporting the mentoring program.
- Our department mentor program was launched in 2012, and we have realized very positive results and comments from our participants which have been described in the end-of-program evaluations.
- If such opportunities are available, the APPA regions and chapters offering these programs should include specific information about them on their websites.
- Matching Mentors is important for both younger and older members. The correct pairing is also critical to realize the benefits.
- Should be appropriately paired and hopefully will last for at least two years.

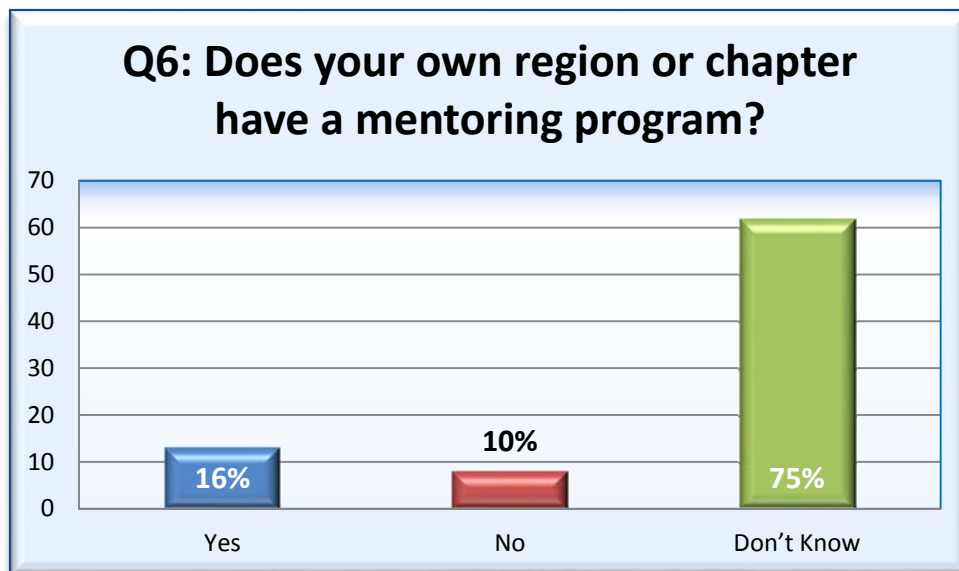
Survey Results for Members 5 – 10 years

83 Respondents



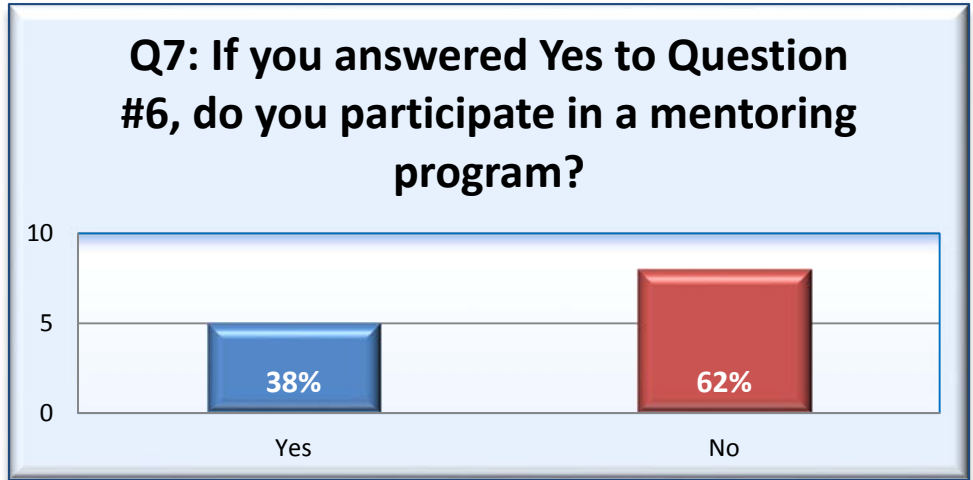
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most members in this category are not aware of any programs.



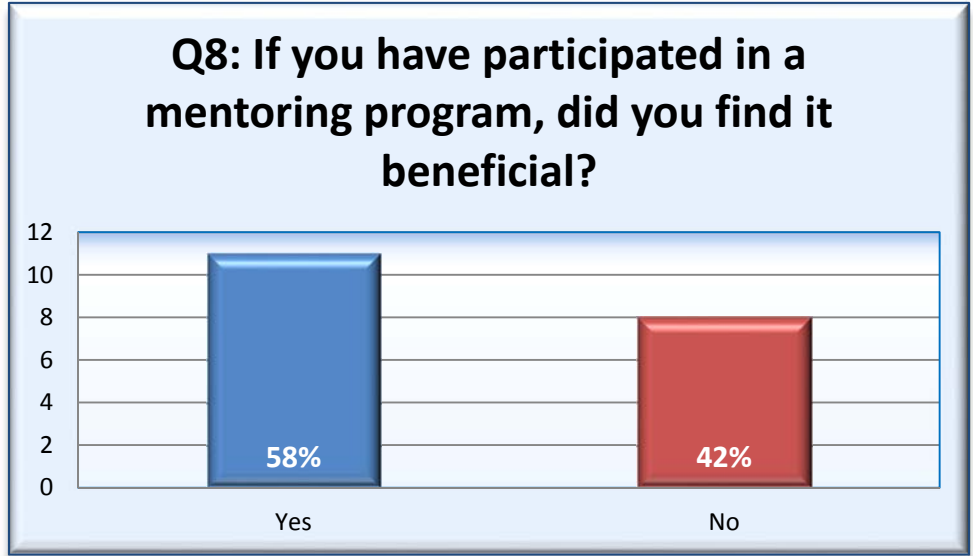
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: The regions that do have a program need to continue promoting their programs. Regions without a program should consider starting one.



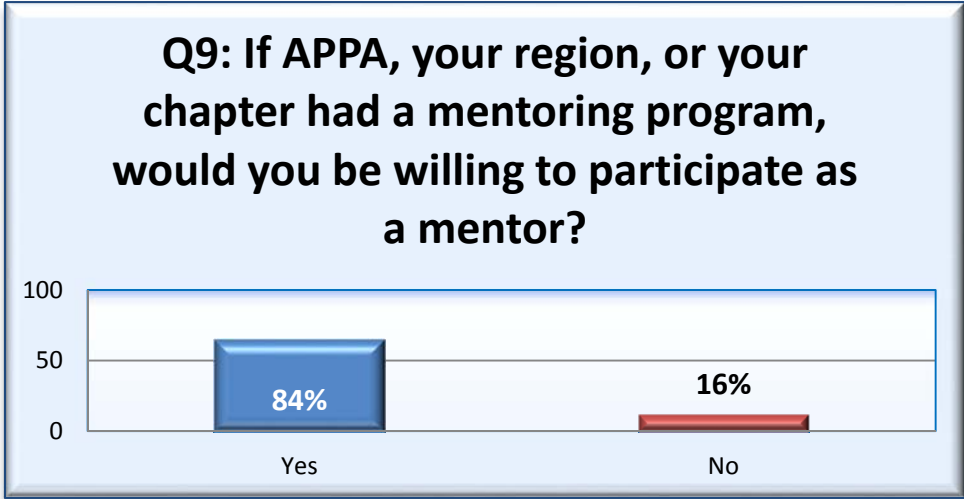
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Respondents did not provide enough information to determine why they have elected not to participate. However, there was a perception that participation might take too much time. It is important for program administrators to stress that it can help and save time. Contact with mentors can be as little as an hour a month and still be productive.



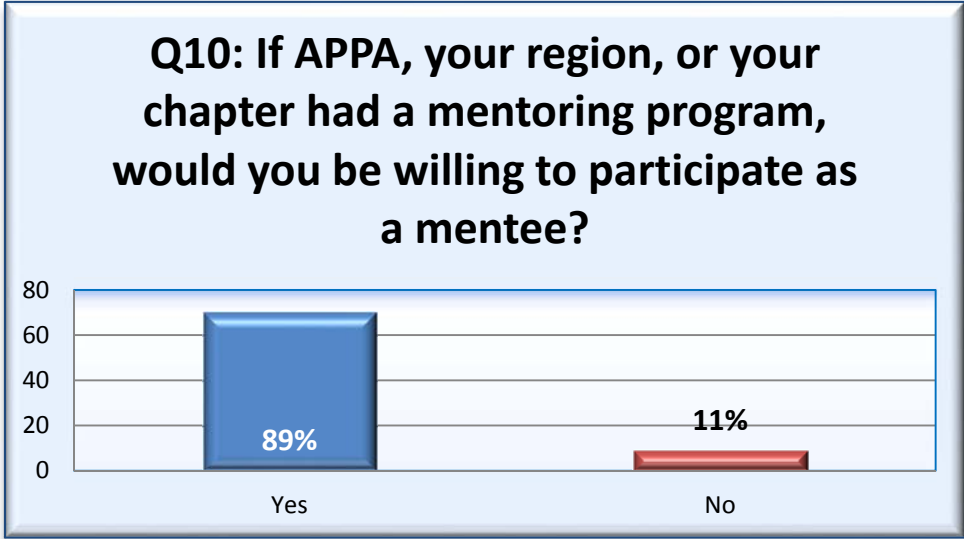
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most responders who have participated in a mentoring program in the past have found it to be beneficial. A few of the respondents indicated they did not get sufficient attention from their mentors. Program directors need to ensure a strong review and follow-up process.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

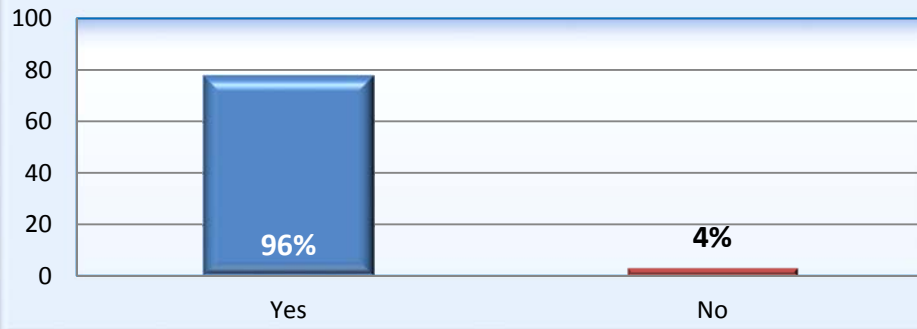
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry. The overall results indicate that there are a high percentage of members within APPA interested in participating as a mentor.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is an interest in APPA for a mentoring program.

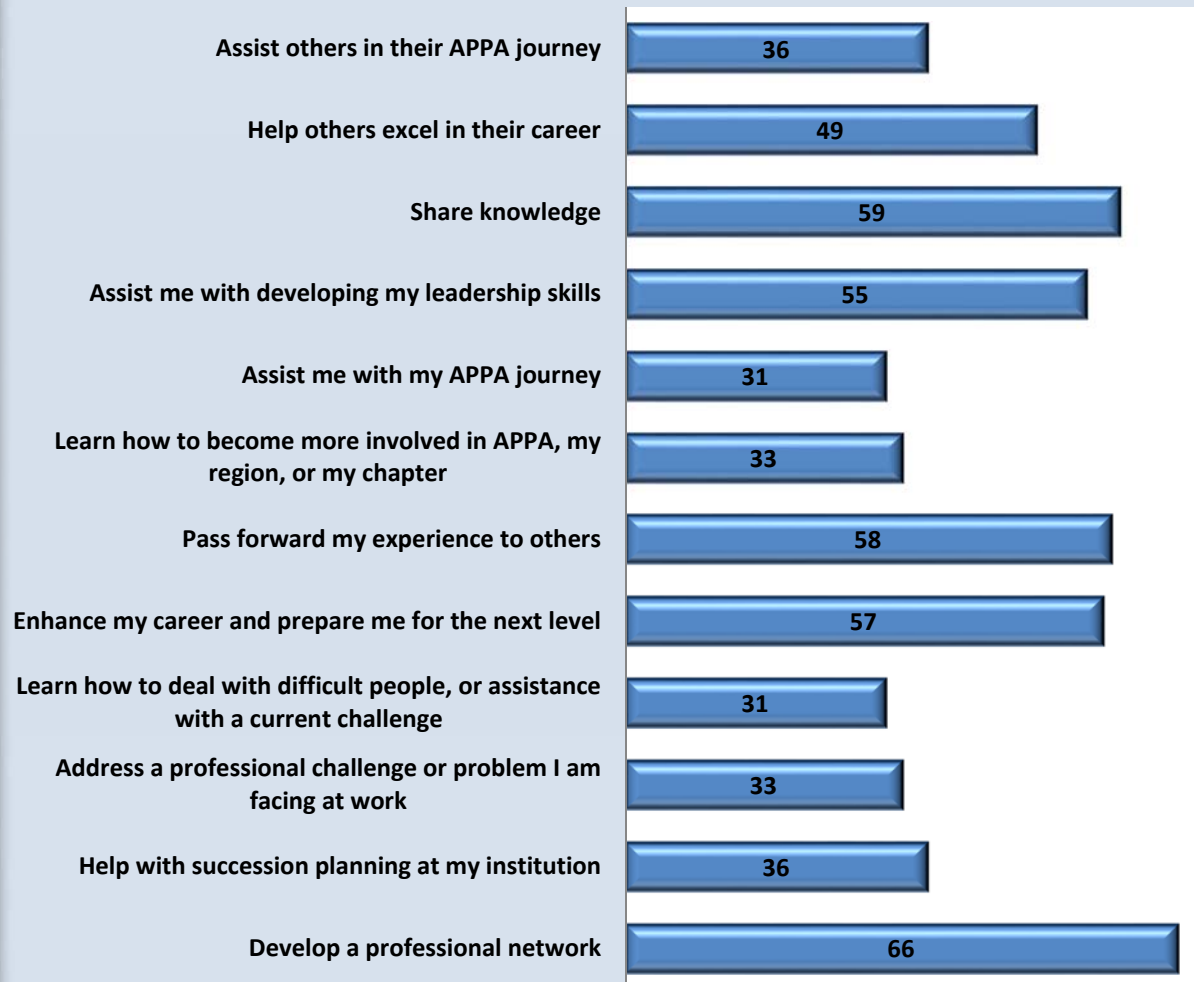
Q11: Do you feel that a mentorship program would benefit you in your career path or APPA journey?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Nearly every respondent in this category felt that a mentoring program would benefit them in their career path or APPA journey. These results imply that there is an interest in APPA for a mentoring program amongst this group of members.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The most common reasons for wanting to participate include developing a professional network, sharing knowledge, passing forward experience, enhancing my career and prepare me for the next level, and assist me with developing my leadership skills. These top priorities are followed closely with helping others excel in their career. Another interesting result, common to all categories of respondents, is the number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (84% and 89% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (96% answered yes). This implies there is an interest to participate in a mentoring program from this category of respondents. However, question 7 asked that if they were aware of an existing program do they participate and 62% answered no. Further research may be needed to determine why they do not participate when they indicated they would be willing to and they would find it beneficial. This may be related to the results from question 8 which asked that if they have participated in a mentoring program in the past did they find it beneficial and 42% responded no.

Based on the results from questions 9, 10 and 11 it is recommended that all regions with the support of APPA consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

Responses to specific questions 5 to 10 Years

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program? If you checked No, what are your reasons for choosing not to participate?

- Lack of time due to current project but interested in participating in the next 6 months.
- We used to call it Apprentice
- I cannot meet the time requirement to give the program the attention it is due.
- I recently learned about the program and have not built it into my organization's plan yet.
- Just found out about this last year and I do not know anything about the mentoring program.
- Haven't pursued at this time

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- Trained trades people (OJT).
- A professional mentoring program was in place at my previous education facility that was very beneficial in helping to learn the culture and norms of the institution.
- I participated in a mentoring program for new students when I started college. Being teamed with an experienced student really helped me navigate enrollment, financial aid and to establish study habits that were beneficial.
- Mentoring helped me to listen for the real meaning of what people are saying and learn from someone who has experienced some of the same situations we are facing and what worked/did not work in that situation.
- I did not participate in a formal program.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- Something to involve the various levels, even right down to the trade level.
- The scale of the commitment to have a long lived program.
- Brain drain
- The breadth of facility services and the important role it plays in achieving academic goals.
- Distance between mentor and mentee.
- Human skills that foster teamwork and leadership
- Leadership skills. How to optimize employee performance. How to accurately transfer knowledge on a local level. How investing in employees changes everything.
- Organizational Behavior in a complex organization. Structural/rational viewpoints vs cultural/interpretive viewpoints. Leadership. Continuing formal education. Matching a mentor with a mentee without turning the program into a dating service.
- Should be online or very close to facilities involved to insure involvement.
- Required or estimated time commitments could keep participation rates low. I would suggest offering less formal programs where there are no formal time commitments.
- Easy accessibility to both mentor and mentee, and not onerous to the mentor.
- Sharing Inter-institutional experience and practices.
- Cross institutional learning.
- Outside of this mentoring program, what most networking contacts want to know is "best practices" I use mostly APPA standards, but there are others out there like the Cleaning Institute

for custodial standards, Healthy Schools etc. so a list of APPAs standards as well as others would be very helpful especially as they pertain to staffing.

- How to deal with dysfunctional groups/supervisors
- Career paths, training programs, position to position development for those in their position for a long time vs recent.
- Training and Public speaking.
- Leadership skills. We have a small staff that has not had the opportunity to get out beyond the campus (no outside experience). Mentorship and networking would be so helpful for those coming up the ranks.
- Each mentor/mentee engagement should have specific objectives, exercises, and timeline that will bring out the information and experiences to be shared. <http://www.management-mentors.com/resources/corporate-mentoring-programs-faqs/>
- Leadership
- Leadership, time management
- Difficult people, pest control issues, best practices in a variety of disciplines.
- Desire
- Access to mentee/mentor. Guidelines to ensure mentee is getting benefit from relationship.
- Create a mentoring program that is proactive in matching pairs who can help and learn from each other.
- Career development and resume writing
- Pass forward experience to others.
- Handling the issue of out sourcing, networking, and energy management.
- Contents of the BOK. Learning about the FPI Survey and benefits. Learning about the different regions and networking. The CEFP program. Demonstrating Facilities Leadership in an educational environment. Participating at APPA functions and the Institute.
- Matched job responsibilities, but at least a step higher in management /leadership for the mentor.
- Mentorship as I progress through the certification program
- How to move forward in a state ran organization
- Proximity, type of experience, years of experience and career paths.

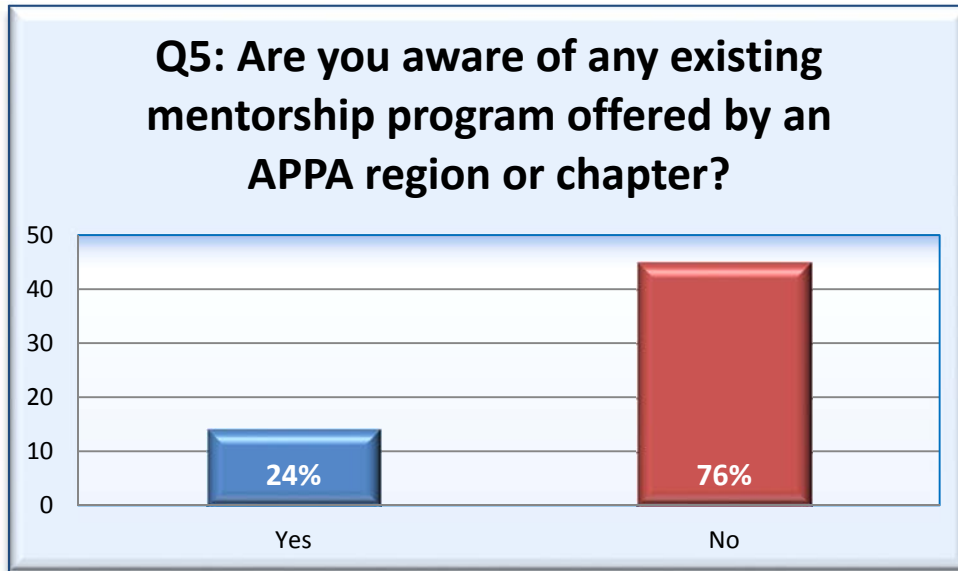
Question 14: Do you have other comments about mentoring or mentoring programs?

- So many of these programs seem to be directed/ marketed to Manager/Director level when often at that level folks feel they do not need to be mentored and don't have the time to mentor others.
- Most programs are short lived.
- We are currently developing an internship program through our sustainability academia.
- I think this is a powerful tool that has been neglected.
- I wish I had time to offer. Figure out how to make this work through Skype or other virtual presence means.
- Saves a lot of time and effort not reinventing the wheel.
- Does APPA have a career roadmap? If not, that would be a good start. It's hard for many people to articulate what they want to do or others to say what skills they need if they don't have a "typical" career roadmap as a starting point.

- I think mentoring programs are a great resource. I participate in an alumni mentoring program through the university I graduated from and it seems to really help people just starting out in their careers or those who want to move forward.
- I would love one.
- Excellent idea!
- If the program is structured well with appropriate expectations it can be meaningful otherwise it is a huge waste of time. The mentee should not expect a "promotion" when completed. The participant's perspective should be framed as lifelong teacher and lifelong learner.
- Time is a real limitation for me right now; otherwise, I would love to participate.
- One of the great aspects of a mentorship program is the ability to understand our own values and gain confidence in how we present ourselves.
- New member to APPA. Not sure what is available at this time.
- RMA's Fourteeners Club is a good model - it relates to the geographic region, is interesting, establishes a challenge that is self-mentoring. Thank you for asking.

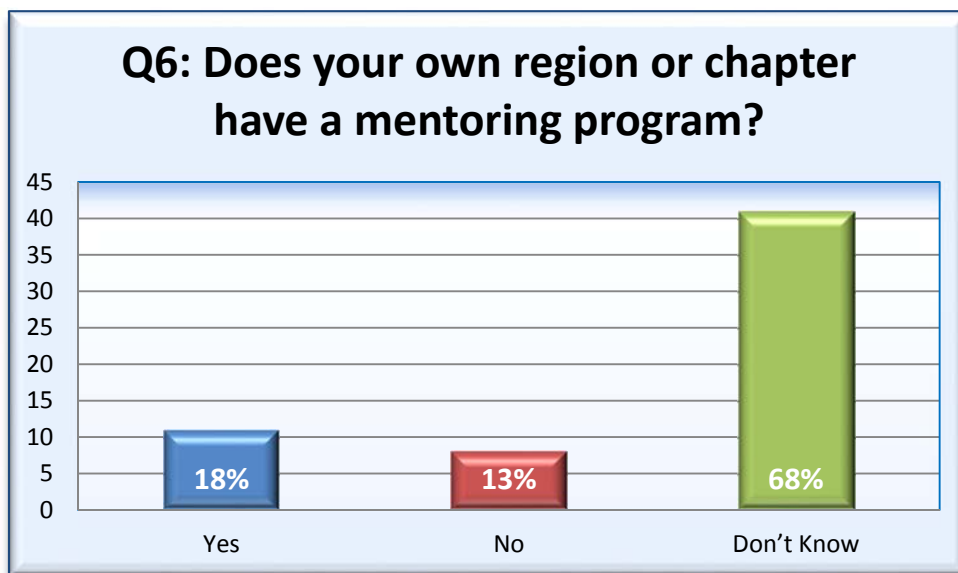
Survey Results for Members 10 – 15 years

60 Respondents



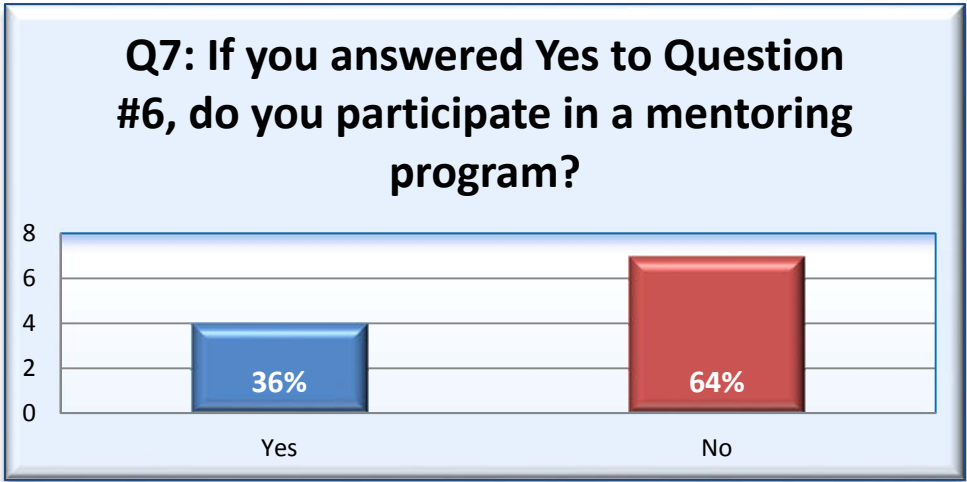
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most members in this category are not aware of any programs.



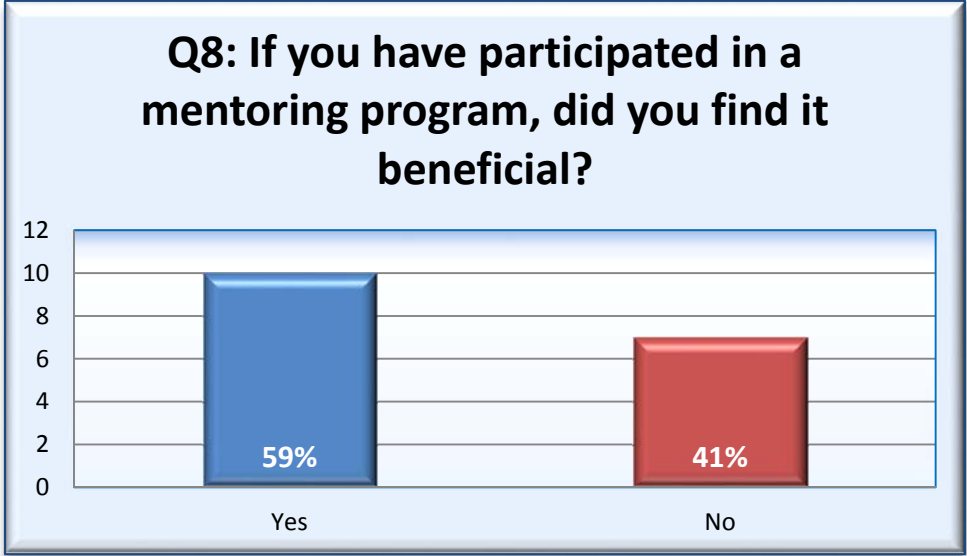
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: The regions that do have a program need to continue promoting their programs. Regions without a program should consider starting one.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

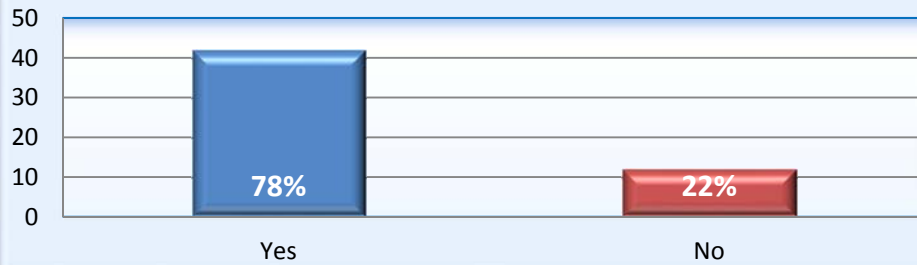
Observation: Respondents did not provide enough information to determine why they have elected not to participate. However, there was a perception that participation might take too much time. It is important for program administrators to stress that it can help and save time. Contact with mentors can be as little as an hour a month and still be productive.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most responders who have participated in a mentoring program in the past have found it to be very beneficial. A few of the respondents indicated they did not get sufficient attention from their mentors. Program directors need to ensure a strong review and follow-up process.

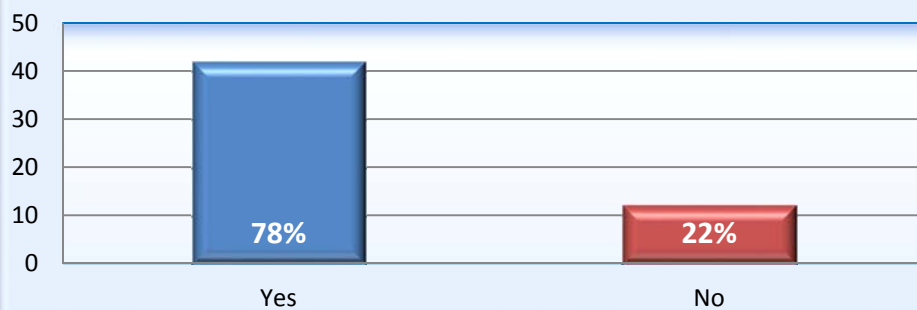
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

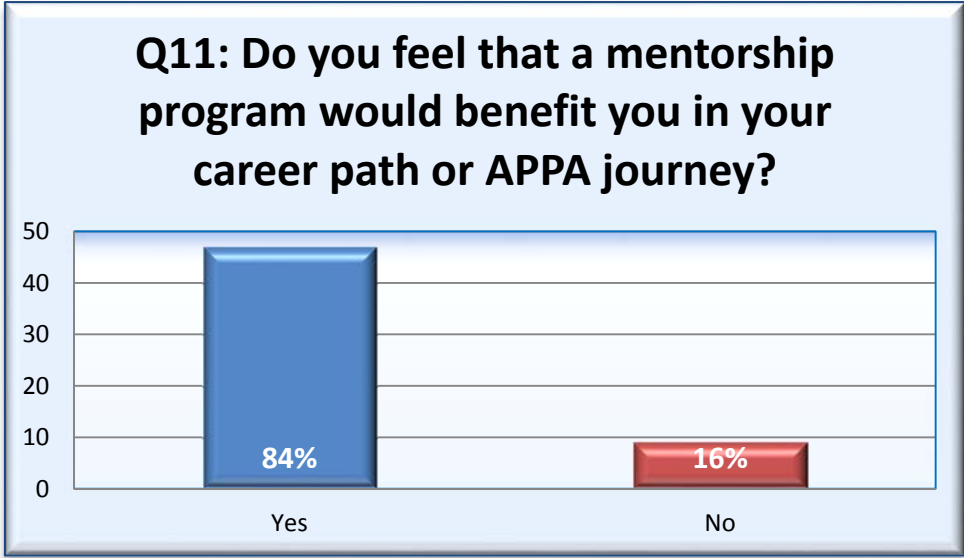
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry. The overall results indicate that there are a high percentage of members within APPA interested in participating as a mentor.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

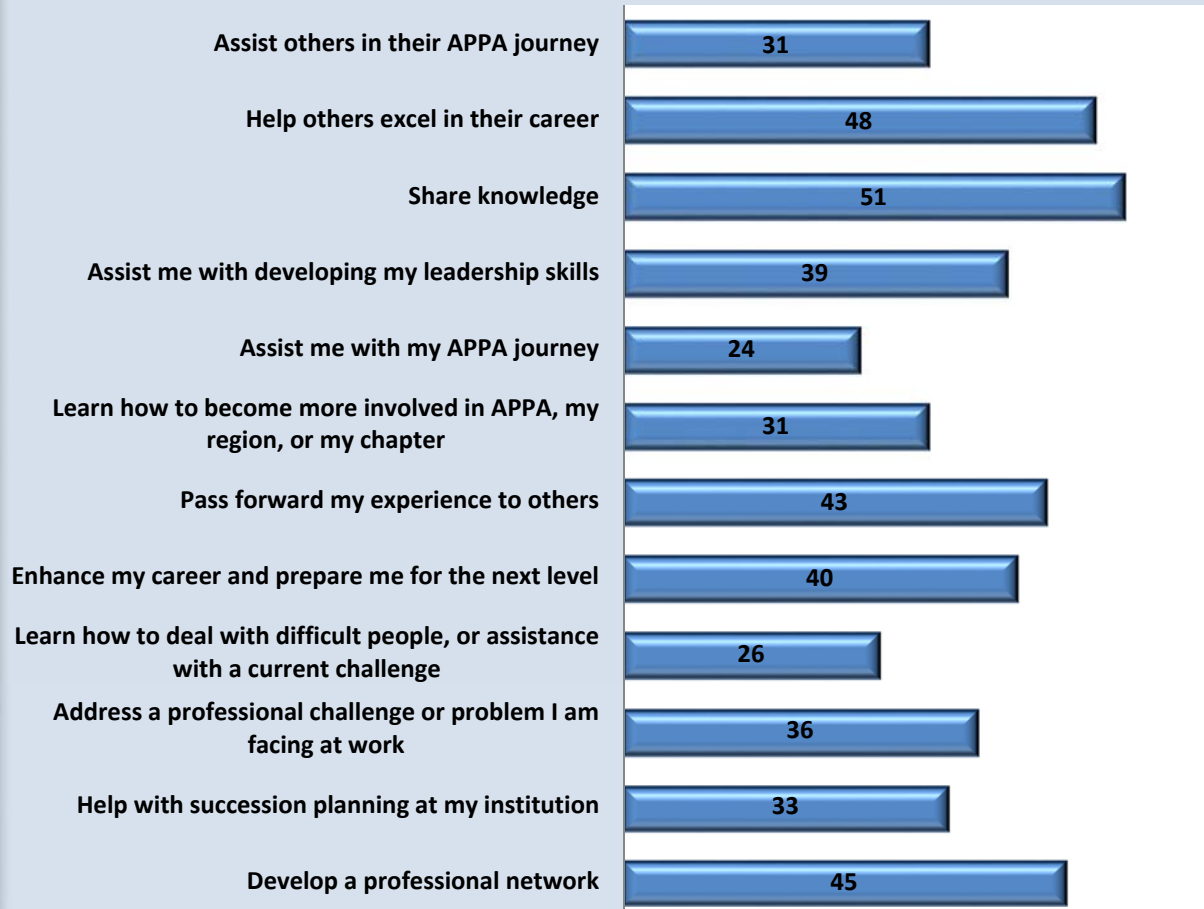
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is an interest in APPA for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A high percentage of respondent in this category felt that a mentoring program would benefit them in their career path or APPA journey. These results imply that there is an interest in APPA for a mentoring program amongst this group of members.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The most common reasons for wanting to participate include sharing knowledge, developing a professional network, helping others excel in their career, passing forward experience, enhancing my career and prepare me for the next level, and assist me with developing my leadership skills. These top priorities are followed closely with assist others in their APPA journey, and to learn more about how to become more involved with APPA. Another interesting result, common to all categories of respondents, is the number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (78% and 78% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (84% answered yes). This implies there is an interest to participate in a mentoring program from this category of respondents. However, question 7 asked that if they were aware of an existing program do they participate and 64% answered no. Further research may be needed to determine why they do not participate when they indicated they would be willing to and they would find it beneficial. This may be related to the results from question 8 which asked that if they have participated in a mentoring program in the past did they find it beneficial and 41% responded no.

Based on the results from questions 9, 10 and 11 it is recommended that all regions with the support of APPA consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

Responses to specific questions 10 to 15 Years

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program? If you checked No, what are your reasons for choosing not to participate?

- Lack of time due to current project but interested in participating in the next 6 months.
- I have applied at the ERRAPPA level just waiting for a mentor
- I did, for about a year.
- Time issues
- Time management / Scheduling
- My mentor and I seldom interacted. I would see my mentor at APPA or RMA functions.
- I've enrolled as a possible mentor, but not yet been assigned a mentee.
- Do not know what the procedure is to participate
- There is no CAPPa mentoring program currently.
- Working with my own team and on campus with students as time is available.
- Not sure of what is available.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- I was a mentor while I was a facilities director while working for Aramark a few years ago. It was a very rewarding and worthwhile experience for all involved.
- Waiting for a mentor.
- It was focused on acclimating someone new to serving APPA and helped smooth that transition.
- Mentor's need to be given criteria and have a regular scheduled (touch base type) phone call, maybe monthly, just to check in and make sure things are going ok and if help is needed.
- Helps to have someone in the region you can reach out to.
- Yes, I mentor young engineering students.
- Not yet anyway.
- Have achieved 14er status but have not yet paired with a climbing buddy.
- I am a mentor for first-year students at my institution and I absolutely love it! I learn just as much from my students as I hope they learn from me.
- The mentor/mentee relationships I've had have been very rewarding.
- Navy and SAME for 34 years.
- Have not been in one

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- Set clear goals and expectations for both parties. You have to meet and get together to make it work. You have to make the time in your busy schedule.
- Help understand the workings of APPA and what it has to offer.
- Previous experience in an educational setting transition from private to public facilities management.
- Encouraging mentoring is good; forcing mentoring will likely not work. Those who are seeking mentors should have a clearly articulated reason and should select carefully based on their needs. Those who are volunteering to mentor should know their own limitations and style.
- Work with people that has leadership job how to talk to people and understand each other.

- More Communication Skill.
- 14er's
- Time space and benefit
- Matching mentors and mentees
- Staff Development
- How to find the time. Most facility administrators have little time for volunteering. Those of us who have served on APPA boards know how hard it is to find time to volunteer and the same people seem to be asked over and over again.
- Match individuals from different institutions thereby creating a safe environment in which to grow and learn.
- How will the program be administered? What should people gain from the experience?
- Available time of both mentee and mentor
- I believe that some new members feel out of place for the first time until they get to meet others and begin a new friendship with them. I think that prior to the event some of the mentors or mentees should reach out to new members and get to know them before they attend any event. This way they already know someone coming into the APPA training program.
- Common readings, curricula
- Maintain balance between technical and leadership skills in the mentorship program. Both are critical to success.
- Dedication and enthusiasm of the participants
- Succession planning, critical skills in an educational environment, working within as opposed against the bureaucracy, planning career path, choosing a mentor, choosing a mentee.
- Time, location, electronic communication, age span, organizational levels, attracting others into professional development.
- Time commitments required for all involved. Clarify expectations of both mentors and mentees - are there specific objectives, or is the relationship more of an open-ended situation?
- Selection and match of participants, proximity for individuals to allow for meetings, available time.
- Target and align mentor and mentee
- Perhaps mentors/mentees need to be offered more of a structure. Especially if located remotely from each other, they may find little time to interact.
- Short and sweet. We are all busy, but need facts, support and ideas in a timely, affective manner
- Proximity/accessibility of mentors - does the relationship need to happen face-to-face? Time commitment - each party needs to agree to the time commitment to make it a viable relationship. Specific talking points - these help (at least in the beginning) foster conversation and establish the relationship. Self-reporting to program administrator - perspectives from both mentors and mentees allow the program administrator(s) to know how things are going overall.
- Ease of involvement
- Leadership and higher ed administration.
- Volunteer process for both sides of equation but continuous communication and collaboration is critical.
- The ease of participation.
- Most of each facility is different policy and regulations. I would either start there to develop something standard across the board.

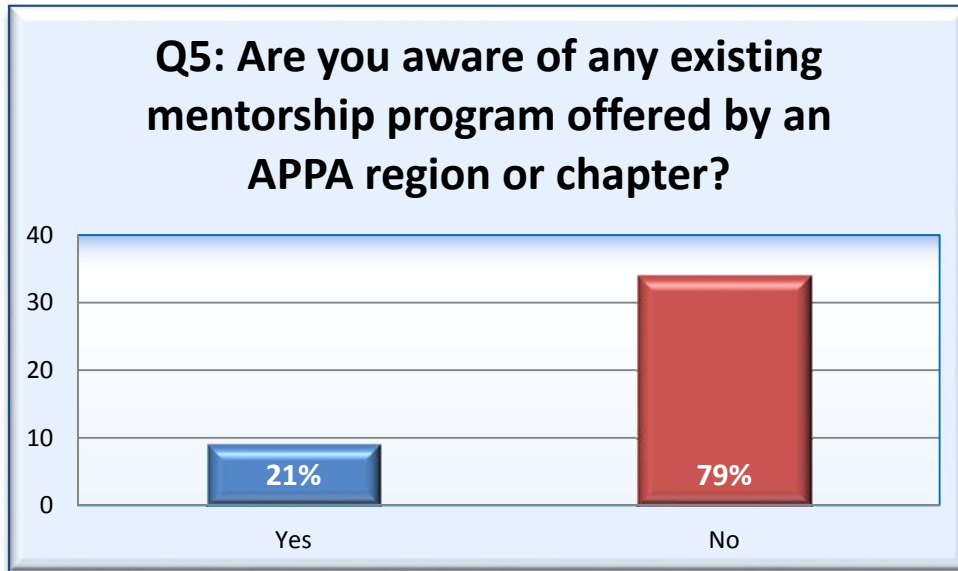
- Succession planning

Question 14: Do you have other comments about mentoring or mentoring programs?

- I support mentoring programs new facilities managers
- When mentoring works, it is great. More often, I suspect it isn't so great. What seems to be necessary to make it work is either a very specific focus (e.g. developing a skill), or chemistry - some people click, some don't. You asked for yes/no responses to questions 9, 10, and 11 - frankly, my answer would be "it depends" ... it would depend on the program, the people and the need.
- I tried to answer these questions the best I could. Did not know what the program is about.
- John Morris is the King!
- Consider reverse mentoring where a senior professional seeks out a young person in the field to advise regarding intergenerational issues, technology applications, working conditions, engagement, etc.
- The program should be structured with specific goals and guidelines, this makes it more likely that mentors and mentees will take it seriously.
- Currently I am not able to participate, but in the future I would be interested.
- I'm a believer in mentorship programs. Thank you for taking this on.
- I have found mentoring to be very helpful as long as the participants are willing to put the time in. Schedules and availability can be a barrier to a successful relationship.
- Continue with developing the program. I have benefited tremendously from informal, long-term mentoring by a long-term APPA member. Done right, a mentoring program could provide a different dimension to APPA's value to its members.
- We run a formal mentoring program internal to our portfolio and I am currently mentoring 3 people. This is about the maximum number that a person can handle. There should be a clear definition for mentoring that shows the difference to coaching. There needs to be a formal agreement in place and this cannot be part of on-going performance reviews.
- Time to help/participate is always a challenge.
- I think mentorship will need some focus on the executive skill set. While it hasn't been a personal challenge, it seems that many individuals are technically capable but lack the management training needed to be a successful SFO.
- Must have two willing partners and not be forced process, environment for collective learning a must.
- I think that mentoring is vital to all areas do life. Not at this time.
- Cannot wait for this. Very excited.

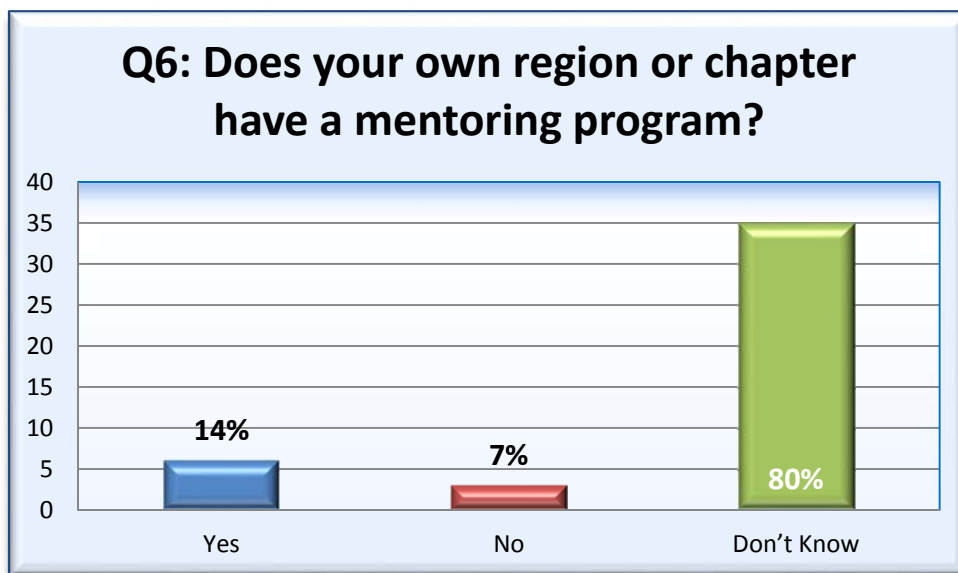
Survey Results for Members 15 – 20 years

44 Respondents



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most members in this category are not aware of any programs.



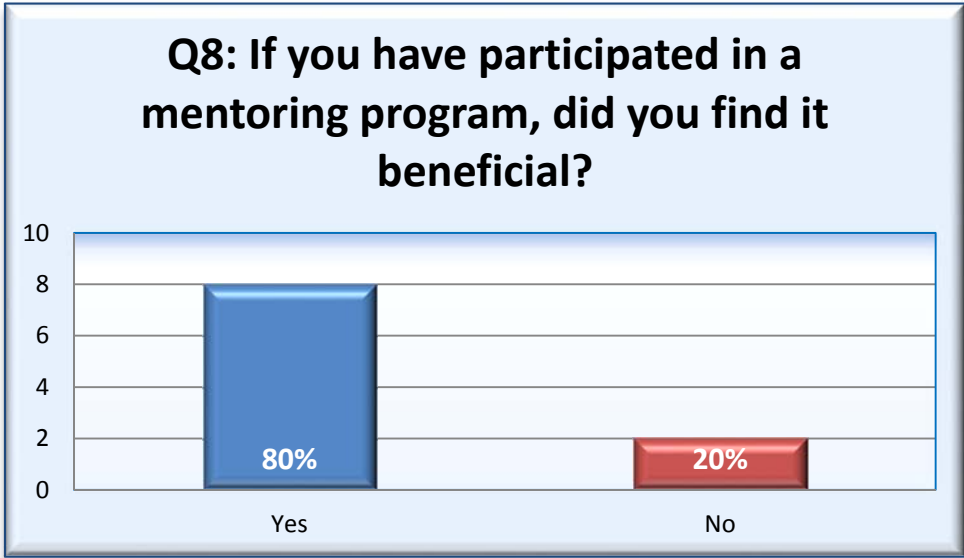
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: The regions that do have a program need to continue promoting their programs. Regions without a program should consider starting one.



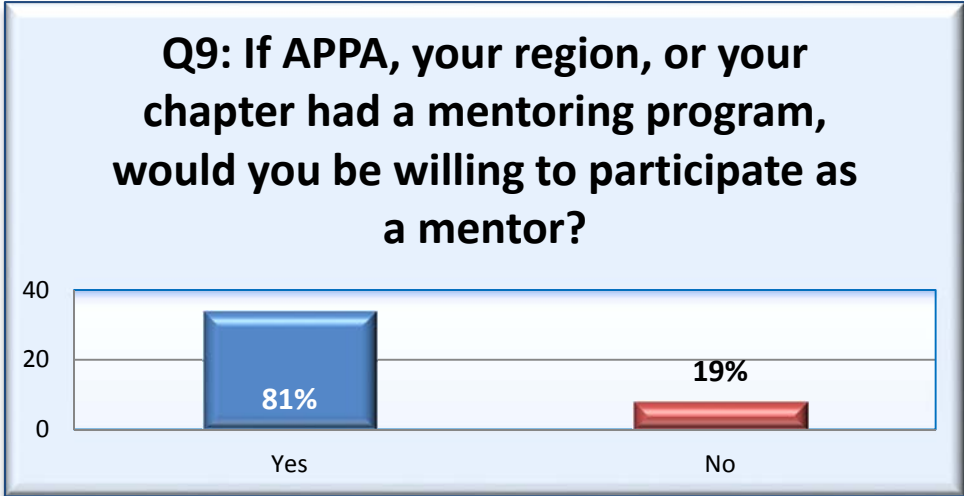
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most responders who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents in this category found mentoring beneficial early in their careers and would like to share that experience with others. A few respondents expressed concerns with the lack of a good follow-up process. Program directors need to ensure a strong review and follow-up process.



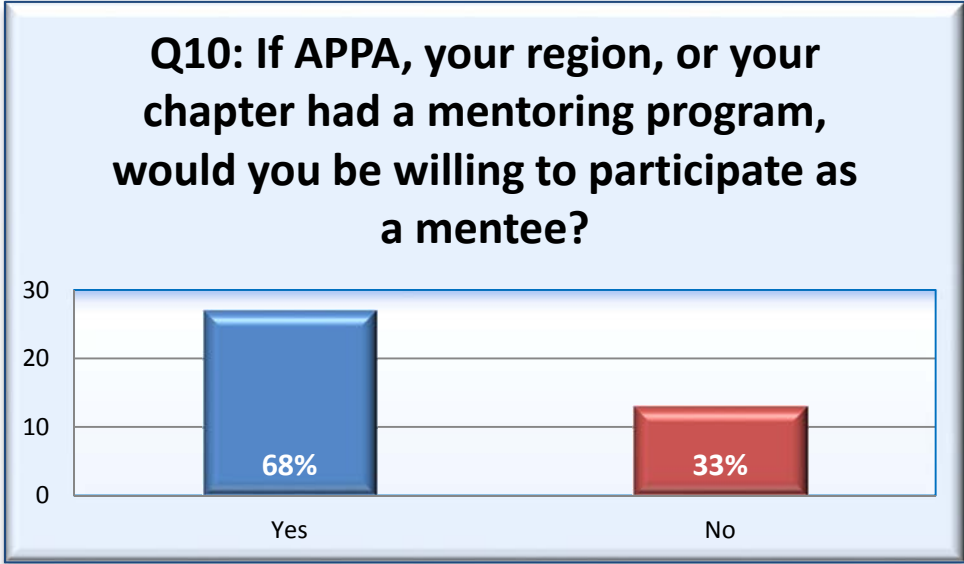
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most responders who have participated in a mentoring program in the past have found it to be beneficial. Many of the respondents in this category found mentoring beneficial early in their careers and would like to share that experience with others.



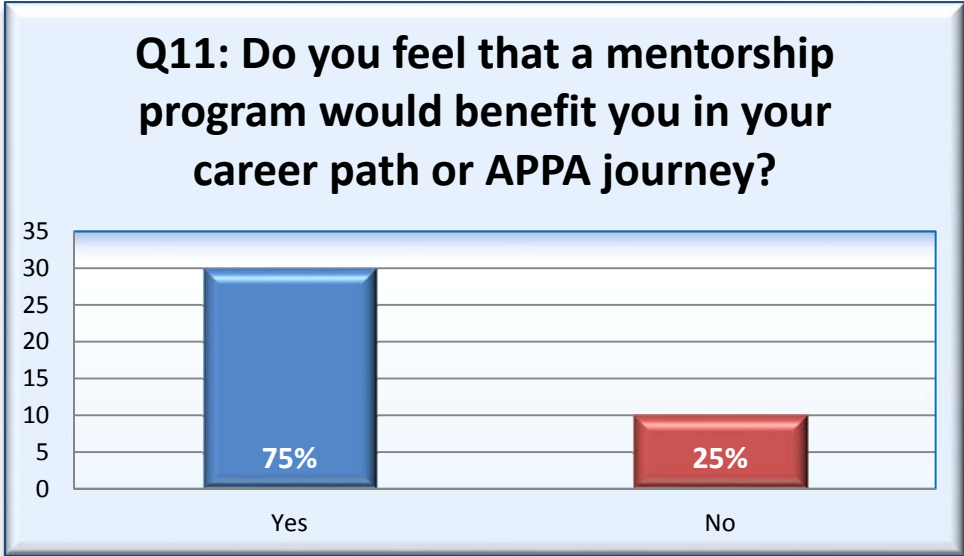
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry. The overall results indicate that there are a high percentage of members within APPA interested in participating as a mentor.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is an interest in APPA for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: A high percentage of respondent in this category felt that a mentoring program would benefit them in their career path or APPA journey. These results imply that there is an interest in APPA for a mentoring program amongst this group of members.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The most common reasons for wanting to participate include sharing knowledge, passing forward experience, helping others excel in their career, and assist me with developing my leadership skills. These top priorities are followed closely with developing a professional network, enhancing my career and prepare me for the next level, and assistance addressing a professional challenge or difficult situation. Another interesting result, common to all categories of respondents, is the number of respondents who see a mentoring program as a means to help with succession planning within their organization.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Conclusion

There is an interest to participate in a mentoring program from this category of respondents. All regions with the support of APPA should consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

Responses to specific questions 15 to 20 Years

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program? If you checked No, what are your reasons for choosing not to participate?

- Not invited.
- While not part of APPA, the university I work for we hire engineering students in our department and we also participate with the engineering department for educational project assignment peer review.
- I am a part of two groups striving to increase participation and mentoring for the APPA FPI survey (One via CAUBO and one internally supported by APPA).
- No time.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- I only met once with my mentor. My mentor is a business partner. I may be better served by working with another educational facility professional.
- Mentoring program is providing more skill people in a productive way.
- It makes it easy to reach out to ask questions and learn from others.
- Keeping in touch with the pulse of newer employees and passing on institutional knowledge.
- I believe in the success of mentoring. I received mentoring on my campus to become a facilities director.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- Flexibility in regards to both time and content; every person's needs vary.
- Location
- The mentor and mentee need to be committed to fulfill the program.
- Training, resources and support for the mentor - a set of well-defined parameters for the program.
- Making sure that both parties take the responsibility seriously and can dedicate the time.
- Career Pathways, transitioning from one area to another when cutbacks happen. How maintain flexibility in the workforce to adapt to change.
- What is the target group of mentees/mentors? My experience with APPA is that the target group for mentees may be below associate directors.
- Evaluation and Identification of mentor and Mentees. Placement of mentees. Organizational structure and Leadership
- Sharing real world experiences and the difficulties of leading in an over politically correct and entitlement minded society.
- Location of each party applicability of experience to share
- Overall advancement on a professional level.
- Making sure the mentee has a well-rounded knowledge of all aspects of the job he or she is being groomed for. Both technical aspects and policy oversight are critical. Making sure the mentee has taken enough classes in people management.
- One to One dialogues, Leadership skills assessment, programming for career advancement (career tracking)

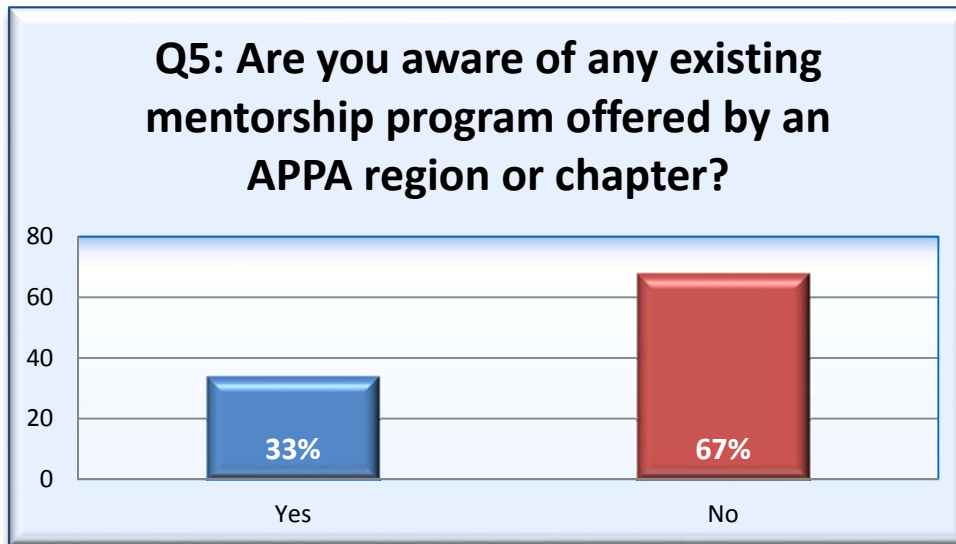
- Good matching of Mentors and Mentees according to geographical or country location.
- Reporting on how the program is working.
- Strong Leadership Skills Dealing with political issues Communication Skills, Honesty and Integrity Respect for all employees
- A program for skilled trades workers.
- Capital assessment and planning, utility and facility improvements, team management, successful maintenance programs, budgeting
- A set of expectations by both the Mentor and Mentee.
- Leadership
- Be consistent and follow through once we start. Work with the experienced workers that have years of serious service.
- Ease of participation, expense, and time commitments.
- Make sure to integrate hands on time along with administrative duties into the curriculum.
- Geography/proximity of mentor to mentee.

Question 14: Do you have other comments about mentoring or mentoring programs?

- I had a mentor in another career prior to facilities, and I still remember it. It made a good, lasting impression on me.
- I believe it's a great way to learn and share.
- Need to have buy-in from leadership to allow staff to have the time for mentoring (mentee or mentor)
- I believe there are significant benefits to a mentoring program for both higher-education facilities professionals and their respective institutions. With the current demographics and strong trend for increased retirements in the coming years, facilities leadership needs to wake up and start thinking about (and planning for) who will be doing these jobs in the future. This requires a firm commitment from the "top down" in an organization and the willingness to freely share information, resources and knowledge. I have seen little interest in this subject over my career until recently. I would have loved to have had a professional mentor in my career that wasn't threatened by my own success!
- I think this has a lot of merit and it may be that I'm simply not aware of the benefit of the existing program.
- "The more you give, the more you get". We need to get back to this and away from the "kick the can down the road" approach of American management today.
- Fit for both parties
- I am most interested in finding out what APPA does in mentoring and identifying opportunities for key staff in Facilities Management.
- The #1 step is to identify those that could benefit from being mentored and show them why it is to their benefit to become more involved in APPA.
- This is a great idea and would build an overall program. Thanks.
- This is a much needed program for all levels of our workforce.
- They are very hard to come by and can only be seen as another means of Leading as opposed to following.
- A local program could be successful utilizing public and private employers for training opportunities and funding.

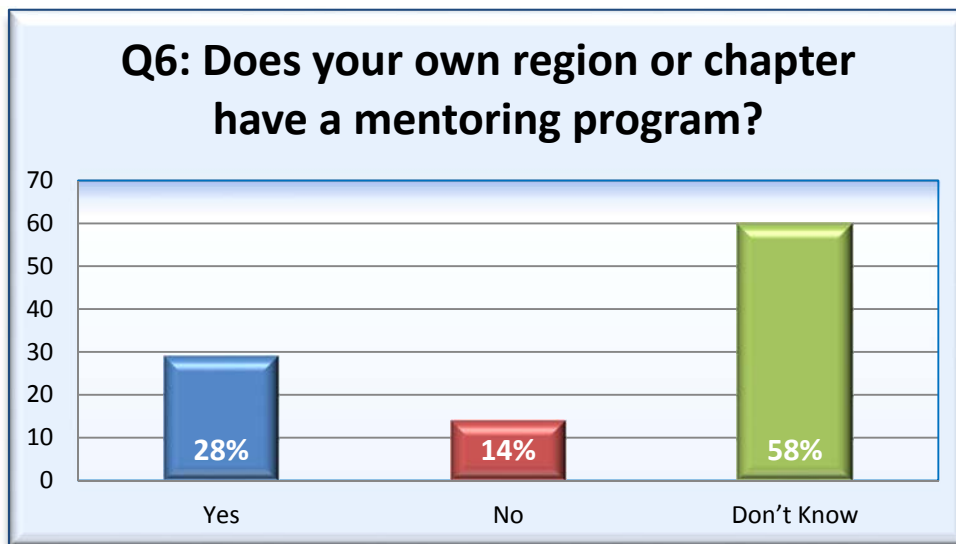
Survey Results for Members with Greater than 20 years

103 Respondents



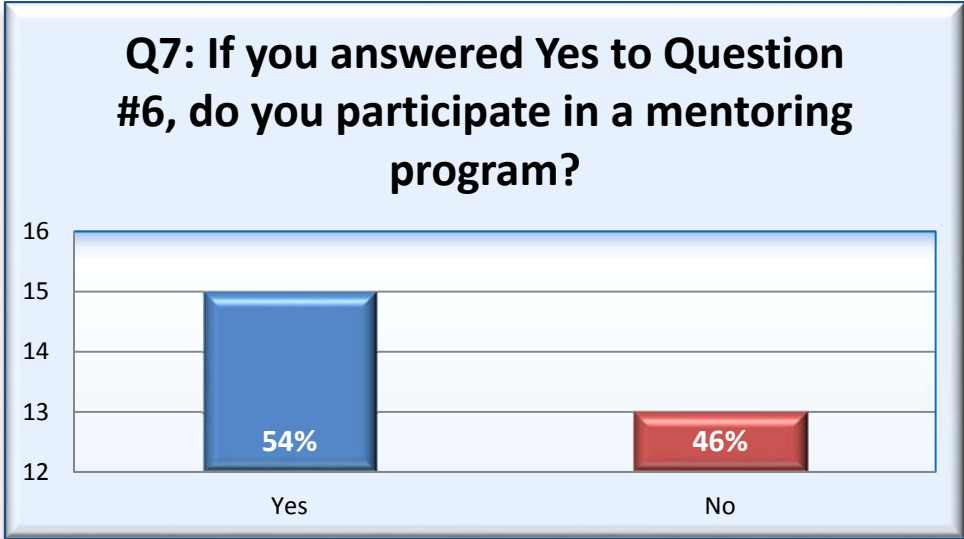
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most members in this category are not aware of any programs.



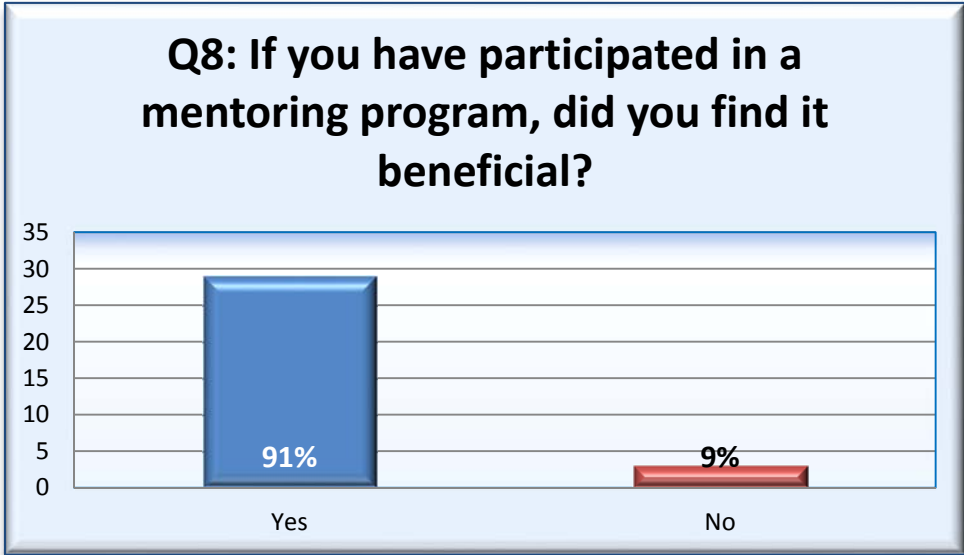
NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: The regions that do have a program need to continue promoting their programs. Regions without a program should consider starting one.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

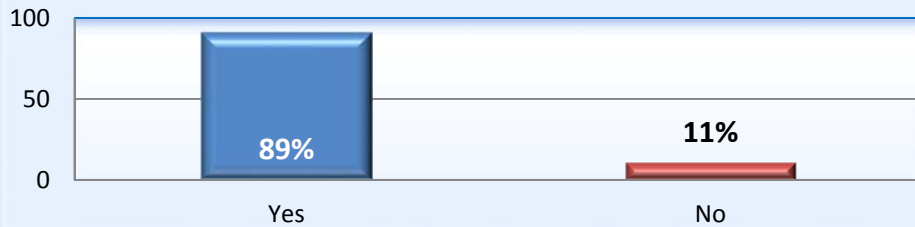
Observation: Most responders who have participated in a mentoring program in the past have found it to be very beneficial. Many of the respondents in this category expressed concerns about the time commitment or they were often already involved in programs within their own institution.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Most responders who have participated in a mentoring program in the past have found it to be beneficial. Many of the respondents in this category found mentoring beneficial early in their careers and would like to share that experience with others.

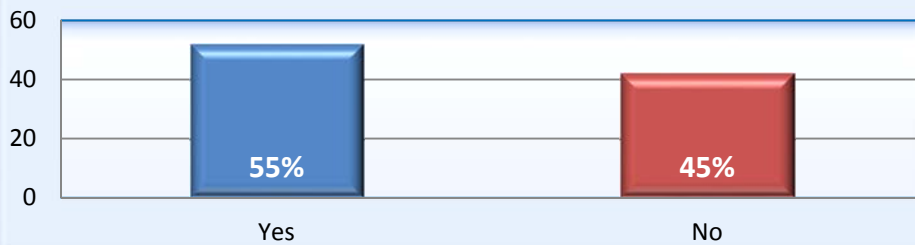
Q9: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentor?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

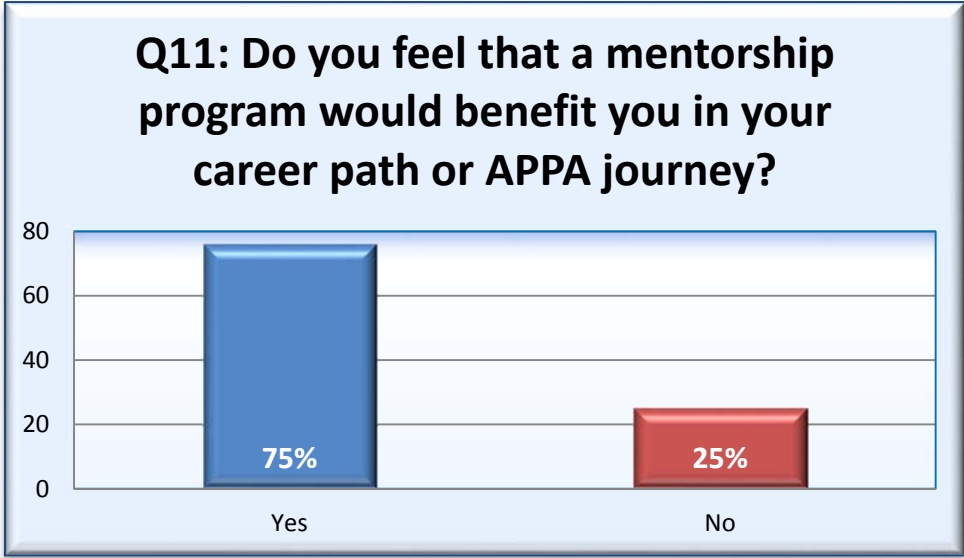
Observation: There is a strong willingness of respondents to participate as a mentor. This high level of willingness to be a mentor was evident for all levels of experience and years in the industry; although as might be expected the percentage of willingness to be a mentor for those with 0 to 5 years of experience was lower than those with greater than 20 years. The results indicate that there are a high percentage of members within APPA interested in participating as a mentor.

Q10: If APPA, your region, or your chapter had a mentoring program, would you be willing to participate as a mentee?



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

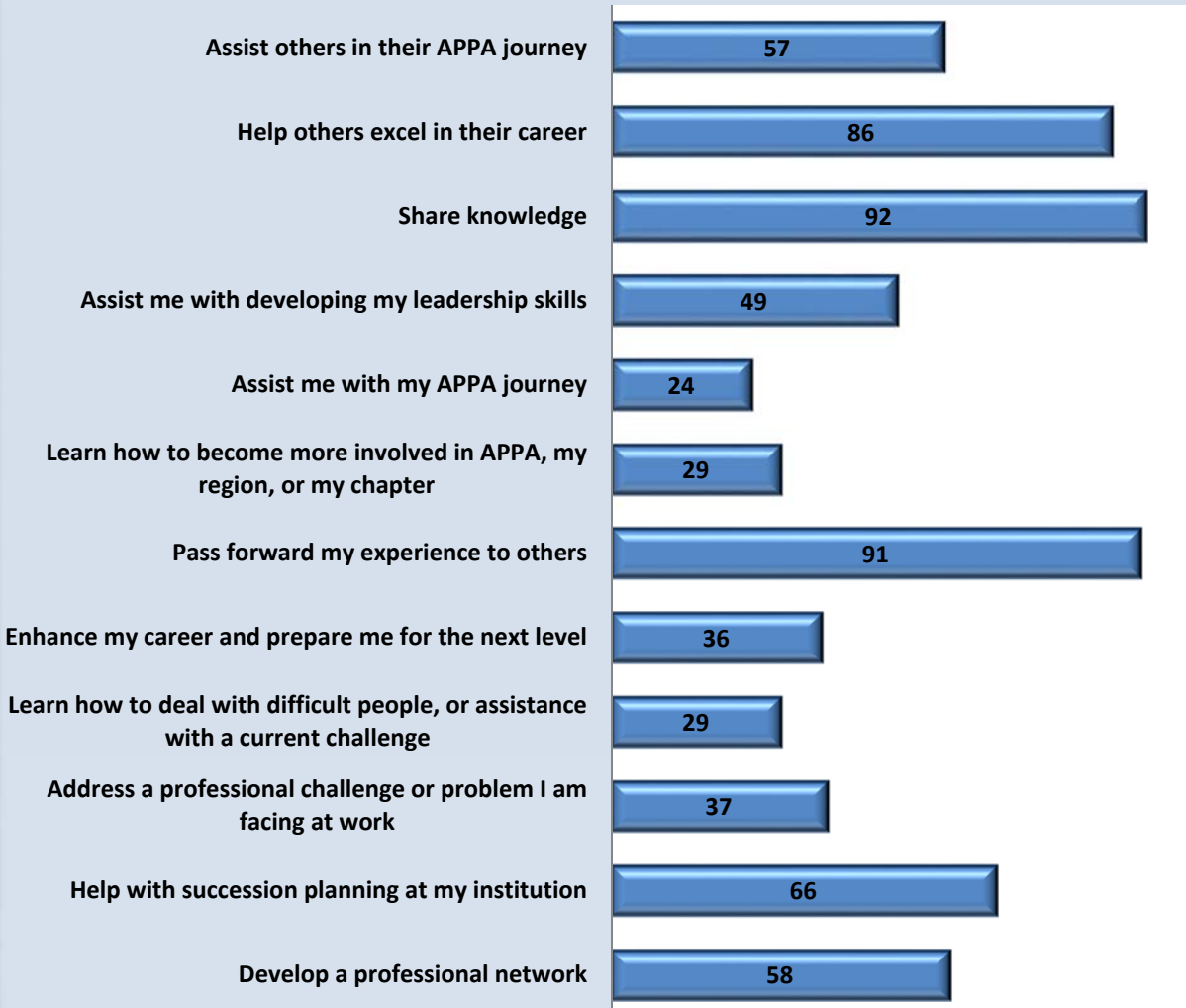
Observation: Those newer to the industry were more likely to want to be mentored, although there was still a high percentage (55%) of those with greater than 20 years in the industry that indicated they would benefit from having a mentor. These results from those with all levels of experience imply that there is an interest in APPA for a mentoring program.



NOTE: The axis represents the actual number of respondents, while the percentages for those respondents are included within the graph.

Observation: Surprisingly, high percentage of respondent in this category still felt that a mentoring program would benefit them in their career path or APPA journey. These results imply that there is an interest in APPA for a mentoring program amongst this group of members.

Q12: What reasons would lead you to participate in a mentorship program?



Note: Respondents to Q12 were allowed to select multiple answers. Numbers within the graph indicate the total number of responses.

Observation: The most common reasons for wanting to participate include sharing knowledge, passing forward experience, and helping others excel in their career. These top priorities are followed with help with succession planning within their organization, and assisting others with their APPA journey.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

The most common responses to this question were:

1. Good matching and pairing of the mentor and mentee.
2. Time concerns – some were concerned that it would take too much time and especially if regular face to face meetings were expected.
3. Developing leadership skills.
4. Location – some felt close proximity was important while others felt that cross institutional matching was best in order to provide a broader perspective and network base.
5. Programs should develop clear objectives.
6. Easy access in order to reduce the time commitments and to help with the pairings that may not be in immediate location.
7. Provide a good program review to ensure those who are participating are getting the most out of the experience.
8. Ensure commitment by those who participate.

Several respondents in this category felt that a mentoring program would be a great opportunity for retirees and emeritus members to continue to contribute.

Conclusion

Questions 9 and 10 asked if respondents would be willing to participate as a mentor or mentee (89% and 55% answered yes respectively) and question 11 asked if the respondent felt that a mentoring program would benefit them (75% answered yes). This implies there is an interest to participate in a mentoring program from this category of respondents. However, question 7 asked that if they were aware of an existing program do they participate and 46% answered no. Further research may be needed to determine why they do not participate when they indicated they would be willing to and they would find it beneficial.

Based on the results from questions 9, 10 and 11 it is recommended that all regions with the support of APPA consider starting or expanding a program within their region. Those regions with existing programs should continue reviewing their programs to ensure they are meeting the expectations of the participants and continue to promote their programs to ensure all members know about the opportunity, knowing that there is a high interest in participating as both a mentor and a mentee.

Responses to specific questions Greater than 20 Years

Question 7: If you answered Yes to Question #6, do you participate in a mentoring program?

If you checked No, what are your reasons for choosing not to participate?

- Yes, I have participated, and would like to continue participating either as a mentee or mentor.
- I was unaware of mentoring programs through MAPPa or APPA
- Yes, I participate as a mentor
- I didn't know there was one.
- I would like to be a mentor
- Did not have the time or understanding of how the program worked
- Not able to commit time to a formal program at this juncture; informally mentoring in my organization.
- Focus has been to mentor employees within my own institution rather than through MAPPa.
- I am new to APPA and am not familiar with what is offered.
- No reason, other than have not been presented with an opportunity.
- I am listed as a mentor but have not been connected to a mentee yet.
- I have offered to participate as a mentor and am awaiting an assignment
- Did not know about the program
- Time limitations, but I was a mentor in the 2013/14 Facilities Management Mentor Program at my institution, CU Boulder.
- I have participated in the past.
- Retired and No One Wants to be Mentored by an old has been!
- Lack of time and other commitments
- I have volunteered to be a mentor, have not been asked
- Not aware of the program...would participate if I knew about it
- Not sure. Just haven't engaged in that area.

Question 8: If you have participated in a mentoring program, did you find it beneficial?

- It provides insight as to how to relate to younger generations, as well as enrichment for both parties.
- It helps in that there are resources to help people understand best practices and hopefully build that understanding in the organization, it also helps build relationships.
- Our university has mentorship programs primarily associated with internships. These are rewarding to both participants.
- Engineers in Nova Scotia have mentors to verify four years of professional experience for registration as P.Eng.
- My mentoring helped several of my employees in their career journeys. One, a director at another college in our system and another as my successor.
- I like to mentor and feel great about it to help people develop in their careers. Employees I have mentored have grown, added a lot of value to the organization, and inspired others to be better.
- I answered yes, even though I have not yet mentored anyone through the program, because I do mentor some of my staff and find it very rewarding and beneficial to both parties.
- When I was in the Military we had a successful program for new engineering officers.

- It's important to build relationships in our State and guide new APPA members and people new to our profession in the right direction
- Having a person to talk with really helps when you are trying to get involved or would like to get advice.
- Yes! It was a great opportunity to help improve the communication, cooperation and collaboration between M & O and PD&C in our department. As a long term employee on our campus I was able to pass on what I was told was valuable insight and stewardship skills. Having had the opportunity to graduate from the APPA Institute, take 3 Tracks of the Leadership Academy and my earn EFP, I've rounded my knowledge and enjoyed being able to pay some of that forward.
- Have not participated in a mentoring program.
- Yes- in the past in other jobs it has been very helpful.
- Use mentoring at our institution to (1) on boarding new employees or (2) allowing employees to learn new skills or gain specific knowledge.

Question 13: What specific elements of a mentoring program should be considered during the program's development?

- The key is to match people with a desire to learn and a desire to help. It would be great if pairing of mentor/mentee could happen face to face.
- Proximity to participants, beginning and end times and guidelines to assist mentees and mentors
- I believe that we should be looking at developing the entire work force, and touch on the importance of all aspects of customer service (internal and external customer bases)
- That whoever is being mentored to is surrounded by the best of his or her peers.
- Non-technical issues.
- As a mentor, I think that it would be important to be assigned a mentee so that a relationship develops. Also evaluation by both parties should be part of the process and then could be used to strengthen and market the program. Former APPA Presidents would be perfect mentors!!!!
- Having attendees serious about their attendance and willing to be active participants.
- Leadership, Development, Custodial Programming, Labor Relations, Customer Service.
- Confidentiality to some respect
- 1) Knowledge transfer techniques 2) Job Shadowing opportunities 3) Development requirements and opportunities 4) Succession planning tools 5) Certification requirements for Mentors.
- I developed a training program for ERAPPA on mentoring and would be happy to send you the material.
- Good start with clear objectives
- Financial concerns and time away from your campus. Though we have had some "ON LINE" PROGRAMS that were helpful I guess.
- Ethics, job knowledge, performance evaluation
- How does this progress if mentor and mentee are not in the same institution/geographical area?
- Leadership, Leadership, and Leadership! Planning strategies, project development, budgeting, and HR issues.
- Defined vision that leads to an ending point.

- Ability to link mentors with mentees regionally. Having a mentor at the same institution may be a problem. Consider endowing the program so m/m's can meet over a meal (lunch) to discuss issues away from the work setting of either.
- What can facilities do support an institution to bring more students in. How can we not be considered expenses
- As APPA does well already, give recognition to participants and institution that support the program.
- What is working and what should we work on changing. Maintain focus on professional development. Do not allow cronyism to creep into program.
- As I have not been involved in a mentoring program, I really when need to think longer than this a survey provides to answer.
- Logistics
- Time, logistics & communication
- Size of institution.
- Logistics around managing the program. Who keeps lists of mentors and mentees? Who makes the initial connections and monitors the success of the program. How is it marketed? I'm sure there are best practices from successful programs...these need to be shared.
- The regional programs are appropriate at this point, however having a national mentoring program is not effective, promoted, use and needed at this time.
- Outline structure of program--i.e. access, guidelines, etc.; set expectations of frequency and mode of communications, determining goals of the participants
- I think one of the most important factors is the means by which the Mentee and Mentor are matched (e.g. not just any mentor will do). I believe it vitally important that they share some common interests (actually beyond as well at work), have mutual respect for each other and are willing to be open and honest with each other. One should be able to select their mentor or ask for help in finding one. I firmly believe that development in a mentoring relationship can/should flow in both directions; when it does the result is a truly in a successful connection. The program should afford a means to define the mentoring relationship and a process for the mentor/mentee to develop their unique set of objectives but also contain a well-defined set of goals for all participants. Finally, the program needs to contain a means of recognition for the participants (mentor and mentee), levels or goals achieved and a graduation point that recognizes the mentee has reached his or her goals and is ready to move to the next level.
- Development of guidelines and expectations. Providing suggestions. Some sort of check-in process from a central office.
- How to interact (in-person, phone, etc.)? Arriving at a prioritized list of activities for the mentor and mentee.
- Developing relationships can be challenging over distance and schedules. Also, finding compatibility or common ground could be challenging. The mentor may not be able to meet the needs or wants of the mentee.
- Specific trade knowledge and practical skills
- A strong program plan
- Action plans setting goals for the individuals Recognition of the relationships developed
- Goals for the mentor and mentee. Some predetermined level of experience for the mentor.
- The need for leadership in the organization. Stay current with happenings in the profession. Be willing to ask questions from other facilities professionals. It is important to be active in the regional association and APPA.

- Grasp realm of opportunities in facilities management
- Writing a plan with set goals. Accountability.
- Broad considerations of all responsibilities as programs are developed.
- How one can improve their standing in their organization by participating and contributing to APPA. Make it a central part of one's professional career. I did and I have never regretted the time I spent involved with APPA activities.
- Providing enough structure to ensure consistent quality.
- Target audience(s)
- Measurement--how do you determine if it's working and how to adjust it to work better? Are there milestones to achieve or metrics you can apply? Will it have definite end point or a soft phase out? How to match people for maximum benefit?
- Try to develop mentoring programs at all levels of facilities management- from the field staff levels to leadership levels.
- Clear outcomes, roles and responsibilities of all parties. Success may not always be easy to measure.
- The areas of specialization and the goal of the mentee
- I think structure and clear definition of expectations is very important. People are more likely to participate if they understand to what they are committing. They can better judge the time and resource requirement.
- Communicating the availability and specifics of the program in a way to insure that the information reaches the target audience and is fully understood as far as its purpose and benefits to the member.
- What do you want to be in the Facilities Management chain?
- Basic tools for success in the business (best practices) Sounding board for ideas and solution.
- Personal visit vs email, phone. Regular communications. Consistency.
- Keep it well organized and transparent.

Question 14: Do you have other comments about mentoring or mentoring programs?

- Great program. I hope it moves forward.
- Always worthwhile
- I would think that when possible, mentors and mentees should be paired up locally, but from different institutions - this allows for cross pollination of philosophies - I also would like to see informal meetings or think tanks that starting thinking and promoting sustainable practices for management and sustainable cultures in the workplace.
- Good investment.
- It would be a slam dunk and is definitely needed!!!
- Detailed sharing of information
- I will be retiring in August of 2015 and would be interested in mentoring opportunities with the APPA.
- Let's go
- So far all APPA programs seem to be going and doing well from the response and info from the RMA people.
- Mentor and mentee need to be able to develop an effective exchange of ideas - this is hard to construct - it is not automatic - it is similar to how often in education you get a really good teacher whom you specifically relate to on a deeper level of meaning.

- Get someone you can help that will help them
- They are great and ought to be a requirement.
- Keep it simple
- There are people that think they it will take too much time and they do not give it a chance. We need to find a way get the word out that mentoring is helpful and can save you a lot of time if you are willing to look at the big picture.
- Distance and time commitments can be a concern for our schools.
- From past experience, there does need to be a central point that monitors activities and checks in with the participants.
- John, keep up the great work you are doing. You are hard core APPA!
- I had informal mentors as a new facilities professional and it help me to a great degree.
- They must be managed with some standards and accountability
- Sounds like a great concept.
- I am retired now and believe this may be another way that former Facilities professionals can contribute to APPA.
- Good idea--difficult to implement and monitor.
- Mentoring takes a commitment and should not be a considered short term solution but rather an ongoing relationship.
- Every Director should have a focus on mentoring opportunities in his management staff
- Sharing ideas; successes and failures makes us all better. Why reinvent the wheel; someone out there has already experienced the issue and has valuable lessons learned
- Should start early and be introduced at the emerging professionals meetings.
- Mentoring programs are essential to optimize people's potential and maintain excitement in the jobs.

Appendix C: Mentoring Program Guide

Mentoring Programs

INTRODUCTION

Mentoring is not a new concept; it has its roots in ancient Greece. Homer, recounted how Odysseus, before leaving home for the Trojan War, turned to his trusted friend, Mentor, to provide care and guidance in his absence for his young son, Telemachus. Thus, the word mentor is one that we associate with wisdom and counseling. Throughout the millennia, mentoring or providing guidance and counsel to another individual has frequently occurred spontaneously as informal relationships: a supervisor at work who takes an interest in an emerging professional's upward mobility; a teacher who takes extra time with a struggling or promising student; or an older family member who provides a shoulder to lean on when needed.

In recent years, as growing numbers of people have recognized the tremendous power of mentoring, formal mentoring programs have been cropping up throughout the public and private sectors. More and more community organizations, professional organizations, businesses and governments are launching formal mentoring initiatives. Consequently, there is a growing need for skilled mentors and effective mentoring programs that adhere to sound management and operation practices. APPA now has the unique opportunity to capitalize on its own mentorship program.

Mentoring programs provide a unique opportunity for protégées or mentees to:

- Maximize career performance;
- Develop an approach to move to higher levels of responsibility;
- Extend professional networks;
- Clarify and renew career directions and goals;
- Receive one-on-one counsel;
- Define critical career skills and broaden knowledge base;
- Enhance learning, perspective, vision and focus for development;
- Identify patterns essential for career and leadership success; and,
- Receive guidance as one develops the professional maturity necessary for effective leadership.

What is Mentoring?

Mentoring is a time-proven strategy that can help mentees of all circumstances achieve their potential. Mentors are caring individuals who provide mentees with support, counsel, friendship, reinforcement and a constructive example. But mentoring is not a one-size-fits-all proposition. Every mentee who would benefit from a mentoring relationship has individual needs. Effective mentoring programs offer enough flexibility to help meet each mentee's personal needs, yet allow mentoring relationships to flourish within a safe structure.

Mentoring is not coaching. Coaching, be it on the playing field or factory floor, focuses on immediate tasks and tactics for quick results. The focus of mentoring should be guidance; using experience to help an individual succeed in their work and their life.

According to Dr. Jean Rhodes, professor of psychology at the University of Massachusetts, Boston, the most significant predictor of positive mentoring results is whether mentors and mentees share a close, trusting relationship. Such relationships do not just happen. They need ongoing support and monitoring, particularly during the early stages, to ensure that the relationships do not terminate prematurely.

Elements of an Effective Mentoring Program

Ensuring an effective mentoring program involves several key elements. Implementing these elements in their entirety may take time. Therefore, it may be helpful to start small in order to pay careful attention to the nuances and needs of the program and its participant. Experts recommend as a rule of thumb, that new mentoring programs start off with only 15 to 25 matches in the pilot year.

The following is a brief description of the key elements of an effective mentoring program.

- 1. Program Design and Planning.** This is the first, and the key, element in building a program, because the design is the blueprint that will be followed in order to carry out all the other aspects of the program. The design and planning phase is a good time to think through all aspects of dealing with program participants, from recruitment, screening, orientation, training, to matching and supporting mentoring pairs. It is also the time to think about how to recognize the contributions of program participants and help mentors and mentees reach closure.
- 2. Program Management.** Ensuring that the mentoring program is well managed is crucial. A well-managed program promotes accuracy and efficiency; establishes credibility; enables the ability to gauge progress effectively; and identifies areas that need improvement. Well defined program management guidelines build a solid plan for managing the program.
- 3. Program Operations.** Efficient, consistent everyday operations are important to the success of any mentoring program. How well the people involved in the program fulfill their responsibilities can mean the difference between chaos and stability, confusion and clear-cut expectations, motivation and passivity.
- 4. Program Evaluation.** Ongoing quality improvement is a hallmark of effective mentoring programs. How well the program serves the mentees depends on how accurately the program is assessed to determine its success and identify areas that need improvement.

HOW TO DESIGN AND PLAN A MENTORING PROGRAM

Designing and planning a mentoring program requires consideration of who, what, when, where and how. By taking time to carefully think through all aspects of the program, the program will ensure that it is able to serve mentors and mentees most effectively and be sustainable over the long term. The program design and planning stage enables the creation of a roadmap of how the program will be managed, implemented and evaluated. It is important to keep in mind that the program and plans can be modified, as circumstances and experiences dictate.

Start with the Need

The decision to start a mentoring program commonly stems from the belief that a need exists for such a program. But before embarking on developing a mentoring program and amassing the support needed to launch a program, it is necessary to verify that the need does, in fact, exist. One method is to poll the membership of the organization, and ensure that there is leadership support. Next, it is necessary to confirm that people are ready and willing to invest in the program and that demand and support for the program services will be ongoing. Finally, it is necessary to determine whether the organization has the capacity, commitment and capability to run a quality mentoring program.

Design the Parameters for a Mentoring Program

Successful mentoring programs do not just happen and as with many things, according to Stephen Covey, they are created twice. There is a mental or first creation, and then a physical or second creation. The same goes for a mentoring program. This step is a critical element in building a mentoring program, because the design is the blueprint that will be followed in order to carry out all the other aspects of the program. The design and planning phase is a good time to think through all aspects of dealing with program participants, from recruitment, screening, orientation, training, to matching and supporting mentoring pairs. It is also the time to think about how to recognize the contributions of program participants and help mentors and mentees reach closure.

Begin designing the program using the following parameters in mind:

1. **Define the population that the program will serve.** For most of APPA and its regions the population is typically emerging professionals, or new members of the region or chapter. However, there may be other groups or individuals who could benefit from a mentoring program. Based on the results of the needs assessment, it is easier to identify certain characteristics about the population the program is intended to serve. Typical questions to ask include, “Who needs the program?” “Who is already being served by other programs or agencies?” and “Who are the people the program is capable of serving?”
2. **Identify the types of individuals who will be recruited as mentors.** Once the target population has been identified, the criteria for the type of people who could be mentors can be refined. For instance, if the program is designed to help with career advancement, professional growth, networking or growth within the region or chapter leadership structure these factors could influence who would be a good match. Mentors can easily

come from the public, private and nonprofit sectors depending upon the mentoring program goals. For APPA the types of individuals who are most likely to be recruited include senior facilities officers, peers, seasoned professionals, business partners, and APPA or regional leaders. While the sources for mentors may be plentiful, actually recruiting mentors can be challenging because people are being asked to volunteer a precious commodity: their time. Offering flexible options can help overcome their reservations.

3. **Determine the type of mentoring the program will offer.** After defining the mentee population the program is planned to serve and the kinds of individuals intended to be recruited as mentors, it is important to determine the type of mentoring that will be offered. Responsible mentoring can take many forms: traditional mentoring (one mentor with one mentee); group mentoring (typically no more than one mentor to four mentees); team mentoring (several mentors working with small groups of mentees, with a mentor to mentee ratio not greater than 1:4); peer mentoring (caring peers mentoring other peers); and e-mentoring (mentoring via e-mail and the Internet).

The following are some issues to consider: One-to-one and peer mentoring will require more mentors than the other types of programs; group and team mentoring will allow the program to reach more mentees with fewer mentors; and e-mentoring will be the least restrictive in terms of bridging geographic and time differences, because people can e-mail or communicate via social media (FaceTime, Facebook, Skype, LinkedIn, etc.) 24 hours a day, seven days a week, no matter where they are, as long as they have access to a phone or computer.

4. **Structure the mentoring program as a standalone program or as part of an existing organization.** Many factors will help determine whether to structure the program to stand alone or as part of another organization. Cost can be a factor. The cost of starting a stand-alone program will probably be more than the cost of partnering with another organization. Duplication of services is another factor to consider. Some regions may already have formal mentoring programs within the member institutions, so developing a regional or chapter mentoring program may not be as advantageous. Another factor to consider is organizational infrastructure. Programs that plan to stand alone may have to build an organizational infrastructure, such as personnel, financial, policy, and technology systems.
5. **Define the nature of the mentoring sessions.** Regardless of the nature of the mentoring sessions (i.e., professional growth, networking or leadership development), the core activity of mentoring is the development of relationships that will help the program to achieve other program goals. While all mentoring programs aim to promote positive mentee outcomes, each program has its own specific goals. Some programs have broad development goals, while others focus on improving specific performance, learning how to succeed in the workplace or reducing risky behaviors. For example, if the nature of the mentoring session is to help make relationships and welcome new members into the APPA region or chapter the sessions may be informal and take place only during the

annual meetings. However, if the intent is to help with professional growth, contact may be more regular with specific goals identified between the mentor and the mentee.

6. **Determine what the program will accomplish and what outcomes will result.** The nature of the mentoring sessions (parameter 5) will help determine the types of outcomes expected to be achieved by the overall program and for all the participants: mentors, mentees and sponsoring organizations. It is important to identify the program goals and expected outcomes for the mentors and mentees. The purpose or goals of the mentoring program can take many forms including socialization, networking, personal growth, job or career guidance, educational advice, leadership development, etc.
7. **Determine when the mentoring will take place.** The nature of the mentoring sessions will also help determine when the mentoring takes place. If professional or career support is the focus, mentoring will probably take place during the mentor's work hours. (One exception would be e-mentoring, which can take place any time.) If socialization or networking is the focus, mentoring could take place any time, including weekends. And if welcoming new members into the APPA region or chapter is the focus the sessions may be informal and take place only during the annual meetings.
8. **Determine how often mentors and mentees will meet and how long the mentoring matches should endure.** Ensure that the amount of time required for mentoring sessions will be adequate to accomplish the outcomes set in parameter 6. The frequency or time spent together can be pre-determined by the program developers or it can be left to the mentee and mentor to determine. The success of mentoring lies in mentors and mentees developing and sustaining close personal relationships. Because it takes time to develop a relationship, the duration and consistency of a mentoring relationship is very important. Some experts suggest that mentors and mentees should meet regularly at least four hours per month for at least a year; however that will vary based upon the program goals and the needs of the mentee. Developing guidelines established in writing for the mentor and mentee to refer to can help with relationship building and determining the time commitment. Developing prompt questions that mentors and mentees can use to start building trust in their relationship may be beneficial. Use of a SMART goal approach to what each person wants out of the program may also be beneficial.
9. **Decide where the mentoring matches will meet.** Once again, the nature of the mentoring sessions will help determine where they take place. There are many options to choose from: workplace, phone calls, email, social media, regional and chapter meetings, etc.
10. **Identify the program stakeholders and determine how they will promote the program.** No matter what type of mentoring program is developed, the stakeholders will commonly include the advisory group or management team, the mentors, the mentees and the overall organization such as APPA or its regions and chapters. It will take the effort of all these stakeholders to promote recruitment and develop a sustainable program.

11. **Decide how to evaluate the program's success.** This is crucial in order to determine if the program is meeting the stakeholder's expectations. Think about how to evaluate the program's effectiveness, including the type of data to collect, how it will be collected, and from which sources.
12. **Establish a case management protocol to ensure that the program has regular contact with both mentors and mentees about their relationship.** For mentoring relationships in the program to flourish and endure, the program leaders will need to be in touch with mentors and mentees on an ongoing basis. That way, they can assess how well each relationship is progressing and offer guidance and advice along the way. Regular contact between program administrators, mentors and mentees can help avoid conflict, get relationships back on track and help accomplish the program goals. One option program developers can consider is to give the participants a defined trial period to make sure the match is a good fit.

With these parameters in place it becomes much easier to work out the details related to the program management that deal with procedures related to recruitment, screening, orientation, training, matching and supporting mentoring pairs.

PLAN HOW THE PROGRAM WILL BE MANAGED

Ensuring that the mentoring program is well managed is crucial. A well-managed program promotes accuracy and efficiency; establishes credibility; and enables the ability to gauge progress effectively in order to identify areas that need improvement. Well defined program management guidelines build a solid plan for managing the program.

Select the Management Team

The size of the mentoring program management team will depend on the size and scope of the program. At the very least, the organization will need a program coordinator. Larger programs may need more than one coordinator. It is important to choose someone with strong leadership abilities and management skills who can manage a wide range of responsibilities, including:

- Managing the overall program;
- Developing consistent procedures for recruiting and referring mentees;
- Overseeing development and implementation of all promotional and educational efforts;
- Cultivating and maintaining all necessary external contacts and relationships for implementing and maintaining the mentor program;
- Recruiting, screening, training and supervising mentors;
- Matching mentor/mentee pairs;
- Developing and maintaining all records, policies and procedures;
- Coordinating mentoring activities;
- Checking in regularly with mentors and offering ongoing support;
- Developing a plan to recognize program participants;
- Developing a plan to evaluate the program, including soliciting participant feedback;
- Tracking program statistics, including budgetary costs, hours and so forth; and
- Documenting development of the mentor program.

The program coordinator should be someone with passion, excellent communication and organizational skills; and prior experience in serving as a mentor is a bonus. Ultimately the program coordinator should be the program “executive champion” to the organization.

The management team itself will likely be the region or chapter board of directors. This team should consider and have primary responsibility for:

- Setting policy and approving practices for the mentoring program;
- Assuming legal responsibility for all the affairs of the mentoring program, including incorporation, bylaws, liability and insurance if needed;
- Serving as the fiduciary body for the program, overseeing accounting, auditing, fundraising, budgeting, investing and financial procedures;
- Providing connections to potential funders and hands-on support to help the program raise funds if needed or desired; and
- Providing legal, financial and other expertise as needed.

Establish Policies and Procedures

In addition to selecting a management team, it is important to establish policies and procedures that reflect the program decisions and practices that everyone will follow. The mentoring program should have policies and procedures for selecting the program leader; communicating and safeguarding the rights of the mentors and mentees; interviewing and selecting mentors; and monitoring mentoring relationships. Consider establishing policies and procedures in these areas:

- Where and when mentoring takes place;
- How mentors are oriented, trained and screened;
- How mentors and mentees are matched;
- Who supervises or supports the mentoring pairs and how often that individual is in contact with each mentor/mentee pair;
- Whom a mentor or a mentee should contact when problems arise;
- How to handle complaints;
- How to resolve problems in relationships or bring relationships to closure; and
- How to evaluate the program's success.

While strong policy and procedural guidelines are necessary, a successful mentoring program must balance the dueling needs of structure and flexibility. A level of formality is needed within the mentoring process, participant training, progress tracking, and communication to help the program run smoothly. Yet mentoring is about individual learning and growth, which means participant needs will vary in outcomes sought and preferred methods of learning. When planning a mentoring program, identify areas that require flexibility and build them into the program.

Develop a Financial Plan

During the design and planning stage, the organizers may want to develop a financial plan that includes a budget for the program, along with an estimate of how much funding is needed to start and sustain the program. Many programs can be initiated at little to no cost. However, if there is a desire to provide training for the program coordinator, mentors or mentees then funding may be needed. Other considerations could include recruitment and training materials, meeting space and A/V support, refreshments, certificates, special awards and prizes, recognition awards or pins, etc. It is important to keep accurate records of funding sources, including grants, cash and in-kind contributions. It is also important to record expenditures accurately and develop a system for documenting the actual costs of running the program. In addition to satisfying potential IRS and funding requirements, accurate records will help estimate costs for future budgets.

Design a System to Monitor the Program

It is critical to monitor the program to make sure it is on track, that it is meeting the program goals and that the programmatic work aligns with the mission. If the program is not furthering the desired mission and goals, then it is worth asking - why have the program in the first place.

Review the policies, procedures and operations on a regular basis to ensure that they remain relevant to the mentoring program or to determine if there is a need to create new ones to better meet the desired goals. The review process will require developing metrics. It is often said that it is difficult to manage some that is not measured, and if the program is not being effectively managed it can easily fail.

The structure of the mentoring program will determine what specific information is needed to collect to monitor success. The following are some of the records management and program evaluation forms to consider maintaining:

- Mentor applications - provides the program coordinator with demographic data, information for screening and matching, reasons for participating, available hours and references.
- Mentee applications - states potential participants' reasons and goals for enrolling in the mentoring program and the qualities they would like in a mentor.
- Mentor/mentee agreements - spells out the purpose and expectations of the mentoring program, its duration and expected participation, and secures commitment in writing from both mentor and mentee. These forms also give program administrators permission to disclose relevant information about the mentee to the mentor.
- Document mentor/mentee matches - tracks the status of the matching process, the program caseload and wait list, and the duration of the relationships.
- Program participation logs - tracks hours and types of interaction between mentors and mentees. This log records the routine contacts, including telephone calls (or attempts), attendance of mentor and mentee at scheduled events and independent meetings or outings.
- Attendance and participation records - tracks attendance at group activities.
- Expense forms - details the nature and amount of program expenses.
- Action plan - outlines specific program and mentor/mentee goals and documents each participant's progress toward them.

Develop Strong Pro-mentoring Advocacy Efforts

To sustain momentum for the mentoring movement, every mentoring program should have some means to advocate for additional mentoring at the local, regional and international levels. Remember to enlist the Business Partners in the advocacy effort. The Business Partners can provide resources, including funding and mentors that will help sustain the regional or chapter mentoring programs. Encourage workplaces to institutionalize a culture of mentoring and to reward employees who mentor and to recognize those who participate as mentees.

Establish a Public Relations/Communications Effort

When new mentoring programs are introduced in organizations, there is generally natural enthusiasm. Yet this enthusiasm does not always translate into high participation rates. A common reason is the absence of effective promotion. Do not assume potential mentors and mentees understand the benefits. For many, this will be their first opportunity to participate in mentoring. There will be a need to convince them participating is worth their time and effort. Beyond participants, key leaders and stakeholders need to be educated on the benefits of the program and strategic value to the organization.

The program public relations efforts should be ongoing and designed to send a message about the need for mentoring and the value of the program. This message should not only educate those outside the program but also keep everyone in the organization on the same page. Everyone who is affiliated with the mentoring program should understand the goals of the program and be able to communicate those goals to outside groups and potential new participants. Establishing and implementing an effective public relations/communications effort is important to ensure that the program can recruit and retain mentors, increase awareness of and support for mentoring and raise sufficient funds to keep the program running. Funders, policy makers, organizational leaders and the general membership all need to know about the mentoring program's mission, goals and successes. The long term public relations/communications plan should be reviewed on a regular basis to ensure that it reflects the program's changing needs.

- **Identify Target Markets**

Identifying a specific target market is extremely important in recruiting mentors. Examples of target markets are college students, emerging professionals, regional and chapter members and Business Partners. While developing the marketing plan, it is important to define and understand the target audience. Consider the age range, educational background, employment positions, longevity, hobbies and interests, and other characteristics of this group. Even if the demographics are so broad that it is difficult to identify a particular group, it is helpful to be able to “segment” a sample of the population in order to target the marketing efforts to a few distinctive groups.

Start with what and whom you know. Ask current mentors and mentees about their interests and how best to target the message to them. The program mentors may even take it upon themselves to market the program to their peers and colleagues. Identify the groups that are most likely to respond positively to the message and develop a realistic timeline for contacting and following up with each group. Be realistic with the marketing timeline - remember that the goal is not only to recruit new mentors but also to develop relationships that will help sustain the program.

After identifying the target audience, ensure that the marketing efforts match the identified “needs” of this audience. One way to do this is to test market or survey the program with a few members of this audience. Listen and respond to comments from the focus groups or test market participants.

- **Develop a Marketing Plan**

A marketing plan is an organized program of activities that promotes the program for one or more purposes, usually to build recognition, recruit volunteers and obtain funding. Generally, a plan incorporates several marketing elements, such as printed promotional materials, advertisements, public presentations, website updates, and other events. The thread holding these activities together is a common goal with common communication messages.

Effective planning for marketing is one of the most critical activities the mentoring program can do to ensure its success. A marketing plan builds awareness and informs the target audience about what the program is trying to do and why. Most important, it asks people to do something: be a mentor, donate time or money, or participate in an event. A final tip for effective marketing is to develop a strong, focused message. Everyone involved and every piece of program literature should follow the same message. A clear mission statement will lead the way toward developing a catchy program slogan, a strong, concise program description and core messages targeted at the chosen audience. In communications, “reach” and “frequency” are important terms. Reach is ensuring that the message gets to the target audience. Frequency means that people may have to hear the message a number of times before they become aware of the program and take action. Also consider creating a defining slogan. This slogan is frequently the 30-second sales pitch. In those 30 seconds, the sales pitch needs to grab attention while conveying the need, value and benefit of becoming involved.

Finally, in the marketing plan do not forget the call to action! Always clearly spell out the action you want readers to take (call, write, join, etc.). Include the call to action at the beginning of the document and repeat it at the end. Using words such as “now” or “today,” gives the need a sense of urgency. Also be sure to gather testimonials. The target audience will likely pay attention to a message from current mentors, people who have enjoyed mentoring and would be willing to recommend it to others, or from mentees themselves. Ask a mentor or mentee (or both) to write a sentence or two describing what they gained from or enjoyed about their mentoring relationship, and ask for permission to use the statement in promotional campaigns.

Gather Feedback from All Constituents

It is important to have a system in place to collect feedback from mentors and mentees. In addition to participant feedback, it is important to hear from all the stakeholders, including board or advisory group members, donors, program leaders, and program partners. To gather participant feedback, ask questions during routine contact with participants, conduct focus groups, or send out a survey. Another easy way to solicit feedback is to add a link on the program’s Website.

Recognize Program Participants and Sponsors

It is extremely important to recognize the contributions and achievements of all participants. By incorporating recognition into the public relations efforts, two goals accomplished at once: recognizing participants and publicizing the program. For example, by publicizing the story of a particular mentor/mentee pair, the mentoring program can not only acknowledge their success but also use their example to highlight the overall accomplishments of the program and generate additional interest and publicity.

HOW TO STRUCTURE EFFECTIVE PROGRAM OPERATIONS

Mentoring program operations will be effective only when procedures and policies are focused on enhancing the well-being of every mentee. The day-to-day operating procedures established for the mentoring program will greatly affect the program's quality and sustainability. Strive for consistency, compatibility, support and accountability. From mentor recruitment to mentor/mentee matching, from orientation to relationship closure, make sure all participants clearly understand what the program expects of them, and what they can expect from the program.

Define Eligibility for Participants

The first step in recruiting mentors is to define eligibility for participation. Define the qualifications and attributes that mentors should have to successfully create and maintain an effective mentoring relationship. Create a clear description of the functions the mentor will perform, including the specific time commitments required, the frequency of contact, and the minimum length of time the mentor is expected to maintain the relationship with the mentee.

Screening Potential Participants

The screening process has three primary purposes:

- To screen for people who have the sensitivity, commitment and sense of responsibility to be great mentors;
- To screen out people who have the potential to harm the program in any way; and
- To ensure that mentee participants are eligible for and can benefit from the program.

The program is responsible for screening prospective mentors and placing them in suitable roles. As a general rule, the more risk inherent in the program the more rigorous the screening process should be. Careful screening improves the quality of the mentors and helps ensure the needs of the mentees are being met.

Before screening mentors, the lead organization should develop a written policy documenting the screening process. This policy should include a list of elements that each prospective mentor must complete, guidelines for selecting or disqualifying mentors and clear instructions on interpreting the eligibility of a potential participant. All information gathered through the screening process should be kept confidential, unless otherwise approved. Also, always document the findings during the screening process and the decisions that were made about the participants. This documentation verifies that the program followed the written screening policies on each prospective mentor.

The first step in the screening process is to require all prospective mentors to complete a written application. The application could include such things as a statement of the applicant's expectations, special interests (which are helpful in matching mentors with mentees), a list of references, employment history and any other eligibility requirements. The application could also include a statement about the applicant's commitment to abide by program rules and regulations.

Some people do not make good mentors. There are no hard-and-fast rules. However, the program may want to also screen out those who exhibit the following characteristics:

1. Do not have enough time to commit to being consistent in their mentoring;
2. Seem to be volunteering for status or adverse personal reasons;
3. Hold rigid opinions and do not seem open to new ideas;
4. Seem too concerned about what a mentee can do for them;
5. Want to be a mentor so they can work out problems from their own past; or
6. Do not have skills that match your program's needs.

If a potential mentor exhibits any of these traits, it is best not to accept that applicant. The program coordinator may want to offer the volunteer a different opportunity, so it is a good idea to be prepared with a list of volunteer assignments other than mentoring: fundraising, program record keeping, public relations and marketing, and so on.

When the program coordinator must turn down an applicant, here are some things they might say:

1. "We have no mentees who would match well with you at this time."
2. "Your skills and interests do not fit our mentoring profile, but we would like to have you involved with the program. Might I suggest some other important volunteer opportunities?"

Conducting orientations as part of the screening process can also serve as a mechanism to weed out prospective participants who do not have the time or the motivation to participate in the program. The mentorship program should establish a schedule that includes orientation and training for mentors and mentees.

Recruiting Mentors

For mentoring to thrive, a solid relationship needs to form between mentor and mentee. A critical step in the mentoring process is matching mentors to mentees. Recruiting mentors for the mentoring program should be driven by quality over quantity. The mentor recruitment plan should focus on how well each prospective mentor can relate to the mentees in the program and fit in with the program's goals, structure and general culture. Realistically, not all prospective mentors or mentees will meet the program's requirements for participation. It is important to have procedures in place to notify prospects respectfully if their skills and background do not meet program requirements and, if appropriate, to involve them in the program in another role. If the program is not able to accept a particular individual into the program, be sure to offer other volunteer activities that help promote, implement or manage the program; such as fundraising, program record keeping, public relations and marketing, and so on

An important concept to remember is to ask mentors to recruit their friends and colleagues to mentor. Mentors are the best people to sell the program and volunteer opportunities. Research has shown that personally asking people to mentor or volunteer is one of the most effective recruitment strategies.

Keep in mind that not all people are suited to be mentors or will be compatible with the program's culture and expectations. Review the section on the Role and Traits of Excellent Mentors to help determine the criteria and attributes required of the program mentors.

- **Select Mentors Who Support the Mission of the Program**

Individual motives affect the quality of the mentoring relationship. Good mentors do not view themselves as “rescuers” or as superior to participants. They simply understand that less experienced persons in tough situations need someone who really listens and cares. Try to discern their motives and personal agendas when screening and interviewing mentor candidates. What do they hope to gain from the experience? What do they think they bring to a mentoring relationship?

- **Emphasize the Benefits of Mentoring**

The benefits of mentoring go both ways. Mentors often report that their mentoring experiences improved their lives in tangible ways. Not only do they feel better about themselves for playing a positive role in another person's life, but they also find that mentoring teaches mentors more about themselves. Mentoring increases their sense of responsibility and accomplishment, and lays the foundation for better morale at work and better relationships with family, friends and coworkers. In fact, in a national survey of mentors who mentored young professionals, 83 percent said they learned or gained something personally from their mentoring experience. They reported feeling that they had become a better person, developed more patience, developed new friendships, felt more effective and acquired new skills.

Recruiting Mentees

Recruiting mentees is part of the intake process for the mentoring program. It is critical to know who the potential participants are. When recruiting mentees, remember it is important that mentees decide voluntarily to participate in the program. Also, not everyone can benefit from mentoring, so it is imperative to follow the criteria for participation that have been identified during the design and planning stage.

After potential mentees request to participate, the next step is to provide an orientation to the mentee to determine if the program is appropriate to their needs. If the mission of the program meets their needs and expectations, the screening process can continue with an intake interview. Focus the interview on the mentee's eligibility for participation. Use it to assess the mentee's attitude and interest in the program and to help make an appropriate match. The interview process can also be used to outline the program expectations and policies. Another option is to have a standard checklist with criteria for mentors and mentees to fill out. This could be done online.

Some common interests or criteria that mentees may have include:

- **Professional** - Common language is sometime critical amongst pairings, especially when relationships are new. For example pairing an architect with a custodian may not provide a common professional background and a deeper understanding.

- **Future Career Plans** - Does the mentee have a particular career path in mind or does the mentor occupy a position that interests the mentee.
- **Gender/Age/Race** - These parameters may be important to some individuals.
- **Location** - Close proximity for face-to-face meetings may be more desirable than long distance contact via e-mail, phones or social media; or there may be a desire to partner with someone at an institution with similar weather climates, etc.
- **Education/Experience** - Some mentees may desire a mentor with common educational backgrounds, experience, career path, etc.
- **Institutional Size** - e.g. large university versus smaller community colleges or school districts.
- **Type of Institution** - This could include a variety of factors including public versus private, high research versus liberal arts colleges, hospital campus, community college, Tribal Colleges or Historically Black Colleges and Universities (HBCU), etc.

Mentor Orientation

Providing prospective mentors with a pre-match orientation, allows them to make a more informed decision about whether to participate in the program. It also gives them the chance to meet other prospective mentors and begin an informal support group.

An agenda for the mentor orientation could include the following:

- An overview of the program, including mission and goals;
- The qualities of successful mentors, including a mentor job description that outlines program expectations and requirements;
- A description of eligibility, the screening process, suitability requirements and length of the screening and matching processes;
- The level of commitment expected (time, energy, flexibility, frequency);
- Benefits and rewards of participation;
- A summary of program policies, including those governing privacy, communications, liability and evaluation; and
- Safety and security, including use of the Internet.

This is also a good opportunity to handle any administrative matters. Be certain to allow enough time for questions and answers at the end of the orientation. Prospective mentors should clearly understand the goals of the mentoring program as well as a mentor's roles and responsibilities.

Mentor Training

The investment in initial and ongoing training of mentors contributes to the success of the program in a number of ways. The training should be geared to helping mentors achieve the following:

- Become more skilled at developing caring mentoring relationships;
- Learn about the challenges and barriers their mentees face and how to become more sensitive to those challenges and their effect on mentees; and
- Gain confidence in their ability to make a difference in the lives of their mentees, which will motivate and sustain their enthusiasm for the program.

Mentors are most successful when they receive thorough training before they are matched with mentees and receive coaching and support throughout their involvement. Mentors can fill many roles; experience from established mentoring programs reveals four major tasks that mentors typically carry out. During initial trainings, make sure to cover the four major tasks of mentoring:

1. **Establishing a positive personal relationship.** The quality of each mentoring relationship depends on the extent to which the mentor and the mentee come to know, respect and trust each other. A relationship with a supportive person is the most important factor in a mentee's personal growth. Mentees often gain a sense of self-worth when they recognize that a caring mentor is willing to invest time and energy with them. To ensure that a positive personal relationship develops, the training should cover effective communication skills, the lifecycle of a mentoring relationship, mentor do's and don'ts, how to deal with emotional issues people may have, how to handle difficult situations and how to say goodbye when a mentoring relationship ends. Roleplaying is an effective method to help prospective mentors learn how to deal with these issues.
2. **Helping mentees develop life and career skills.** Mentors can help mentees develop life-management skills, such as decision making, values clarification and long-range planning. Through these skills, the mentee can gain independence and personal empowerment. To facilitate the development of these skills, training should teach mentors how to help mentees build their communication skills, manage time, and set and attain goals.
3. **Assisting in case management.** Through training, mentors can become knowledgeable about the resources available to their mentees and how to access these resources. Training should also help prospective mentors know what documentation they must regularly provide to the program coordinator to facilitate effective monitoring of the match. Such documentation should include routine activity reports.
4. **Increasing awareness of and ability to interact with other social and cultural issues.** Training should help mentors better understand multicultural issues, generational issues, and issues currently affecting emerging professionals. While the training program should cover all of these tasks thoroughly, the training program should also prioritize them according to the mentoring program's goals and the training needs of the mentors. It is also prudent to provide mentors with ongoing training and support. If possible, bring them together to ask questions, exchange ideas and share experiences. Also, consider inviting guest speakers, such as former mentors and mentees, to share their experiences. Such give-and-take helps create a mentor network and support group. Utilizing representatives from the Emerging Professionals may also be beneficial for identifying these various perspectives.

In addition, ensure that mentors understand that they can turn to the program coordinator for guidance and help whenever difficulties arise in their mentoring relationships.

Additional topics for ongoing mentor training include the following:

- Clarifying values;
- Solving problems;
- Learning counseling skills;
- Learning leadership skills; and
- Understanding emotional problems.

Mentee Orientation and Training

At the mentee orientation, outline the expectations for the mentees who are participating in the mentoring program. Make roles and responsibilities clear to minimize the potential for misunderstandings. In addition, mentees need the opportunity to address their concerns about mentoring. In developing the curriculum, make sure the orientation answers questions such as:

- Who is this person that will be mentoring me?
- What can mentoring do for me?
- How much time will mentoring take?
- Is all this time and effort worth it?

Give mentees the opportunity to talk about what they want to get out of the mentoring program. Also, schedule time for them to get to know one another and begin developing a sense of community with other participants. Developing a mentee network has its own benefits.

Consider including these additional topics in the orientation or training:

- What to expect - and what not to expect - from mentors;
- Basic communication skills (non-defensive statements, assertiveness, listening skills);
- Ways to interact with mentors and the types of problems mentors can help with;
- What to do when things are not working out with a mentor (basic problem-solving and conflict resolution skills); and
- How to contact the program coordinator to share concerns and assess progress.

Matching Mentors and Mentees

When considering potential matches, ensure that the prospective mentor and mentee:

- Meet the program's eligibility criteria;
- Share some or all of the following traits as desired: gender, age, language requirements, availability, needs, interests, geography, life experience and temperament; and
- Are committed to the conditions of the match and the mentoring relationship.

Successfully matching mentors with mentees takes preparation. Give mentors and mentees an opportunity to do the following:

- State their needs and personal preferences with regard to the match;
- Know how matching decisions are made; and
- Request a different match if, after a reasonable effort, the original match is not satisfactory.

In matching mentors with mentees, use pre-established criteria, which may include these points of compatibility:

- **Personal preferences.** Mentors and mentees may request someone of the same gender, race, age range or another characteristic. Honor such requests whenever possible. Pairing mentors with mentees with similar personal characteristics can encourage greater candor and frankness. That kind of strong rapport between mentors and mentees is essential in forging a trusting, long-term relationship.
- **Temperament.** Try to ensure that personality and behavior styles mesh. Does the mentor have a nurturing, familial approach or a more formal approach? Match the mentor with a mentee who responds best to that mentor's particular style.
- **Life experiences and interests.** All else being equal, matches made on the basis of similarities (e.g., hobbies, lifestyle, professional and educational makeup, etc.) usually lead to strong relationships.

Some programs allow mentees to choose their own mentors. Self-selection can help relationships form more naturally, on the basis of mutual interest. On the downside, this may mean a mentor's preference cannot be honored. Mentors or mentees who do not get their first choice may be disappointed.

Bring Mentors Together to Share Ideas and Support

If possible, schedule regular opportunities for groups of mentors to come together to discuss common problems and to socialize. Include time for problem-solving, discussion, ongoing training and networking. The program coordinator may want to divide each meeting into sections by topic or dedicate a meeting to one activity (e.g., problem-solving). Consider holding similar sessions with mentees. Use the feedback to refine the program and increase mentor/mentee retention.

Establish a Process to Manage Grievances, Resolve Issues and Offer Positive Feedback

Establish a formal process for managing grievances, re-matching mentors and mentees, solving interpersonal problems, handling crises and bringing closure to relationships that end prematurely. Make certain that all participants clearly understand the process and that relevant documentation is maintained in a confidential file.

Working to effect positive change in someone's life is an unpredictable business, and mentoring is not always easy. Because mentoring involves creating a new personal relationship, disappointments and hurt feelings are possible. Many problems that arise out of misunderstandings are not addressed. Frequently these misunderstandings come from cultural, ethnic, generational or religious differences. It is important to have a set procedure for handling potential conflicts within a pair before issues arise. Establish a policy that encourages mentors and mentees to talk openly and honestly, and to inform the program coordinator immediately of questions or struggles in their relationship. The primary objective when the mentoring pair experiences difficulties is to help them successfully resolve their own differences. Healthy, supportive relationships depend on candid give-and-take between mentoring pairs and the program coordinator.

The program coordinator can also help in the following ways:

- Coach the mentor and mentee separately;

- Bring them together for a mediated discussion;
- Introduce the problem to a support group of mentors; and
- Introduce the problem to a support group of mentees.

Stay alert for mentors or mentees who want a new match right away or who are not compatible with their second or third mentor or mentee. Their complaints may signal other problems.

Before attempting to rematch a mentor with another mentee (or vice versa), the program coordinator should meet with each person to discuss whether it would be possible for either or both to improve their match by making some changes. The program coordinator may want to insist on a cooling-off period before attempting a new mentor/mentee match, especially if either partner is angry or needs to learn more interaction skills. It is important for both the mentor and the mentee to feel closure with their previous relationship before they are matched with someone else. The program coordinator may need to divert the mentor's energy into volunteering in another capacity if that individual seems unable to work well as a one-to-one mentor. In some cases, the program coordinator may need to end a volunteer's involvement altogether.

Despite best efforts, some matches will falter. How to deal with these situations is discussed in the section - When Things Go Wrong.

Recognize the Contributions of All Program Participants

Providing recognition for significant contributions and accomplishments is an important component of a healthy and rewarding mentoring environment. Little things - a pat on the back, or the positive mention of one's name - do matter. Both public recognition and private kudos for a job well done boost morale, foster team spirit, and raise retention rates across the board: mentees, mentors, volunteers and program coordinators alike.

The following are some ideas for recognition events:

- Recognize outstanding mentor and mentee efforts, especially in reaching personal goals, such as professional advancement, attaining a professional goal, getting involved at regional and chapter leadership levels, etc.;
- Encourage mentors and mentees to tell the story of their involvement, both through organization-sponsored programs and through their own initiative;
- Develop special recognition programs, such as a "match of the month" to honor mentors and mentees; and
- Ask the chapter or region leaders to recognize and congratulate participants and reiterate their personal commitment to mentoring.
- Nominate mentors for annual recognition awards (APPA Unsung Hero Award, etc.), but be sure to get their consent first.
- Invite institutional public relations offices to cover the program and its accomplishments.
- Spotlight mentor contributions and mentee accomplishments in articles about them in organization newsletters, websites, on bulletin boards or in whatever ways the organization spreads the word.

Who does not feel good when they have received a compliment, an award, or accomplishing a goal? What person would not like to have a trophy, a ribbon, a certificate of merit with their name on it, displayed prominently? This is especially important for mentees who may not have such experiences often. The mentoring program can do wonders for a mentee's self-esteem and level of hope by making recognition of the mentee's accomplishments, both great and small, an integral part of the program operations.

Use Information to Refine the Program and Retain Mentors

Actively solicit feedback from mentors and mentees regarding their experiences. Mentors and mentees need to feel that they are part of your organization and that their feedback is valuable. If they submit feedback, be sure to acknowledge it, and if appropriate use it to improve your program. This subject will be discussed in more detail in the section on Program Evaluation.

Help Mentors and Mentees Reach Closure

Mentoring relationships change over time and may end for any number of reasons:

- A mentor and mentee pair do not get along;
- Either the mentor or the mentee drops out of the program;
- Life circumstances make it difficult or impossible to continue the;
- The mentee reaches a level of self-sufficiency with the particular mentor so that mentoring is no longer needed; or
- The program ends.

As with the end of other relationships, mentors and mentees are likely to have mixed feelings. If the relationship ends prematurely or on a negative note, one or both may feel angry, rejected, depressed or guilty. For individuals with low self-esteem, the end of a mentoring relationship may reinforce attitudes of worthlessness and hopelessness. It may not be possible to have a formal closure process for both the mentor and the mentee because of circumstances surrounding their departure from the mentoring program. In these instances, it is important to reach out to each participant to provide closure.

Remind both mentor and mentee that their relationship is not necessarily ending but instead is transitioning from formal mentoring. When mentors no longer are needed for intensive support and nurturing, they can still hold an important place in their mentees' lives. Think of the ending of a mentoring relationship as a process rather than a singular event. Establish a process for the program and include it in the policies and procedures manual. Be certain to follow these procedures every time a relationship ends - no matter what the reason.

As part of the exit process it may be beneficial to conduct private, confidential interviews with the mentors and mentees. Have mentees and mentors meet with the program coordinator and with each other. Listen to and support both as they sort out what happened in the relationship and what (if anything) went wrong, and help them remember the good aspects of the relationship and the positive things they did. Provide them with questions they should ask of themselves and each other that will help them articulate thoughts and feelings, such as these:

1. What was the most enjoyable activity?

2. What should I not do again?
3. Did we achieve the goals we set?
4. What did we learn from each other?
5. What will we take from the relationship?

During the exit interview, help the mentee define the next steps for achieving personal goals.

PROGRAM EVALUATION

The final mentoring program element is program evaluation. The following are among the many reasons programs should conduct evaluations:

- To increase understanding of effective practices in mentoring relationships and programs;
- To make the programs accountable to the entities that support them;
- To promote effective resource allocation (i.e. to identify the most deserving recipients of scarce funds);
- To avoid unintended harmful effects of interventions;
- To increase the effectiveness of programs through a feedback/continuous quality improvement process; and

To ensure the quality and effectiveness of the program, consider the following:

- Develop a plan to accurately measure program processes;
- Develop a plan to measure expected outcomes; and
- Create a process to reflect on and disseminate evaluation findings.

The ultimate success of the program depends on how well the program is able to assess its effectiveness, address any weaknesses and demonstrate that it is meeting established goals and objectives. With a comprehensive evaluation process in place, the mentoring program can do the following:

- Provide objective feedback to the program coordinator and participants about whether they are meeting their goals;
- Identify achievements and milestones that warrant praise and increase motivation;
- Pinpoint problems early enough to correct them;
- Assure funders and supporters of the program's accountability;
- Build credibility in the organization that the program is vital and deserves support; and
- Quantify experiences so that the program can help others.

Types of Program Evaluations

There are two major types of program evaluation: process evaluations and outcome evaluations.

1. **Process evaluations** (sometimes referred to as formative evaluations) focus on whether a program is being implemented as intended, how it is being experienced, and whether changes are needed to address any problems (e.g., difficulties in recruiting and retaining mentors, high turnover of program coordinators, or high costs of administering the program). Information that is collected during the course of the mentoring program is used to help improve the program.
2. **Outcome evaluations** (sometimes referred to as summative evaluations) focus on what, if any, effects programs are having. Designs may compare mentees who were mentored to those who were not or may examine the differences between mentoring approaches. Information of this sort is essential for self-monitoring and can address key questions about programs and relationships. Evidence is collected in order to demonstrate whether or not the program has achieved its objectives.

If the program is in its early stages, focus on process evaluation information, which will help to determine the need to revise the program before undertaking an outcome evaluation. If the program has been in place for a while and is thought to be relatively stable, then it may be time for an outcome evaluation. Typically, it is desirable to collect both kinds of information, but the emphasis on one or the other may vary based on the program's stage of development.

Process evaluations of mentoring programs usually involve data from interviews, surveys and/or program records that shed light on the following areas:

- Number of new matches;
- Types of activities;
- Length of matches;
- Frequency and duration of meetings; and
- Perceptions of the relationship.

The plan for measuring the program process should include the following:

- Selecting indicators of the program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration; and
- Developing a system for collecting and managing specified data, such as the matching process, success of the promotional campaign, etc.

As a general rule, program improvement data (for process evaluation) should be collected on at least a quarterly basis in the first year of operation. Thereafter, these data, together with medium- and long-term outcome data, can be collected less frequently, perhaps once or twice per year.

Despite the importance of process evaluation information, outcome evaluations have become increasingly important for accountability.

Outcome evaluations of mentoring programs usually involve data from surveys, interviews, records and so forth, including the following:

- Mentees' reports of their accomplishments, behavior and psychological functioning;
- Mentors' reports of mentees' behavior;
- Mentors' reports of their well-being; and
- Advancement and accomplishment rates.

The plan for measuring expected outcomes should include the following:

- Specifying expected outcomes;
- Selecting appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews; and
- Selecting and implementing an evaluation design.

Tips for and traps in conducting an outcome evaluation

When preparing for a summative evaluation, consider what kind of information would be most useful. For example, what do the mentees think of the program overall, what value do they place on it, and how has it affected their perceptions of themselves? What do the mentors think of the program, its value, and their perceptions about their role in it? What impact is the mentoring

program having on the organization as a whole? For example, are there more women in leadership positions as a result of the program, fewer racial/ethnic minorities feeling isolated, emerging professionals becoming more involved in regional or chapter leadership roles, etc.?

When measuring outcomes:

- Select outcomes that are most:
 - a. Logically related to (and influenced by) the program;
 - b. Meaningful to the program; and
 - c. Persuasive to the program supporters.
- Be realistic. The program is better off building a record of modest successes, which keeps participants and supporters, than focusing on “big wins,” which may be unrealistic and, when not achieved, demoralizing.
- Collect outcome data after the mentees and mentors have been meeting for some time, long enough to expect that some changes in the mentees have occurred.

It is important to invite all of those involved in the mentoring relationship to participate in the evaluation. To obtain an accurate picture of the program’s actual outcomes over time, it will be important to continue to collect data from those whose mentoring relationships are less successful or who drop out, as well as those whose relationships succeed.

Create a Process to Reflect On and Disseminate Program Results

The final stage of program evaluation includes the following activities:

- Refining the program design and operations based on the findings; and
- Developing and delivering reports to program constituents, funders and the media (at a minimum, yearly; optimally, each quarter). For example, there could be an annual section in the *Facilities Manager* magazine highlighting or showcasing the program.

The Bottom Line

People in the mentoring field tend to believe implicitly that mentoring benefits mentees and that, therefore, expensive evaluations are an unnecessary drain on precious resources. Given the choice of spending money on evaluation or extending their services, many mentoring programs will gladly choose the latter. Although understandable, such choices may be shortsighted. Do not necessarily assume that all mentoring programs are equally beneficial and there is still a lot to learn about the many newer types of mentoring programs (e.g., site-based, group, peer, and e-mentoring). Convincing evaluations are needed to assess the effectiveness of both traditional one-to-one mentoring programs and newer approaches. Such work will play an important role in the expansion of high-quality mentoring programs.

THE ROLE AND TRAITS OF EXCELLENT MENTORS

Many people feel that being a mentor requires special skills, but mentors are simply people who have the qualities of good role models. There are however common qualities that make a good role model and thus a successful mentor. Successful mentors demonstrate and practice many of the following characteristics:

- **Personal commitment to be involved with another person for an extended period of time - generally, one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference. This also means that mentors are willing to make themselves available as a resource and a sounding board.
- **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors are there to guide their mentees and help them make their own life decisions, never to push them. Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their mentees and the privilege of being advisors to them.
- **The ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It is much harder to find someone who will suspend their own personal judgment and really listen. Mentors often help simply by listening, asking thoughtful questions and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas. Mentors also demonstrate true listening skills, by maintaining eye contact and give mentees their full attention.
- **The ability to empathize with another person's struggles.** Effective mentors can feel with people without feeling pity for them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems. Simultaneously, mentors continue to encourage mentees to learn and improve; no matter how painful the mentee's experience.
- **The ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their mentees with optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.
- **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.), and even to be changed by their relationship.
- **Practical and insightful.** They give insights about keeping on task and setting goals and priorities. Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions. Mentors educate about life and their own successes.
- **Willing to provide constructive feedback.** When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never their character.

Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.

- **Demonstrate success and are admirable.** Mentors not only are successful themselves, but they also foster success in others. Mentors are usually well respected in their organizations and in the community, and willing to help other achieve the same without a sense of competition. A mentor's admiration comes not only from their successes, but also from demonstration of high ethical standards.
- **Have a sense of humor.** Good mentors are able to laugh at themselves as a means of modeling humility and perspective. They are able to effectively use humor to help mentees during difficult times.
- **Caring.** Above all else, mentors truly care about their mentees' progress in educational and career planning, as well as their personal development. This willingness to enter into a caring relationship is what makes a truly successful experience for both the mentee and the mentor. If done successfully, a mentor will make it seem as if the mentee is the only thing that matters and that the mentor has all the time in the world to devote to the mentee with their undivided attention.

Mentor Guidelines and Code of Conduct

Becoming a mentor can be one of life's most rewarding and fulfilling experiences. The commitment indicates ones believe in others. Mentors recognize the magnitude of the responsibility that they accepted in choosing to work with mentees and emerging professionals and agree to interact appropriately with their mentee according to the highest ethical standards at all times.

The Role of a Mentor:

- At the initial stages of the match, the mentee may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of their insecurity about the relationship. The mentee's attitude will gradually take a positive turn as they realize the mentor's sincerity about being a friend. Mentors should be patient! They should not try to speed up the process by going out of the way to accommodate the mentee beyond reasonable expectations.
- Remember that the mentor - mentee relationship has an initial phase. During this phase the mentee is more interested in getting to know how "real" the mentor is and how much the mentor can be trusted. Mentors should establish how to be reached by the mentee: by phone, e-mail, or fax or at a designated meeting location. Experience proves that calling or e-mailing the mentee at work is usually the best way to make contact, although today's social media may change that perception. The mentor should establish a time and phone number where they can usually answer calls or make contact. Mentees need encouragement to leave voicemail or email messages to confirm meetings as well as to cancel them.
- Mentors should not try to be a teacher, parent, disciplinarian, therapist, Santa Claus or babysitter. Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Mentors should present information carefully without distortion and give all points of view a fair hearing. They should listen carefully and offer possible solutions without passing judgment. It is important not criticize or preach.

Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never use the phrase "should have" with the mentee.

- Mentors should respect the uniqueness and honor the integrity of the mentee and influence them through constructive feedback. The mentor empowers the mentee to make right decisions without actually deciding for the mentee. Mentors should identify the mentee's interests and take them seriously. Mentors should be alert for opportunities and teaching moments, and explore positive and negative consequences.
- While engaging in one-on-one interactions with mentees, mentors should touch on topics such as:
 - Sharpening the mentee's focus to move more effectively towards their goals;
 - Enhancing specific performance skills that will assist the mentee to move continuously in the right direction, reaching higher challenges and accomplishments; and,
 - Identifying behavior and communication patterns essential for career success.

The Mentor is not expected to be all knowing in all areas. Their role is to function as a catalyst and together with their mentee should develop reasonable, achievable and mutually agreeable goals.

- The mentor should encourage independent thinking. The mentee should not feel obligated to do things exactly the way the mentor does things, or follow the mentor's precise advice. Once mentored, the mentee may ultimately make decisions that are different from what might have discussed. The ultimate goal is for the mentee to excel beyond what the mentor was able to accomplish, thus promoting progress.
- Mentors set realistic expectations and goals for the mentee and make achievement for them fun. Remember there is a big difference between encouraging and demanding. Encourage the mentee to complete their educational or professional goals; provide access to varying points of view. Mentors assist the mentee in making the connection between their actions of today and the dreams and goals of tomorrow. Mentors should not get discouraged if the mentee is not making great improvements. Mentors have a great deal of impact and it is not always immediately evident. Be certain to look for incremental signs.
- As a friend the mentor can share and advise, but they should know their limitations. Some problems, and especially personal problems that the mentee may share, may best be handled by other professionals. If the mentor has any concerns, they should contact the mentor coordinator immediately.

Things Mentors Typically Want To Know

New mentors to the program typically have questions about the program and their roles.

Common questions and concerns include:

The Program Logistics:

- How is a match made?
- What things are considered?
- How much time/how often do they spend with their mentee?
- Will there be training?
- What if the match does not seem to go well?

The Mentees:

- What are the mentees like?
- What challenges do they face?
- What are their backgrounds?
- Why are they in this program?

The Relationship:

- What roles will they play?
- Are they doing or saying the right things?
- Why are they not feeling satisfied with their work with this mentee?
- How do they answer questions about sensitive issues?
- What should they talk about with their mentee?
- Why does their mentee not open up to them?

The program policies, procedures and guidelines will assist with answering most of these questions although the program coordinator may often need to assist as well. Being prepared with answers to these questions helps give confidence to the mentors that the program is well managed and their concerns are taken seriously.

PHASES OF A MENTORING RELATIONSHIP

Phase 1: The Beginning - Developing Rapport and Building Trust

The “getting to know you” phase is the most critical phase of the mentoring relationship. Things to expect and work on during Phase 1 include:

- **Predictability and consistency** - During the first phase of the relationship, it is critical to be both predictable and consistent. If the mentor schedules an appointment to meet their mentee at a certain time, it is important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, consistency is necessary, even if the mentee is not as consistent as the mentor.
- **Testing** - Mentees do not automatically always trust mentors. As a result, they use testing as a coping or defense mechanism to determine whether they can trust the mentor. They will test to see if the mentor really cares about them. A mentee might test the mentor by not showing up for a scheduled meeting to see how the mentor will react.
- **Establish confidentiality** - During the first phase of the relationship, it is important to establish confidentiality with the mentee. This helps develop trust. The mentor should let the mentee know that whatever they want to share with the mentor will remain confidential, unless there are extenuating circumstances. It is helpful to stress this up front, within the first few meetings with the mentee. That way, later down the road, if a mentor needs to break the confidence, the mentee will not feel betrayed.
- **Goal setting** (transitions into Phase 2) - It is helpful during Phase 1 to take the time to set at least one achievable goal together for the relationship. It is also good to help the mentee set personal goals and develop a plan to bring them to fruition.

Phase 2: The Middle - Achieving Goals

Once trust has been established, the relationship moves into Phase 2. During this phase, the mentor and mentee can begin to start working toward the goals they set during the first phase of the relationship.

Things to expect during Phase 2 include:

- **Closeness** - Generally, during the second phase the mentor and mentee can sense a genuine closeness in the relationship.
- **Affirming the uniqueness of the relationship** - Once the relationship has reached this stage, it is helpful to do something special or different from what the mentor and mentee did during the first phase, which helps affirm the uniqueness of the relationship. For example, discuss things that are not directly related to work or the program goals, take time to get to know each other as individuals, etc.
- **The relationship may be rocky or smooth** - All relationships have their ups and downs. Once the relationship has reached the second phase, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens. Rely on the program coordinator’s support if needed.

Phase 3: The Ending – Ensuring Closure and Saying Goodbye

If the rough period continues or if a mentor feels that the pair has not reached the second phase, the mentor should not hesitate to seek support from the mentoring program coordinator.

Sometimes two people, no matter how they look on paper, just do not “click.” Some mentor/mentee pairs do not need to worry about this phase until farther down the road, near the end of a successful mentoring experience. However, at some point all relationships will come to an end - whether it is because the program is over, the mentor is moving or for some other reason. When this happens, it is critical that the closure phase not be overlooked. Many people today have already had influential people come and go in their lives and are very rarely provided the opportunity to say a proper goodbye.

- **Identify natural emotions, such as grief, denial and resentment.** In order to help mentees express emotions about the relationship ending, mentors should model appropriate behavior.
- **Provide opportunities for saying goodbye in a healthy, respectful and affirming way.** Mentors should not wait for the very last meeting with their mentees to say goodbye. The mentor should slowly bring it up as soon as they become aware that the relationship will be coming to a close.
- **Address appropriate situations for staying in touch.** Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their mentees once the program has come to an end. If mentors and mentees are mutually interested in continuing their relationship, they may be allowed to, but with the understanding that the mentoring program coordinator may no longer be monitoring the relationship.

WHEN THINGS GO WRONG

Mentorships are special relationships. Few things in life compare to the dynamics that exist between a mentor and mentee. But mentorships are similar to other relationships in one important respect: they are imperfect and subject to human frailties. Some mentorship relationships become riddled by conflict, dissatisfaction, or result in disturbing endings. Some become unhealthy, dysfunctional, and even emotionally or physically destructive. This is the dark side of mentoring that some mentors do not always want to face.

Mentors should be open to the possibility that things can go wrong. Because of their inherent imperfections and those of their mentees, mentors need to be alert to situations and interactions that might undermine their relationships. If things go wrong, they must address the problems quickly and attempt to restore the relationship. How do mentors know when their relationships are in trouble? Among the many warning signs, three stand out as prominent.

- The mentee or mentor does not believe some of their important developmental or professional needs are being met.
- The mentee or mentor senses that the costs of the relationship outweigh the benefits.
- The mentee or mentor feels distressed or harmed by the relationship.

A substantial body of research shows that when mentees and mentors feel disenchanting, upset, or that they have been harmed in mentorships, they often report some casual problems or events. Specific causes include poor matching between mentor and mentee (i.e., dissimilar backgrounds, interests, personality style), faulty communication, incongruent expectations, role conflicts (i.e., evaluative/supervisory versus helping roles), exploitation, abandonment or neglect, mentor incompetence (technically or relationally), philosophical differences, boundary violations, problematic attraction, and unresolved disputes.

Although all mentors and mentorships are imperfect, competent mentors accept the reality of their own imperfection and diligently work to detect and address early on any indicators of distress and dissatisfaction they sense in their relationships with their mentee. This section discusses several key elements for handling mentorship difficulties. The ultimate focus is on restoration and mentors should take the lead in restoring relationships. Remember, not all relationships work out initially and learning to deal with this reality is part of the professional maturity process. However, when a mentorship cannot be restored or when the continuing relationship is not in the mentee's best interest, mentors must take the lead in responsibly ending the relationship.

First Do No Harm

Mentors may not be able to fix every problem in their mentorships. Some problems are just too big, deep, or serious to handle. As much as possible, though, they can minimize the damage. The medical profession understands the importance of damage control. Physicians the world over swear by the Hippocratic Oath, which begins with the sage warning: "First, do no harm."

Avoiding harm is called non-maleficence. It is the most fundamental ethical obligation mentors have to their mentees. Non-maleficence also may be the most difficult ethical obligation to

uphold. A souring mentorship can get extremely complicated, befuddling even the most astute mentor. There are numerous ways to harm a mentee. Certainly, a mentee can be harmed emotionally or physically. An angry tirade, bitter criticism, or chronic disparagement laced with profanity will take a toll on even the most resilient mentee. More often, however, harm accrues insidiously, at times without conscious awareness. When a mentee is neglected and ignored, tasked with challenges for which they are ill-prepared, sacrificed on the altar of organizational politics, or forced to relinquish creativity and individuality to appease the mentor, a mentee is ultimately harmed.

How do mentors avoid harm?

1. First, as the primary power-holder in the mentorship, mentors own the responsibility for ensuring that the mentorship benefits (versus harms) the mentee. They do not turn that responsibility over to the mentee.
2. Second, mentors must set as priority the professional and developmental needs of the mentee. Certainly, mentors do not deny their own needs. They simply do not allow mentoring to become “win-lose” - the mentor winning and the mentee losing.
3. Third, mentors continue to treat mentees with dignity, respect, and compassion even when the mentee disappoints them. Particularly when a mentor feels wronged or disappointed, it may be easy to unwittingly step out of the professional role and cause harm to the mentee through an angry outburst or sudden abandonment. If a mentor becomes personally impacted or outraged such that respect gives way to disrespect, the mentor more than likely should stop mentoring.
4. Finally, mentors stay committed to the mentee but accountable to the organization. They serve the mentee’s best interests and they remain loyal and truthful to them. At the same time, they uphold obligations imposed by the sponsoring organization or profession. For example, a manager in an assigned mentorship would work to provide objective evaluations of a mentee and perhaps arrange for a smooth transfer when it becomes clear that the relationship is either unhelpful or destructive.

Slow the Process Down

When things go wrong, the events that take place can feel like they are on fast forward. Dominos of emotion and reaction cascade right in front of you. Before you realize what is really taking place, problems in the mentorship escalate, unanticipated and deep emotions surface, and both parties begin to question how they ever got into the situation in the first place. In this atmosphere of turbulence, mentors cannot afford to have knee-jerk reactions or brush the problems aside. Neither is acceptable. Before they do anything, mentors should take time to cool off and deliberately engage in thoughtful reflection, analysis, and consultation.

When mentors have quick and thoughtless responses to conflict or dysfunctional mentee behavior, the reactions may worsen the already tenuous situation. When mentors avoid addressing difficulties with mentees, these reactions may also exacerbate conflict and ultimately ensure the demise of the mentorship. Common forms of dysfunctional mentor behavior include both self-defeating provocation and self-defeating passivity.

The provocative mentor swiftly vents anger and frustration in a highly emotional and accusing manner - typically ensuring that the mentee responds in kind or emotionally withdraws from the mentorship. Furthermore, some mentors become active saboteurs; they betray the mentee or seek to harm them professionally as a means of exacting revenge.

The passively self-defeating mentor may engage in one of three unhelpful responses in the face of negative emotion or conflict. These include:

- Paralysis - the mentor freezes and fails to respond at all;
- Distancing - the mentor intentionally disengages from the relationship and avoids the mentee altogether; and
- Appeasement - the mentor passively capitulates, giving the mentee whatever they demand in hopes of diffusing conflict and restoring equilibrium.

Each of these provocative and passive reactions is ultimately destined to worsen mentorship dysfunction and none offer the mentee an adaptive example of professional conflict management.

Instead of responding impulsively or avoiding problems altogether, effective mentors engage in a deliberate process of analysis, reflection, and when needed, consultation. They begin by listening carefully to the mentee's concerns or exploring the source of their own dissatisfaction or anger. They then consider their obligations to the mentee (e.g., do no harm and serve the mentee's best interests) and whether any ethical or professional standards have a bearing on the situation. Most importantly, the wise mentor uses this self-reflective time to honestly evaluate their own contribution to the current dysfunction; how has the mentor's behavior shaped the current state of affairs? When the causes of mentorship disturbance are clarified and the best interests of the mentee considered, the mentor explores possible solutions and the potential consequences of each. Ultimately, the mentor decides on a course of action they deem most likely to further the growth and development of the mentee while simultaneously resolving or reducing the current relationship disturbance.

Tell the Truth

When things go wrong with a mentee, a mentor can always make things worse. The mentor could decide to not discuss the problem, address it superficially, or be untruthful. All of these tactics are really forms of avoidance. But a mentor should always try to make things better.

Just as mentors must take the lead in clarifying expectations with the mentee early in the relationship, they must take responsibility for alerting the mentee to early signs of relationship and performance problems. The alert should be direct and constructive. When a mentor avoids communicating complaints to the mentee they begin to harbor a hidden agenda - one that is likely to re-emerge in the form of neglect or hostility. When a mentor attempts to communicate concerns about the mentee through subtle innuendo or nonverbal cues, the mentor is actually acting as an enabler of a dysfunctional and stagnant mentorship. Obviously, a mentor should model an appropriate strategy by being an agent of positive change and health.

Some mentors find honesty difficult, especially when it requires delivery of unfavorable feedback. In fact, some deeply caring and technically competent mentors are chronically

dishonest in this regard. They withhold critical feedback - information that is often essential for growth, change, and long-term success. Whether phobic about confrontation, fearful of hurting feelings, or anxious about rejection, these mentors fail at truth-telling and do a profound disservice to those they mentor. Inadvertently, they allow self-defeating mentee behavior to continue and they worsen existing mentorship problems.

Experience suggests and research confirms that when a mentor - mentee pair experience conflict, resentment, or dissatisfaction, the relationship is most likely to be restored and strengthened when the mentor expresses concerns about the problem. For such overt and clear communication to be successful, the mentor must typically plan the meeting or discussion with the mentee. When confrontation is required, it behooves the mentor to remain both kind and concrete. This should hold true even when confronting a mentee for significant errors, performance difficulties, or disloyal behavior. The wise mentor balances confrontation with compassion. Before launching into the mentee's problem areas, mentors typically begin a confrontational meeting with some reflection on the mentee's strengths and assets. This approach helps mentors convey a balanced picture of the mentee.

Seek Consultation

Mentors who seek consultation from trusted colleagues are consistently likely to make better decisions than those who do not. They are more inclined to proceed ethically and professionally in a troubling or challenging mentorship. When choosing a consultant, look for a seasoned colleague known for a strong commitment to the profession, sensitivity to ethical matters, and a reputation for being both forthright and discrete. The last quality is important in safeguarding confidentiality in mentorships. Your success as a mentor will hinge on your reputation for protecting the privacy and confidence of your mentees. Therefore, exercise discretion regarding with whom you consult. Also, protect the anonymity of the mentee when this is warranted. One safeguard is to select a consultant in a different organization or distant geographic location. In smaller organizations, this may be the only way to really protect mentee confidence.

Dispute Irrational Thinking

In spite of the human proclivity for irrational self-disturbance, excellent mentors adopt several strategies for minimizing the negative impact of irrational thinking. Mentor coping strategies include:

- a. Acknowledging disturbance and upset while searching for one's contributing irrational demands and evaluations;
- b. Actively disputing or challenging mentor related irrational beliefs in front of one's mentees (e.g., "You know, when you neglected to turn in that report as promised, I really got myself enraged at first. Then I realized I was crazily demanding that you be perfect. Now I'm just a bit annoyed and wondering how I can help you get that report wrapped up");
- c. Mentors must refuse to tell themselves that anything a mentee does (or fails to do) is awful;
- d. Carefully separate human worth (the mentor's and the mentee's) from performance; and
- e. Frequently and humorously find opportunities to display personal fallibility (thus providing a good model of human imperfection for the mentee).

In review, mentors should be open to the possibility that things can go wrong. If so, the mentor should:

1. Above all, do no harm;
2. Slow down the process;
3. Tell the truth;
4. Seek consultation; and
5. Dispute irrational thinking.

WELCOMING CHANGE AND SAYING GOODBYE

Matters of Closure

At some point all relationships will come to an end - whether it is because the program is over, the mentor is moving or for some other reason. When this happens, it is critical that the closure stage not be overlooked. Healthy closure of a mentorship is important for both the mentor and the mentee. Mentors sometimes fail to understand the necessity of planning to end the mentorship on a positive note or actively avoid the pain and sadness that sometimes accompany saying goodbye. Because relationship endings can be painful - particularly when a mentor and mentee have become closely bonded and the relationship is especially meaningful - the intuitive human response is to avoid the discomfort of loss. There are three primary reasons why mentors fail at this task. First, many people never had graceful endings modeled in their own relationships with mentors. As a result, they do not have a picture of how a healthy ending looks. Second, many people come from family and cultural backgrounds where denial of endings is the norm. When a close friend moves away, people are comfortable saying "see you around" and then they get back to work. Finally, some mentors simply find it threatening when a mentee leaves. As the mentee pulls away and disengages, mentors may have a host of reactions, including self-protective anger or reactive disengagement. This may bring otherwise good mentorships to pathetic termination.

Mindful mentors understand the importance of preparing for meaningful closure of the mentorship. They come to celebrate mentee transitions. Rather than allowing a long-term mentor relationship to end suddenly or fade away unacknowledged, because of their appreciation of the redefinition phase, good mentors actively arrange opportunities and venues for open discussion that brings meaningful closure for both parties. Great mentors find ways to honor and mark the mentee's increasing autonomy, the decreasing intensity of the mentorship, and the pending end of the mentorship's active phase. A self-aware mentor might express gratitude for the privilege of knowing the mentee, sadness at seeing the mentee move on, and deep satisfaction at the mentee's competence and confidence. When a mentor models open acknowledgment of relational transitions and endings, mentees are blessed. Permission is granted for the mentee to move on. Such experiences are deeply meaningful to mentees and reaffirm the value of the mentorship for the long term.

Welcome Change and Growth

All relationships evolve and change. By their nature, mentorships are developmental relationships, focused on the transition of the mentee from neophyte to a fully functional independent member of a profession or organization. Although growth and change are the very essence of mentoring, some pain and adjustment inevitably accompany mentorship transitions. One time when pain is particularly noticeable is when the mentee begins the process of separating from the mentor. Both parties may experience turmoil, anxiety, loss, and general disruption. Either party may consciously or unconsciously resist the change - clinging to the way things used to be. For example, in an effort to preserve a valued relationship, a mentor may ignore the fundamental ethical requirement to promote mentee autonomy and independence, opting instead to foster dependency and withhold endorsement of the mentee's competence. There are commonly three phases of mentorship development: initiation, cultivation, and leave-

taking. Excellent mentors should become familiar with these phases, understand the unique needs of mentee in each phase, and acknowledge and welcome transition to a new phase.

The first phase of mentorship development, initiation, is marked by excitement, possibility, and beginning. The mentee often feels anxious, overwhelmed and quite dependent on the mentor. New mentees may feel unqualified and inadequate professionally. Although mentees usually are open to feedback, are coachable and enjoyable to work with during this phase, mentors must be cautious not to encourage mentees to clone themselves in the image of the mentor. Phase two involves cultivation and is often the most productive phase of the mentorship. During this period mentees demonstrate increasing competence and confidence. They begin to establish a personal professional identity - often assimilating their mentor's example into their own personal style. During this phase, it is essential for the mentor to entrust the mentee with increasing responsibility and autonomy. In the third phase the mentoring relationship is characterized by leave-taking and distancing. This may be a difficult time emotionally as both parties must accept some loss and arrange to say goodbye to the intensive phase of the relationship. As the mentorship becomes, and appropriately so, less central in the life of the mentee, a mentor may experience loss, anger, or even insecurity at the mentee's new competence. Excellent mentors work through these feelings, intentionally endorse the mentee's status as a colleague, and reinforce the mentee's sense of autonomy. Whatever the phase of the mentorship development or the rate of the mentee's growth, the important thing is for the mentor to welcome change. It is helpful for the mentor to take the lead in occasionally discussing the status of the mentorship. Good mentors celebrate growth and change with their mentee even when change brings about loss. They understand that celebration is a memorable marker of transition.

Accept Endings

After the mentoring relationship comes to an appropriate end, the mentor and the mentee may continue a collegial friendship characterized by less frequent and informal contact. As the mentee achieves peer status with the mentor, they often feel gratitude and appreciation for the mentor's guidance, while the mentor continues to support the mentee's career and takes pride in the mentee's accomplishments. This ideal outcome requires both the mentor and the mentee to work through any strong feeling associated with ending the working phase of the mentorship. Outstanding mentors help mentees articulate and work through feelings of sadness or anxiety associated with letting go. Simultaneously, they acknowledge and manage their own sadness, anger, or anxiety at the prospect of losing such an important and close professional connection. In the worst cases, both the mentor and the mentee may agree to avoid the subject of termination altogether, attempting to go on as if no change has occurred and as if the mentee will require the mentor's intense intervention forever. Such agreements, of course, serve to stunt the mentee's growth and ultimately reduce the value of the mentorship. Healthy mentors appreciate the seasons of a mentoring relationship. They anticipate and gracefully tolerate relationship transitions and take the lead in discussing these with their mentee's. Healthy mentors accept endings when mentorships have run their course and facilitate closure when it is time for a mentee to move on and function independently. Excellent mentors help their mentees to appreciate the past but also welcome the future. They help mentees see that the end of the active phase of a mentorship signals success and that any other outcome would be cause for concern.

Find Helpful Ways to Say Goodbye

Preparing to say goodbye to a mentee is among the most often overlooked yet richly satisfying elements of successful mentoring. Quite often, only the most seasoned mentors carefully honor endings. Excellent mentors find creative methods for recognizing and honoring good collaboration, strong friendship, and important professional growth in a mentee. Saying goodbye requires self-awareness and the ability to both experience and articulate feelings about the mentee and about allowing the mentee to move on. One of the most effective methods of bringing closure to a mentorship is to schedule a formal time to process and celebrate the mentee's moving on. For example, regions could have formal goodbyes at regional conferences where the mentee and mentor can be celebrated and it brings the program to a close all at the same time. A formal meeting offers the mentor an opportunity to say goodbye to the mentee through the medium of story-telling; the mentor offers a narrative of the mentorship including highlights of the mentee's developmental milestones and things about the mentee that have most impressed the mentor. By weaving the history of the mentorship into a coherent narrative, the mentor allows the mentee to clearly reflect on their growth and accomplishments through the lens of the mentor. In many cases, a mentee will avoid formally saying goodbye to a mentor unless the mentor takes the lead, so the mentor can demonstrate a model of how to do this well. As mentor and mentee share reflections and express gratitude for one another, relationship closure occurs. Both parties are free to take leave, redefine the relationship, and move forward with new endeavors and perhaps different mentorships.

Mentor as a Way of Life

Authentic mentors never stop mentoring. Over the years, mentoring becomes a deeply engrained and consistently expressed facet of the mentor's personality. Seldom will the master mentor's inclinations toward helping lie dormant or untapped. Research indicates that excellent mentors manifest a general personality tendency or interest in caring for younger or less experienced individuals. This is often referred to as generative concern. Generative concern cannot be taught or trained. It either exists in the fundamental core of the mentor's personality or it does not. Mentors who are generative and caring by nature are those who endure in the mentor role. Not surprisingly, being a successful generative mentor is strongly related to openness, emotional stability, and agreeableness. These mentors often help scores of mentees during their lifetime and many of their mentorships continue as strong collegial friendships for years afterwards. Mentoring becomes a way of life for outstanding mentors - both because they delight in seeing mentees succeed and because they reap rich internal rewards. Research on generative men and women show that they report greater levels of happiness and general life satisfaction. So automatic is the tendency to mentor in these generative souls that not mentoring is never a viable consideration. Although mentors choose mentees selectively and safeguard their own time and resources for mentees, it is difficult for the generative mentor not to mentor. Remember, however, that not everyone makes a good mentee. To successfully mentor across an entire career, a mentor must be willing to set limits and be selective.

MEASUREMENTS FOR SUCCESS

Measuring success of the mentoring program is extremely important for harnessing support and making program improvements. When measuring the effectiveness of a mentoring program, organizers must first consider the initiative in the context of a higher strategic need, i.e. organizational objectives, then set realistic key performance indicators and targets, and finally elaborate on the strategy with segments and measurement tactics.

Organizational objectives

Typically, organizations can witness several benefits from a mentoring program, including:

- **Career planning and leadership development** - Improving leadership strength through identification of high-potential employees to cultivate leadership skills, including relationship development with an executive sponsor.
- **Improve competency** - Improving managerial competency with competency-based mentoring for managers at various levels.
- **Orienting new employees** - Improving time to proficiency for new hires by a mandatory mentoring program for new skill and role training.
- **Internal knowledge transfer** - Retaining and transferring knowledge through situational and topical mentoring around high-value knowledge areas.
- **Diversity initiatives** - Creating an inclusive, diverse culture with individual sponsorship, dedicated special interest groups and career development support.
- **Increased membership engagement and retention** - Retaining talent through a long-term mentoring program.

Appropriate metrics for the evaluating the mentoring program should be planned early on, to ensure that they are measured at the proper times and closely linked with the goals for the organization. Program goals can usually be stated as the long-term purpose of the program. Program goals for a regional or chapter mentoring program might be...

- to increase retention of emerging professionals;
- to increase retention and satisfaction of individuals from under-represented groups in the industry;
- to facilitate the upward movement of women in the organization;
- to assist emerging professionals to become more active in chapter and regional leadership roles; or
- to assist emerging professionals attain credentials.

By establishing this process, the organization will be able to develop SMART objectives: specific, measurable, attainable, realistic, and time-bound.

1. Specific (What exactly should the program achieve?)
2. Measurable (How will the program supporters know if the program met the objectives?)
3. Achievable (Are the set objectives achievable?)
4. Realistic (Are the set objectives realistic, given the time and resources available?)
5. Time-bound (What is the timeline for achieving the objectives?)

With these objectives in mind the organization can begin to identify key performance indicators and metrics to help measure the programs progress and success.

Key Performance Indicators and Metrics

Once an organizational objective has been established, key performance indicators (KPIs) and metrics should be identified to specifically measure success. Typically, KPIs in a mentoring program should evaluate just a few major areas, such as:

- Acquisition and increase in the number of participants;
- Retention of the participants;
- Successes of the participants;
- Behavior within the program; and
- Outcomes at an organizational level.

These areas will help to establish and determine the cause-and-effect relationship between successes and failures. The following are possible examples of KPIs that can measure the strategic organizational objectives noted above.

- If the goal is to improve managerial and leadership competency, the organization can evaluate expertise based on competency assessments, track internal promotions, monitor improvements in job performance evaluations, and track the achievement of individual development targets.
- If the objective is to improve orientation of new members the organization can track new member knowledge and skills, retention and advancement rates, and satisfaction surveys.
- If the objective is to retain talent, this can be measured through retention rates, mentoring program participant engagement, and employee satisfaction surveys.
- If the objective is to create an inclusive and diverse culture, track advancement rates, retention rates, and the employee perceptions of the organization.
- If the objective is to increase member engagement the organization could track the number of mentees who ultimately become mentors themselves.

Actual mentoring program outcomes will differ from program to program, depending on what is of interest to the program managers, but certain categories of metrics tend to include:

1. Program Process Outcomes
2. Participant Experiences and Perceptions Outcomes
3. Organizational Effect Outcomes

Descriptions and examples of each of these types of outcomes follow.

1. **Outcomes for Program Process.** Outcomes should include at least some measures of program quality. Common metrics associated with program quality are:
 - Pattern of regular contact over the agreed-upon term of the mentoring relationship
 - Degree of adherence to the formal mentoring program structure
 - Level of satisfaction with various aspects of the mentoring program by both mentor and mentee (e.g., matching, monitoring, support, etc.)

- Level of commitment to mentoring program by both mentor and mentee

For example:

- At the end of the first year of mentoring, the mentor and mentee will have met once per month for 12 months.
- At the end of each quarter, 85% of mentors and 85% of mentees will report full cooperation with the program.
- At the end of the first year of mentoring, 85% of mentees will have completed a professional development plan.

2. **Outcomes for Participant Experiences and Perceptions.** Outcomes should include some measures of participant perceptions of changes resulting from the mentoring program. Common metrics associated with participant perceptions are:

- Perception of value of mentoring program by both the mentor and the mentee
- Perception of the appropriateness of the match by both parties
- Level of trust in the mentor relationship felt by both parties
- Feelings of interpersonal connectedness
- Membership satisfaction
- Technical skill development
- Career satisfaction
- Career path over time
- Participation in chapter or regional leadership
- Increased involvement within chapter or regional programs

For example:

- 85% of mentors will report feeling energized by their mentoring responsibilities.
- 85% of mentees will report feeling more satisfied with their roles in the chapter or region.
- 80% of mentors will perceive mentees to be more engaged and productive than prior to their being mentored.
- 80% of the mentees become involved in chapter or regional programs.

3. **Outcomes for Organizational Effect.** Ideally, outcomes should also include measures of longer-term outcomes and objective data. These data can be especially persuasive indicators of the program's value to the organization. Measures of organizational effect could include:

- Performance of participants
- Length of participants' tenure in the organization
- Changes in the demographics of chapter or board members
- Integration or recognition of the mentoring program in the organization
- Notable effects on organizational culture or member expectations

For example:

- After three years of the mentoring program, mentees will have greater career advancement as evidenced by one or more promotions, compared to employees of the same rank and years of experience that are not part of the mentoring program.

- After five years of the mentoring program, mentees will have higher salaries compared to employees of the same rank and years of experience that are not part of the mentoring program.
- After five years of the mentoring program, mentees will be more involved in chapter programs than members who were not mentored.

Targets and segments

Once KPIs and metrics are established, an organization can establish targets (the measures of success) and segments (the populations, behaviors, or outcomes to analyze against the targets).

A best practice that organizations can employ is to measure improvement for a specific segment against an organizational baseline, or another population segment. As an example, if the organization would like to retain talent it should implement a mentoring initiative open to all employees. The KPI will be the retention rate, the target may be to retain 95 percent of the participants for three (3) years, and the segment for measuring results will be the success of mentored members versus non-mentored members.

More specific to APPA, the region or chapter may set the objective of developing future regional or chapter leaders. The KPI would be the number of participants on the board or committees who were mentees, the target could be 65 percent over a three year period, and the segment for measuring would be the number of board or committee members who were mentored versus non-mentored board or committee members.

A good practice is to measure improvement for a specific segment against an organizational baseline or another segment. Groups to compare against each other may include:

- Members who were not in the mentoring program;
- Members who joined but did not complete the mentoring program;
- Members who successfully completed the program.

Kirkpatrick Assessment Model

Utilizing the concepts described above, one option to assessing a mentoring program success could be modeled after a training effectiveness assessment that entails using the four level model developed by Donald Kirkpatrick (1994). According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the program, but at the same time requires a more rigorous and time-consuming analysis.

Although very effective for measuring training program success it may be difficult to implement all levels in a mentoring program.

Level 1 Evaluation - Reactions

Just as the word implies, evaluation at this level measures how participants in a mentoring program react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? This type of evaluation is often called a "smile sheet." According to Kirkpatrick, every program should at least be evaluated at this level

to provide for the improvement of the program. In addition, the participants' reactions have important consequences for learning (level two). Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

Level 2 Evaluation - Learning

To assess the amount of learning that has occurred due to a mentoring program, level two evaluations often use tests conducted before mentoring (pretest) and after mentoring (post-test). Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent mentees have advanced in skills, knowledge, or attitude. Measurement at this level is more difficult and laborious than level one. Methods range from formal to informal testing to team assessment and self-assessment. If possible, participants take the test or assessment before the mentoring (pretest) and after mentoring (post-test) to determine the amount of learning that has occurred.

Level 3 Evaluation - Transfer

This level measures the transfer that has occurred in mentee's behavior due to the mentoring program. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the mentee? For many assessors this level represents the truest assessment of a program's effectiveness. However, measuring at this level is difficult as it is often impossible to predict when the change in behavior will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate.

Level 4 Evaluation- Results

Level four evaluation attempts to assess mentoring in terms of business results. Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can understand - increased production, improved quality, decreased costs, reduced frequency of accidents, increased, etc. From a business and organizational perspective, this is the overall reason for a mentoring program, yet level four results are not typically addressed. Determining results in financial terms is difficult to measure, and is hard to link directly with mentoring.

Armed with defined program objectives, key performance indicators, metrics, and measurement tactics, organization leaders can effectively implement and measure the success of a mentoring program, leading to increased member engagement and member success in their career or participation in the organization.

CONCLUSION

In summary, effective mentoring takes time, patience and a strong sense of direction and courage. Mentees often do not know how to progress towards immediate goals and beyond. They need the wisdom of an experienced mentor who will share in the trials and triumphs, confidently offering encouragement along the way in an effort to foster independent responsibility and unsupervised productivity so that a mentee will also someday become a mentor themselves. Organizations will benefit and the facilities management profession can only be strengthened as experienced mentors guide new mentees. The goal is to be the very best that we can be, and to continue “passing the torch” for as long as facilities managers continue to impact the world in which we all live.

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Appendix D: RMA 14ers Club Program Description



FOURTEENERS CLUB

DESCRIPTION

The Rocky Mountains are part of the North American Cordillera, which stretches 3,000 miles from Alaska through western Canada and the United States into northern Mexico. The centerpieces of this dramatic uplift are the 54 peaks over 14,000 feet, or "Fourteeners" as they are affectionately referred to by climbers.

1. Purpose - The purpose of the Fourteeners Club (a.k.a. 14ers Club) is to:
 - (a) Provide a recognition program for individuals within RMA who aspire to greater heights.
 - (b) Support RMA in its mission to elevate the leadership and influence of facilities professionals.
 - (c) Recruit and mentor others to prepare for and fulfill leadership roles at their own institutions, within RMA and within APPA.
2. Membership – Membership in the 14ers Club is considered an honor and is acknowledged for those who have reached a milestone in their participation with RMA. Membership in the 14ers Club is open to all RMA members who are in good standing and meet the longevity, participation and service requirements. Members of the 14ers Club shall be committed to advancing the goals of RMA, and in addition be committed to the promotion of hospitality, mentorship, communication and comradeship within the region.
3. Eligibility for Membership - To become a member of the 14ers Club RMA members must climb fourteen (14) peaks. Peaks consist of any combination of the following:
 - (a) Must be an RMA member in good standing for a minimum of three (3) years; counts as three peaks. **This is a base requirement.**

There is one exception to this base requirement – APPA members who are new to the RMA region and have been members in good standing in their previous region(s) for at least three (3) years may count their time in their past region(s) as peaks after being an RMA member in good standing for at least one (1) year.

- (b) Attended a minimum of three (3) RMA annual conferences; counts as three peaks.
This is also a base requirement in addition to 3(a).

There is one exception to this base requirement – APPA members who are new to the RMA region and have attended a minimum of two (2) regional conferences in their previous region(s) may count the attendance at these regional conferences as peaks after having attended at least one (1) RMA annual conference.

- (c) Attended an annual APPA annual conference; counts as one peak up to a maximum of two peaks.
- (d) Participation as an RMA Board member, Committee chair or State/Province representative. Each term on the RMA Board counts as one peak: for example serving as President-Elect through Senior Representative earns four peaks; each year as Secretary, Treasurer, Communications Coordinator, Annual Meeting Coordinator, or Committee Chair earns one peak; and every three years as Historian or RMA State/Province representative on an RMA committee earns one peak.
- (e) Participation as a presenter at an RMA or APPA annual conference. Counts as one peak maximum per year.
- (f) Participation on an annual conference host committee. Counts as one peak. Chairing the host committee counts as two peaks.
- (g) Graduation from or completion of the APPA Supervisor Toolkit, APPA Institute or APPA Leadership Academy is worth one peak each.
- (h) Successful completion of the APPA Educational Facilities Professional credential (EFP) and the Certified Educational Facilities Professional (CEFP) count as one peak each. Individuals with the CEFP must maintain their credential in order to count this peak.
- (i) Publish an article in the APPA *Facilities Manager* magazine counts as one peak maximum per year.
- (j) Becoming a regional trainer such as a Supervisor’s Toolkit Trainer, or a CEFP prep course trainer counts as one peak.
- (k) Acceptance of a “Special Expedition” from the RMA Board earns one peak per completed assignment acknowledged by the RMA Board. Special Expeditions could include such things as participating on an APPA task force, etc.

- (l) Attainment of an APPA or RMA recognition award, e.g., Pace Setter, Fellow, Meritorious Service, President's Award, H. Val Peterson Award, etc., - earns one peak per award.
 - (m) Being a climbing buddy counts as two peaks.
4. 14ers Club Members – Upon acceptance into the 14ers Club new members will pledge during the initiation program to continue their contribution and service through mentoring others and supporting the regional organization.
 5. Climbing Buddies – A “Climbing Buddy” concept shall be incorporated to promote comradeship and mentoring. Gumbies, the term applied to novice climbers, may request a climbing buddy. Upon approval by the Lead Climber, a 14ers Club member will be assigned to the gumbie as a climbing buddy. Communication frequency will be informal and left up to the climbing buddies, however frequent contact is encouraged.



FOURTEENERS CLUB
CLIMBING BUDDY APPLICATION FORM

Name: _____
Institution: _____
Position: _____
Address: _____

Phone: _____
Email: _____

The Rocky Mountains are part of the North American Cordillera, which stretches 3,000 miles from Alaska through western Canada and the United States into northern Mexico. The centerpieces of this dramatic uplift are the 54 peaks over 14,000 feet, or "Fourteeners" as they are affectionately referred to by climbers.

The purpose of the Fourteeners Club (a.k.a. 14ers Club) is to:

- (a) Provide a recognition program for individuals within RMA who aspire to greater heights.
- (b) Support RMA in its mission to elevate the leadership and influence of facilities professionals.
- (c) Recruit and mentor others to prepare for and fulfill leadership roles at their own institutions, within RMA and within APPA International.

The "Climbing Buddy" concept has been incorporated to promote comradeship and mentoring. Gumbies, the term applied to novice climbers, may request a climbing buddy. Upon approval by the Lead Climber, a 14ers Club member will be assigned to the gumbie as a climbing buddy.

Communication frequency will be informal and left up to the climbing buddies, however frequent contact is encouraged.

In order to assign you to a 14ers Club member that may best meet your desires of a mentor, please indicate which of the following criteria are most important to you (may choose more than one):

- a. **Profession** - Common language is sometime critical amongst pairings, especially when relationships are new.
- b. **Future plans**
- c. **Gender**
- d. **Location.**
- e. **Path** - This could be education, experience, career path, etc.
- f. **Size of the Institution**
- g. **Other** _____
- h. **Other** _____

Approval by Institutional Representative

Date

Return your completed application to:

John P. Morris, P.E., CEFP
john.morris@nau.edu
Northern Arizona University
PO Box 6016
Flagstaff, AZ 86011-6016



FOURTEENERS CLUB DESCRIPTION **For RMA Business Partners**

The Rocky Mountains are part of the North American Cordillera, which stretches 3,000 miles from Alaska through western Canada and the United States into northern Mexico. The centerpieces of this dramatic uplift are the 54 peaks over 14,000 feet, or "Fourteeners" as they are affectionately referred to by climbers.

1. Purpose - The purpose of the Fourteeners Club (a.k.a. 14ers Club) is to:
 - (a) Provide a recognition program for individuals within RMA who aspire to greater heights.
 - (b) Support RMA in its mission to elevate the leadership and influence of facilities professionals.
 - (c) Recruit and mentor others to prepare for and fulfill leadership roles at their own institutions, within RMA, and within APPA. For Business Partners this also extends to recruit and mentor others to prepare for and fulfill leadership roles at their companies, within RMA, and within APPA.

6. Membership – Membership in the 14ers Club is considered an honor and is acknowledged for those who have reached a milestone in their participation with RMA. Membership in the 14ers Club is open to all RMA members who are in good standing and meet the longevity, participation and service requirements. Members of the 14ers Club shall be committed to advancing the goals of RMA, and in addition be committed to the promotion of hospitality, mentorship, communication and comradeship within the region.

7. Business Partner Membership in RMA – As per the RMA by-laws, Business Partner memberships may be offered to individuals, organizations, manufacturers, or suppliers of goods and services operating for profit and ascribing to the policies and purposes of RMA and wishing to support the activities of RMA. Selection to this category of membership shall not be construed as endorsement, actual or implied, by RMA. A

business partner membership shall entitle an unlimited number of representatives of the firm to the following:

- a. Receive a complete RMA membership list with addresses and telephone numbers.
 - b. Receive copies of RMA publications and email or other electronic media messages intended for the members at large.
 - c. Attend regular and special meetings of RMA and bring guests (registration payment required) and receive a copy of the published Proceedings of the Annual Meeting.
 - d. Engage in discussions and presentations during the technical sessions at annual meetings.
 - e. Shall be entitled to hold committee appointed office.
 - f. Do not have membership voting rights.
8. Business Partner Eligibility for Membership in the 14ers Club - To become a member of the 14ers Club RMA members must climb fourteen (14) peaks. Peaks consist of any combination of the following:
- a. An active dues paying member of RMA for a minimum of five (5) years; or employed for a minimum of five (5) years at a dues paying RMA Business Partner organization that has paid dues for a minimum of five (5) years; counts as five peaks.
 - b. Attending RMA annual conferences; counts as one peak each event. This qualification cannot be used to earn a peak during the same year as peaks earned in (d) and (e) below; i.e. only count your participation in each conference once.
 - c. Contributing to RMA by hosting an educational event, i.e. webinar, Drive-in Workshop, etc. Hosting educational events counts as one peak maximum per year.
 - d. Contributing to RMA by purchasing a booth at the annual RMA educational conference. Each year counts as one peak.
 - e. Sponsoring an event or other contributions at an annual RMA educational conference, i.e. golf outing Yellow Ball, major meal or break, scholarship for attendance, etc. Each year counts as one peak.
 - f. Contributions at various RMA levels earn peaks:
 1. Platinum level for one year earns one peak.
 2. Gold level for two years earns one peak.
 3. Silver level for three years earns one peak.
 4. Copper level for four years earns one peak.

- g. Participation on the Board as the Business Partner Representative; each two year term counts as one peak.
 - h. Participation on an annual conference host committee. Counts as one peak.
 - i. Participation as a presenter at an RMA Educational Forum. Counts as one peak maximum per year.
 - j. Publish an article in the APPA *Facilities Manager* magazine counts as one peak maximum per year.
 - k. Successful completion of the APPA Educational Facilities Professional credential (EFP) and the Certified Educational Facilities Professional (CEFP) count as one peak each. Individuals with the CEFP must maintain their credential in order to count this peak.
 - l. Acceptance of a “Special Expedition” from the RMA Board earns one peak per completed assignment acknowledged by the RMA Board.
 - m. Attainment of an APPA or RMA recognition award, e.g. APPA Eagle Award, APPA Rex Dillow Award, RMA President’s Award, RMA H. Val Peterson Award, RMA Lee Newman Award, etc. earns one peak per award.
 - n. Being a climbing buddy counts as one peak.
9. 14ers Club Members – Upon acceptance into the 14ers Club new members will pledge during the initiation program to continue their contribution and service through mentoring others and supporting the regional organization.
10. Climbing Buddies – A “Climbing Buddy” concept shall be incorporated to promote comradeship and mentoring. Gumbies, the term applied to novice climbers, may request a climbing buddy. Upon approval by the Lead Climber, a 14ers Club member will be assigned to the gumbie as a climbing buddy. Communication frequency will be informal and left up to the climbing buddies, however frequent contact is encouraged.

Appendix E: MAPPA and ERAPPA M&M Program Description

Midwest APPA Mentorship Program

Midwest APPA invites you to become engaged in the future of our profession by becoming a Mentor or Mentee in the MAPPAs Mentorship Program (M&M Program).

The M&M program offers an opportunity:

- for our members to engage with other Facilities Management professionals.
- to connect our young professionals with our seasoned professionals.
- to share successes and lessons learned to strengthen our profession.
- to share professional development.
- for guidance and information.
- to network and engage in career prospects.
- to have Fun and build some everlasting relationships.

Program Participation

To become an M&M, either as a mentor or mentee, in the MAPPAs Mentorship Program.

- Complete an application and submit it to the MAPPAs President.
- Make a 1-year commitment to be a mentor or mentee.
- Consider presenting at future MAPPAs Annual Conferences on lessons learned.
- Be willing to share your Mentorship Experience to the MAPPAs Board so we may learn how to improve the program.
- Mentors and Mentees will be recognized at the annual conference Awards Banquet.
- Receive a Pin/Ribbon to show your involvement in the program.

Finding the right mentor or mentee for you:

- This is a program that you can tailor to meet your needs to provide you the level of involvement that you want in the M&M program. We will make the best effort within a three to four week process to provide a match to your completed application form.
- The mentee and mentor should have some ideas as to how they would like to see this program work and what they would like to learn and experience.
- The MAPPAs Board will provide an email with background information relating to the match. After reviewing the potential mentor or mentee information and expressing some potential interest, we will have the mentor make contact.
- We suggest that you set up a routine to make contact and a way to communicate. The two of you will drive this informal process. If either party would like to dissolve the relationship at any time within the year, please communicate to your mentor/mentee and the MAPPAs Board.

Program Content Suggestions

- Working through Challenges
- Understanding the Facilities Management World and Network
- Training and Educational Opportunities
- Understanding the APPA/MAPPAs Network
- Choosing a career path and advancement
- Sharing of resources and successes

Interested in getting involved?

Be sure to download these forms to your PC, then open them via Acrobat Reader. If you use your

browser to open them, you can complete the form but the in-form print button and submit by email button won't work.

If you are looking to become a MAPPA Mentor, click [here](#) to download your application today.
If you are looking to become a MAPPA Mentee, click [here](#) to download your application today.

For more information about the Mentorship Program, and opportunities, contact [Ruthann Manlet](#), MAPPA Past President.

ERAPPA Mentorship Program



The Eastern Region of APPA (ERAPPA) invites you to become engaged in the future of our profession by becoming a Mentor or Mentee in the ERAPPA Mentorship Program (M&M Program).

The M&M program offers an opportunity:

- for our members to engage with other Facilities Management professionals.
- to connect our young professionals with our seasoned professionals.
- to share successes and lessons learned to strengthen our profession.
- to share professional development.
- for guidance and information.
- to network and engage in career prospects.
- to have fun and build some everlasting relationships.

Program Participation

To become an M&M, either as a mentor or mentee, in the ERAPPA Mentorship Program.

- Complete an online application and submit it to the ERAPPA VP of Membership.
- Make a 1-year commitment to be a mentor or mentee.
- Consider presenting at a future ERAPPA Annual Conference on lessons learned (&/or at your local Chapter level as well).
- Be willing to share your Mentorship Experience to the ERAPPA Board so we may learn how to improve the program.
- Mentors and Mentees will be recognized at the annual conference Awards Banquet.

Finding the right mentor or mentee for you:

- This is a program that you can tailor to meet your needs to provide you the level of involvement that you want in the M&M program. We will make the best effort within a 1-month process to provide a match to your completed application form.
- The mentee and mentor should have some ideas as to how they would like to see this program work and what they would like to learn and experience.
- The ERAPPA Board will provide an email with background information relating to the match. After reviewing the potential mentor or mentee information and expressing some potential interest, we will have the mentor make contact.
- We suggest that you set up a routine to make contact and a way to communicate. The two of you will drive this informal process. If either party would like to dissolve the relationship at any time within the year, please communicate to your mentor/mentee and the ERAPPA Board.

Program Content Suggestions

- Working through Challenges
- Understanding the Facilities Management World and Network
- Training and Educational Opportunities
- Understanding the APPA/ERAPPA/Local Chapter Network
- Choosing a career path and advancement
- Sharing of resources and successes

Interested in getting involved?

If you are looking to become an ERAPPA Mentor, [click here to apply today.](#)

If you are looking to become an ERAPPA Mentee, [click here to apply today.](#)

For more information about the Mentorship Program, and opportunities, contact [Chris Dupuis](#), ERAPPA VP of Membership.

Appendix F: ERAPPA Mentorship Program Resource Guide



ERAPPA Mentorship Program (M&M)

Resource Guide for Mentors & Mentees

April 2014



MENTOR MOTIVATION INVENTORY

For each item below, put a check in the “yes” column if the reason listed reflects why mentoring appeals to you. If it does not, put a check in the “no” column. Following each item, list concrete examples to illustrate your answer.

Reasons Mentoring May Be Right for Me:	Yes	No	Examples
I like the feeling of having others seek me out for advice or guidance.			
I find that helping others learn and grow is personally rewarding.			
I have specific knowledge or industry expertise that I want to pass on to others.			
I enjoy collaborative learning.			
I find that working with others who are different from me is energizing.			
I look for opportunities to further my own growth.			
I have time to build a relationship with a mentee.			
I am willing to openly and honestly discuss my work and life experiences in order to help a mentee realize their potential.			

Complete these questions as truthfully as you can.

I want to be a mentor because:

My experience and expertise will contribute to this relationship by:

If you answered yes to most of these questions, you should give mentoring some thoughtful consideration. You may really enjoy it and learn a lot about yourself along the way!

MENTOR READINESS

How ready are you to engage a mentee?

Take a few minutes and complete the following Mentor Characteristics Assessment. This is one way to assess whether you're ready to be a mentor or not. Assess each characteristic by asking: *Am I...? or Do I...?*

Circle the appropriate number using the scale below as a guide:

1=Always
2=Frequently
3=Sometimes

4=Rarely
5=Never

Effective Characteristics	Always					Never
	1	2	3	4	5	
1. Spot the Potential & Believe in Others	1	2	3	4	5	
2. A Networked & Resourceful Guide	1	2	3	4	5	
3. Display Patience and Tolerance	1	2	3	4	5	
4. Give Encouragement	1	2	3	4	5	
5. See the Big Picture	1	2	3	4	5	
Ineffective Characteristics	Always					Never
	1	2	3	4	5	
1. Too Busy to Mentor	1	2	3	4	5	
2. Use the Mentee as Help	1	2	3	4	5	
3. Overly Critical	1	2	3	4	5	
4. Not with the Times	1	2	3	4	5	
5. Ego Striving	1	2	3	4	5	

Based on this assessment, are you ready to become a mentor? If not, what would need to be done in order to get ready?

MENTEE READINESS

How ready are you to be a mentee?

Take a few minutes and complete the following Mentee Characteristics Assessment. This is one way to assess whether or not you are ready to be a mentee. Assess each characteristic by asking: *Am I...? or Do I...?*

Circle the appropriate number using the scale below as a guide:

1=Always
2=Frequently
3=Sometimes

4=Rarely
5=Never

Effective Characteristics	Always					Never
	1	2	3	4	5	
1. Goal-Oriented	1	2	3	4	5	
2. Seek Challenges	1	2	3	4	5	
3. Take Initiative	1	2	3	4	5	
4. Show Eagerness to Learn	1	2	3	4	5	
5. Accept Personal Responsibility	1	2	3	4	5	
Ineffective Characteristics	Always					Never
	1	2	3	4	5	
1. Too Self-Promoting	1	2	3	4	5	
2. Too Busy	1	2	3	4	5	
3. Lack Passion for Others' (Mentor's) Area of Expertise	1	2	3	4	5	
4. Lack Focus	1	2	3	4	5	
5. Overly Dependent	1	2	3	4	5	

Based on this assessment, are you ready to become a mentee? If not, what would need to be done in order to get ready?

TIPS FOR MENTORS

- Make an effort to be available to your mentee at least once every two months (in a distraction free environment).
- Interact and share; share your mistakes and struggles, as well as your successes.
- Share your specific expectations for the relationship up-front with your mentee.
- Invest time in learning about the ambition, qualities and preferences of your mentee; the better you know them the more guidance you can provide.
- Periodically identify opportunities in your organization or professional networks for your mentee.
- Actively assist the mentee in the development of his/her personal network of professional contacts.
- Honor commitments to and confidences of your mentee.
- Be clear about purpose and boundaries.
- Periodically validate with your mentee the value of the information and guidance you are providing.
- Provide honest, caring, regular and tactful feedback to your mentee.
- Listen attentively and ask powerful and probing questions.
- Maintain and respect privacy, honesty and integrity.
- Accept that the relationship is temporary, but be open for the possibility that it may exceed for a longer timeframe; this should be a mutual agreement as to how you wish to proceed.
- Make a list. When preparing for your first meeting, make a list of things you would have wanted to know when you were in a similar position or situation of the person you will be mentoring. It may include information about yourself, the place you work, your position, and your expectations covering the mentor-mentee relationship.
- Have an agenda. It may include: (1) Getting to know each other (2) Logistics (3) Goals/Expectations (4) Concerns that might interfere with meeting again (5) Initial impressions (6) Questions to ask the mentee.
- Believe in your ability to mentor.

TIPS FOR MENTEES

- Plan a face-to-face meeting with your mentor as soon as possible. You can keep in contact via email and phone, but it is good to have some face-to-face contact as time and logistics permit.
- Initiate meeting with your mentor at least once every two months.
- Take responsibility for forming a list of what is discussed at your meetings.
- At the onset of the relationship, communicate clearly and negotiate with your mentor your goals for your time together.
- Invest time in learning about the mentor's organization and professional roles and responsibilities.
- Honor commitments made to the mentor and respect the basic privacy and confidentiality inherent in the communication that occurs within the relationship.
- Actively request information and guidance from the mentor on a periodic basis and communicate with the mentor as to how the advice or information was used.
- Accept that the relationship is temporary, but be open for the possibility that it may exceed for a longer timeframe; this should be a mutual agreement as to how you wish to proceed.
- Express your appreciation for the mentor's time, guidance, and sharing of information and opportunities.
- Be punctual and prepared.
- Enter the relationship with a positive attitude.
- Believe in achievement and have confidence in yourself.

YOUR Past Mentors

Chances are that you've had mentors in the past and you didn't realize that's what they were. This activity allows you to look back on your life to identify past mentors and to give thought as to what characteristics they possessed that helped establish a mentoring relationship and what behaviors you exhibited that made the mentoring work.

Think back on various stages of your life and remember those individuals who had significant impact on your life. You might ask yourself, "If I hadn't met _____, how would I have learned _____?" Some types of people to think about include: teachers, coaches, friends, relatives, supervisors, and co-workers.

Complete the table below to get a better idea of how your own personal and professional development has been enhanced by mentors, whether or not the relationship was recognized as mentoring.

Mentor's Name	How Mentor Helped Me	Characteristics the Mentor Possessed that Helped Me Grow

Getting to Know Each Other:

The First Step

The first time a mentor and mentee meet, a priority is to get to know one another. The following are questions you may wish to use to begin building your mentor/mentee relationship.

Your Current State

1. What do you love about your work?
2. What do you wish you could change?

Goals and Achievements

3. What are your most satisfying achievements not just in your current job but in your entire career?
4. What do you want to accomplish this year?
5. Where do you see yourself in the next five years?
6. What support and/or resources do you need to achieve your immediate goals?
7. What support and/or resources do you need to achieve your career aspirations?
8. What is your ideal job? Describe what it would be.
9. What skills do people acknowledge you for?
10. What skills or talent would you like to be acknowledged for?

Your Work Style

11. How well do you communicate with others?
12. How well do you keep promises to yourself and others?
13. How satisfied are you with your level of productivity?
14. How much of a priority are you in your own life?
15. What routinely gets in your way?
16. What areas of your work life would you most like to improve?

Your Vision

17. If you were the leader of your current organization, what would be your vision?
18. What two steps could you take right now that would make the biggest difference in your life and work?

Mentoring Action Plan Worksheet

Name of Mentee: _____

Date: _____

Career Goal: _____

Knowledge to Gain/Skills to Build/Attitudes to Develop to Accomplish my Career Goal. <i>(What must I acquire/improve?)</i>	Projected Outcome <i>(How will I know I did it?)</i>	Action Steps <i>(How will I actually gain/build/develop these?)</i>	Resources Needed <i>(Besides the help of my mentor, I will need what?)</i>	Target Completion Date <i>(When will I be there)</i>