



# **The Academy of Board Certified Environmental Professionals Mentoring Program**

## ***Mentor Manual***

2023

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## Introduction

The Board of Trustees of the Academy of Board Certified Environmental Professionals (ABCEP) is pleased that you have applied to become a part of the ABCEP Mentoring Program. There is no greater responsibility for a CEP than helping the next generation of environmental professionals to succeed. The valuable guidance you will be providing to a future CEP is immeasurable. We wish you the best in this endeavor, and hope that you will reach out to the Executive Administrator if there is anything the ABCEP organization can do to help enhance your mentoring success.

Your first step towards becoming a Mentor is to review this 2023 Mentor Manual, and the complementary 2023 Mentee Manual. You should be comfortable with the program expectations and requirements, as they are critical to your success as a Mentor and to the success of your Mentees. Once you have reviewed the documents, you must confirm via email your commitment to the ABCEP Executive Administrator.

ABCEP Mentors serve in two primary roles – CEP-IT Career Coach and CEP Applicant Advisor. The roles are undertaken based on the needs of the Mentee, and there are some key differences in the goals and objectives of each. ABCEP Mentors must understand and be adept at both roles. These roles must be recognized as distinct, but fluid so that a Mentor can transition seamlessly to support the needs of the Mentee. A Mentor may have multiple Mentees at any one time, including across each of the roles.

A CEP-IT Career Coach focuses on a Mentee's professional and career development strategies, including those that should ultimately help CEP-ITs advance to the CEP designation. This role is expected to last a minimum of one year.

A CEP Applicant Advisor supports CEP Applicants as they prepare and submit their CEP applications. In this role the Mentor supports the Applicant through the mechanics of the process, but the Mentor cannot coach the Applicant on specific content for responses to application requirements. This is a critical distinction and requirement that should be well understood by all Mentors and Mentees. Any violation of this requirement could compromise the Mentee's application, the Mentor's commitment to the ABCEP Code of Ethics, and ABCEP's accreditation by the Council of Engineering and Scientific Specialty Boards. The Mentor is expected to be firm and fair with their Mentee regarding this requirement and should err on the side of caution should any potential ethical conflicts arise.

Applicant Advisors are a first point of contact during the application development process and should provide support through the application review process. If the applicant is initially successful and achieves the CEP designation – typically within a period of about six months – the Mentor's efforts have been successful! If the applicant is not initially successful, the Mentor would help that candidate plan and develop strategies to address any deficiencies and to achieve the CEP designation, and the Mentor would guide the Mentee as they implement those strategies. One of those strategies may be the Mentee's transition into a CEP-IT role, if the applicant is not already a CEP-IT. In that case, the Mentor would transition into a CEP-IT Career Coach role.

## What's In It For Me?

Did you know that research shows people who have Mentors in the first three years of their career are more likely to become stellar leaders and managers at a more rapid pace? Some of the benefits of having a Mentor include:

1. Sharing information
2. Building skills
3. Reducing generational conflict; and
4. Enabling knowledge transfer

As an ABCEP Mentor, you may obtain up to 16 hours of credit towards your yearly certification maintenance requirement of 40 points. However, you should gain much more in the interaction with other CEPs, CEP-ITs, and CEP Applicants. Additional benefits in participating in the Mentoring Program may include:

- Increased Visibility
  - Serving as a Mentor can showcase your skills, as well as create opportunities for you to learn new ones
- Additional Career/Professional Experience
  - Mentoring can increase your marketability, enhance your work experience, and further develop your personal skill set
- Develop/Enhance Leadership Skills
  - This is required for the overall success of the program
- Better Communication and Listening Skills
  - This is essential for success in the marketplace
  - You will master delivering feedback for effective communications
  - In addition, you will work with your Mentee to develop their skills
- Identify and Guide the Mentee Through Personal Development Areas
  - You will create activities to help your Mentee progress professionally
- Resume Builder
  - This is an additional skill set you will be able to put on your resume

***List your personal goals or reason for being a Mentor:***

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## The Mentoring Mindset

Mentoring is an important part of everyone's career growth. It truly takes a special mindset to help someone grow in their career path. Here are some key success factors of an effective Mentor:

- A desire to help someone else grow
- The patience to let the Mentee "lead"
- The humility to let your Mentee learn from your mistakes
- A global / unbiased perspective of the environmental profession
- A willingness to learn and grow from this experience
- The readiness to end the partnership on a positive note, even if it becomes unproductive

The Mentoring Program was developed to help guide young environmental professionals into the profession, up to the point where they are ready to apply to become a CEP and through the CEP application itself. You and your Mentee will set their goals and objectives for this partnership, and you will guide your Mentee through the experience to help them reach their desired outcome. You must also remember that you are not their manager; you are their guide. The outcome of this partnership is not a performance review. This is about enhancing talent, developing human resources, and adding value to your Mentee, yourself, and the ABCEP organization. It is the personal reward of helping another budding CEP that truly makes this experience worthwhile.

## Expectations

There are many expectations of you as a Mentor during this process. Here is an “including, but not limited to” list of Mentor responsibilities and activities:

- Review the Mentor and Mentee Manuals prior to the first meeting with your Mentee, to refresh your memory on the expectations
- Request that your Mentee review the 2023 Mentee Manual prior to your first meeting, such that your partnership can be established under a common understanding
- Request that your Mentee share with you their answers to questions in the Mentee Manual prior to the first meeting
- Take an interest in your Mentee’s professional development
- Help your Mentee set realistic goal(s) for your partnership
- Share information about ABCEP, the certification program, and the professional and personal benefits and opportunities within the organization
- Be a role model and encourage professional behavior and leadership
- Dedicate quality time for your Mentee
- Make your commitments as a Mentor plain and clear to your Mentee and – most importantly – follow through with them!
- Introduce your Mentee to growth opportunities
- Facilitate decision-making and problem-solving opportunities – guide your Mentee, but allow them to learn through experience
- Recommend specific assignments and/or action items to help your Mentee achieve their goals
- Offer thought-provoking ideas to challenge your Mentee’s thinking.
- Give candid, specific, and constructive feedback
- Address any negative behavior and attitudes constructively
- Encourage and support a mutual exchange of ideas
- Act as a sounding board and offer encouragement by sharing past personal struggles, challenges, and accomplishments
- Establish and maintain an environment of trust, openness, and comfort for your Mentee, and do not jeopardize that trusting environment
- Build self-confidence and self-reliance, and avoid having your Mentee become overly dependent on you
- Help your Mentee find guidance and resources, and encourage them to find guidance and resources independently
- Seek to inspire, motivate, and cultivate self-directed learning and developmental skills and attitudes
- Be willing to learn from your Mentee

## Expectations (cont.)

During this process, you will first be expected to plan and facilitate your initial meeting with your Mentee. Communicate with your Mentee that they will be expected to respond to the following questions at that meeting:

1. Why did they sign up to be a Mentee?
2. What do they hope to accomplish during this partnership?
3. What do they understand your Mentor role to be in the partnership?
4. Identify at least one goal they would like to focus on during the partnership.

**Communicated with Mentee on these items on:** \_\_\_\_\_

Your Mentee's responses to these questions will allow you to ensure that you and your Mentee have a common understanding of the partnership, to put together a game plan for achieving the goals and accomplishments. It is your responsibility as a Mentor to lead your Mentee through the game plan execution during the partnership. You have many tools to help you with this; here are a few:

1. Your own personal experience.
2. Setting up meetings with other individuals in ABCEP or other organizations that can also provide guidance to your Mentee to either:
  - a. Help reinforce your teachings; or
  - b. Assist you in areas in which you are not as knowledgeable.
3. Books or educational opportunities (e.g. courses, seminars, workshops, conferences).
4. Online resources – see the **Resources** section below.

***How does your personal knowledge and experiences relate to helping your Mentee reach their goals for the partnership?***

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***Who can you refer your Mentee to for more guidance in the areas in which they would like to focus?***

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***What educational opportunities can you encourage your Mentee to take?***

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## Expectations (cont.)

***What websites can you share with you Mentee to reinforce learning and encourage independent exploring?***

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Something else to consider when creating the game plan are the different components of adult learning, such as:

1. Lectures;
2. Hands-on;
3. Delegation; and
4. Seminars and workshops.

We encourage you to use all these components, and to integrate some of your own.

***What are some of the ways that you learn the best?***

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Your timeframe should be based on a minimum one-year partnership for a CEP-IT. We will rely on you to determine how often you need to meet with your Mentee in order to accomplish their expressed desires for the partnership. The duration of a CEP Applicant Advisor role is typically about six months, and meetings may need to be more frequent in this Mentor role.

***How long do you anticipate needing in order to accomplish your Mentee's goals and accomplishments?***

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## Responsibilities

What is the role of a Mentor? That is the foremost question we need to ask ourselves. Once we know the answer, we need to ask ourselves, “Are we ready and able to fulfill these needs for another person?” If so, we have the start of a successful partnership with powerful returns. Here are some simple guidelines to get you started.

First, as a Mentor, you need to help your Mentee clarify their goals for this partnership. Your role as their Mentor will hopefully help them clarify their own career goals. You will need to share insight and your own knowledge to help them obtain their goals. As the Mentor, you should utilize your skills, knowledge and abilities to guide your Mentee, and you should draw on your connections and network to help “fill the gaps” when a topic arises that may push beyond your expertise. It is important to acknowledge your own limitations if and when they occur, and to model reasonable solutions for your Mentee. Think of yourself as a “Learning Leader”.

***How can my personal knowledge and experiences help my Mentee reach their goals?***

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***What are some ways/activities assignments that can help my Mentee grow, and how can I guide them in the area(s) in which they desire to grow?***

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Being a successful Mentor encompasses many aspects. You will be called upon to demonstrate your own leadership competencies. You have likely been called upon to be a Mentor because of your own superior achievements, which you have already demonstrated by becoming a CEP. We believe you are here because of the high standards you have set for yourself and the variety of techniques and skills you have used to reach your own goals. Now, we are asking you to pass on those traits to your Mentee, in order to help them to grow and learn from you!

***What have you used to enhance your own techniques and skills to reach your own goals?***

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## Responsibilities (cont.)

Being a successful Mentor also means being a successful communicator. Communicating is not just the words coming out of one's mouth; it also entails reading and interpreting body language and listening. We will explore this in more depth in a later section. Other important qualities of a Mentor include recognizing excellence in others and encouraging it; enjoying intellectual engagement; helping others; exercising good judgement in decisions; and concerning oneself with the welfare of others.

### ***What are some additional qualities of a successful Mentor?***

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It is a responsibility to take on the learning objectives of another individual. As the Mentor, you will be responsible for creating a positive partnership where there is open communication between you and your Mentee. It is your responsibility to develop a trusting partnership with your Mentee, such that they feel they can talk freely and openly with you. This also entails giving them honest feedback. This is your opportunity to gain experience giving constructive feedback, and how to identify problems and offer solutions to help your Mentee grow. Give your Mentee real-life examples. Be positive and encouraging, but also be ready and willing to "course correct" when you see issues arise that could prevent a Mentee from reaching their goals. Be prepared to share your own missteps, in order to show them how not to make the same mistakes.

And, most importantly, be supportive! Let your Mentee know when they are meeting you that it is a safe learning and information exchange environment!

We recognize that there will be times when our experience and knowledge are not enough to help your Mentee. That is where your resources will come in handy. It is OK and encouraged for you to refer your Mentee to:

- Other business associates and CEPs;
- Webinars; and
- Other training and learning opportunities.

Be prepared to offer your Mentee an unbiased ear. They do not work with you or your organization. Therefore, you are in a unique position to hear what your Mentee has to say and focus on their areas of opportunities without them being fearful that it might impact their current job. However, keep in mind that there are limits. You are responsible to keep your meetings on track. Your role is not to address their personal concerns and issues; mentoring meetings should be business and career related. Your partnership with your Mentee should be built from a position of mutual trust and confidentiality, and consistently remain professional.

## Responsibilities (cont.)

For personal concerns that are outside the scope of your mentoring partnership, you may consider encouraging your Mentee to take advantage of resources that may be available through their employer/organization, such as employee assistance programs, open door policies, ethics hotlines, etc. It is important to remember that, as a Mentor, you have a responsibility to exercise your professional discretion and to act in the interest of ABCEP in the event a potential ethical situation should arise. If you have any questions regarding a potential ethical and/or legal conflict situation, you should immediately contact the ABCEP Executive Administrator ([office@abcep.org](mailto:office@abcep.org)), and/or the ABCEP BOT for assistance in resolving the issue. These communications will be held in confidence for the betterment of the both the mentoring partnership and the organization.

## Code of Ethics and Confidentiality

Upholding the ABCEP Code of Ethics ([https://www.abcep.org/code\\_of\\_ethics.php](https://www.abcep.org/code_of_ethics.php)) should be a primary focus in any ABCEP endeavor, and this is especially true in the Mentoring Program. Your Mentee is not your employee and this should afford you the “luxury” of being able to openly discuss and constructively critique your Mentee without their fear of it affecting their career. Your mentoring role is to help and guide them through becoming better at what they do. They are likely to seek support in an area in which they are weak, or perhaps in an area in which they seek to advance but don’t know how.

Your conversations with your Mentee should be kept confidential – you will be speaking freely together, and they shouldn’t fear what is discussed in your meetings will get back to their supervisor. Both you and your Mentee have an obligation to maintain the confidentiality of your discussions. However, individual ethical and professional standards will always take precedence, and you must exercise your professional discretion in your partnership. You and your Mentee should individually review the ABCEP Code of Ethics in advance of your first meeting, and then together during your first meeting, such that you share a mutual understanding of your individual responsibilities regarding confidentiality and your respective ethical responsibilities. As a Mentor with a high degree of experience, it is expected that you will act within your professional discretion at all times, in the interest of the ABCEP organization.

In the event certain topics of conversation should arise with your Mentee that you feel are outside the scope of your mentoring partnership, you should:

1. Immediately stop the conversation.
2. Reaffirm with your Mentee that the Mentoring Program is not the forum to address those issues.
3. Advise your Mentee to utilize the appropriate resources available to them through their employer/organization, such as employee assistance programs, open door policies, ethics hotlines, etc.

Should the issue reoccur, notify the ABCEP Executive Administrator immediately.

## Do's and Don't's

There are guidelines for every partnership that we undertake. Below is a short list of Do's and Don't's when interacting with your Mentee.

### **DO be clear about your motives for helping your Mentee.**

Start off the partnership by opening up with your Mentee and explaining why you wanted to be a Mentor, and how you feel you can help. Set the stage for a successful partnership early on by letting your Mentee know that you value the relationship and believe it is an important part of your own development and service to the profession.

### **DO be considerate of your Mentee's needs, as well as your own.**

Be honest in your ability to help your Mentee. Also, understand that this partnership may extend past your scheduled meetings. DON'T let it overtake your time. Set boundaries and know that this is OK to tell your Mentee that you will make a note to talk about their concerns/needs at your next scheduled meeting.

### **DO develop a path to accomplish goals within the agreed meeting schedule/timeframe.**

Part of being a successful Mentor is mapping out a path that will get you and your Mentee to their goal within your specified timeframe. We all know things come up and sometimes we need to show flexibility in rearranging our timeframes, such that our goals can still be met. Take the responsibility to ensure that your Mentee can meet their objectives.

### **DON'T give up right away.**

If you are finding difficulty in meeting with your Mentee, supporting achievement of their target goals and accomplishments, and/or adhering to the meeting schedule, take positive strides to correct the situation. If you need assistance in these areas, reach out to the ABCEP Executive Administrator so that they can get involved and assist with the situation. However, DO be prepared to hold your Mentee accountable for keeping up their end of the partnership.

### **DON'T force your Mentee to follow in your footsteps.**

Your path is your own. We encourage you to share your personal successes and learning opportunities with your Mentee, but they need to create and find their own path. You are there to help guide them on that path, but they need to make their own decisions.

### **DON'T discuss salary, discipline, or grievances with your Mentee.**

If these topics arise, immediately stop the conversation and let your Mentee know that you are not able to address those issues in this forum. Encourage them to utilize the appropriate resources available to them from their employer/organization.

## Getting Acquainted

A successful partnership is built on a strong foundation. Take some time to get to know your Mentee. Place great value on their stated goals and accomplishments for the process. Refrain from passing judgement, but rather be open to other ideas and value differing opinions. And, most importantly, listen to your Mentee. These building blocks will be the strong foundation in which you build a successful partnership.

It's now time to prepare for your first meeting. Perhaps you are separated by many miles from your Mentee. Wherever they are, it is always a good idea to spend some time getting to know them. Here are some questions you can ask to help you get to know your Mentee:

- Where did you go to college, what did you study, and why?
- How long have you worked for your current employer?
- What city do you work in, and did you relocate there? If so, from where?
- What is your favorite part of what you do? And what is your least favorite?
- What are some of your hobbies?
- If money or time wasn't an issue, what would be your dream vacation?

***What are some other questions to help you get better acquainted with your Mentee?***

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## Meeting Schedule

During your first meeting, your Mentee should provide you with their desired goals and outcomes. Here is an example on how to initiate and set the agenda for the first meeting with your Mentee, which should take place within the first month after assignment:

### Preparing for Your First Meeting

- Send an email to your Mentee introducing yourself (see example below).
- Provide your Mentee with several date/time options for your first meeting.
- Ask your Mentee to prepare a list of their goals and desired outcomes for the partnership.
- Ask your Mentee to think about what they want to accomplish during the mentoring opportunity.

### At Your First Meeting

- Thank your Mentee for their participation, and express your desire to help them reach their goals.
- Obtain their permission to take notes at your meetings.
- Ask your Mentee the “Getting Acquainted” questions.
- Discuss their desired goals and accomplishments, as well as why they wanted to participate in the mentoring program. Let them know that you will spend some time reviewing their goals and accomplishments, and that together you will formulate their game plan at the next meeting.
- Share with them your career journey and how you reached where you are today.
- Invite your Mentee to share their story on their career decisions and direction.

### Subsequent Meetings

- Evaluate experiences gained and other assignments that you asked your Mentee to complete since your last meeting.
- Review successes, challenges and process in reaching accomplishments.
- Discuss career-related issues and objectives.
- Discuss how ABCEP supports and facilitates their career growth.
- Establish assignments to be completed by the next scheduled meeting.

It will then become your responsibility to create a meeting schedule that will provide enough time to accomplish agreed upon goals. It is very important that, during the second meeting with your Mentee, you agree on the frequency and times you will meet. Once you have established your meeting schedule, you will present it to your Mentee at your second meeting. We understand there will be times when you or your Mentee will be unable to keep a scheduled meeting. We encourage you to reschedule as quickly as possible, such that you do not get behind or lose momentum in your mentoring progress.

Once the formal mentoring program has concluded, you and your Mentee can decide if you would like to continue your partnership informally to wrap up any loose ends, or perhaps just to stay in contact. Notify the ABCEP Executive Administrator as soon as the formal mentorship has ended.

## **Example CEP-IT Introductory Email**

Hello [*insert Mentee name*],

I am a member of the Academy of Board Certified Environmental Professionals (ABCEP), and I have been asked by the Board of Trustees to be your Mentor. As your Mentor, my role is to serve as a guide, a friend, and a resource that helps pave the way in your professional development.

Together, we will work to develop your **Annual Career Plan**, and I will provide guidance to you on your path to applying for your **Certified Environmental Professional (CEP)** accreditation and advancing in your career. Developing your **Annual Career Plan** will help you to maintain your CEP-In Training (IT) certification, as well as continue to progress along your chose career path. Your **Annual Career Plan** is accessible through the ABCEP organization's website. As we are just beginning our mentoring partnership, I wanted to ask you to carefully consider your professional goals and complete the Goals and Professional Development sections of your **Annual Career Plan**.

Please let me know if you have any questions or need assistance in preparing your **Annual Career Plan**. Feel free to contact me at [*insert preferred email and/or phone*], and I look forward to being your Mentor over the next year.

Kind regards,

[*insert Mentor name, company, title, contact information, etc.*]

## **Example CEP Applicant Introductory Email**

Hello [*insert Mentee name*],

I am a member of the Academy of Board Certified Environmental Professionals (ABCEP), and I have been asked by the Board of Trustees to be your Applicant Advisor. My role is to serve as a guide, a friend, and a resource that helps pave the way in your professional development.

I will provide guidance to you on your path to applying for your **Certified Environmental Professional (CEP)** accreditation.

Please let me know if you have any questions. Feel free to contact me at [*insert preferred email and/or phone*], and I look forward to being your Applicant Advisor. We typically plan for a six-month engagement, if needed.

Kind regards,

[*insert Mentor name, company, title, contact information, etc.*]

## Methods of Communication

There are many ways for you and your Mentee to communicate with each other. We recommend laying out and agreeing a communication plan early in your partnership.

***What is your preferred method of communication for this partnership? What other means of communication do you use?***

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# Listening

As a Mentor, you will be doing a lot of listening with your Mentee to learn their desired outcomes of your partnership. In addition, your Mentee will be doing a lot of listening to you to hear your words of wisdom. Here are some tools to sharpen your listening skills.

We don't just listen with our ears. We also listen with our eyes, as they help us to discern gestures. Eye behavior and facial expressions reveal the intensity or authenticity of the verbal message. Listening also includes, but is not limited to, the following:

- Body language;
- Vocal inflection;
- Words;
- Expressions; and
- Gestures.

There are two types of listening – passive and active. Let's look at each one more closely.

## Passive Listening

When a listener does not verbally respond to the speaker, they are still communicating by sending verbal messages through eye contact, smiles, yawns, or nods. Passive listening is appropriate when the person wants to vent frustration or express an opinion; and when the person wants to ease back mentally or be entertained (such as a comedy show).

## Active Listening

Active listening involves verbal feedback, perhaps by requesting additional information or by paraphrasing. With this type of feedback, you demonstrate that you have understood the other's communication.

Whether you are listening passively or actively, key tips for effective listening always include the following:

- Hold your fire;
- Listen for the main points;
- Resist distractions;
- Capitalize on thought speed; and
- Listen for the whole meaning.

Mentoring is an excellent opportunity for you to enhance and develop your own listening skills.

## Resources

We encourage you to provide your Mentee with a variety of learning opportunities. Although you will be the primary learning source for your Mentee, you should not be the only one. Here are some other resources that you can tap into to enhance the learning experience for your Mentee:

- The ABCEP Body of Knowledge.
- National Association of Environmental Professionals' webinars.
- American Public University webinars and courses.
- Other online resources.

***What other resources do you regularly use to expand your learning opportunities?***

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## Sample Goals and Objectives

It is your Mentee's responsibility to provide you with their intended goals and objectives that they wish to achieve during this partnership, ideally at your first meeting, such that you can discuss and agree on them. For a CEP applicant, their main goal is likely to achieve the certification. Here are a few other sample goals and accomplishments that a Mentee may bring to you.

### Sample Goals and Accomplishments

- By the end of the partnership, the Mentee should be a more effective leader.
- The Mentee should become a better communicator, utilizing skills and abilities that were learned during mentorship training and taking other courses.
- The Mentee should have a better understanding of their discipline, and/or other opportunities in their field of interest.
- The Mentee should gain an understanding of how to climb the corporate ladder.
- The Mentee should develop enhanced passive and active listening skills.
- The Mentee should overcome shyness and fear of public speaking.
- The Mentee should achieve the CEP designation, and perhaps serve as a Mentor for new applicants.

## Sample Topics of Discussion and Scripts

During the course of the partnership, you and your Mentee will have many conversations. Some conversations will be over video conference or phone, some could be via email, and some may be lucky enough to have meetings in person. No matter which method of communication is used, the discussions should be focused on working toward achieving the Mentee's goals and accomplishments for the partnership.

Earlier, we gave you a sample first meeting guideline complete with sample "Getting Acquainted" questions. Once your Mentee submits their list of desired goals and accomplishments, it will be your responsibility to research methods to help your Mentee achieve them. Here is a list of sample topics to guide your discussions:

- Guidelines for your partnership;
- Communication skills and techniques;
- Concise communication as a tool;
- Evaluating and writing proposals;
- Interviewing effectively;
- Facilitation and meeting management skills;
- Getting published;
- How to get promoted;
- How to make the most of performance reviews;
- On-the-job expectations – yours and your supervisor's;
- Practical management skills;
- Pursuing continued education;
- Resolving conflict;
- Setting career goals;
- Speaking at conferences;
- Writing effective technical reports; and
- How to navigate through troubled waters.

With these ideas in mind, your Mentee's goal might be to gain knowledge on how to become a more effective Project Manager. As the Mentor, it is assumed that you have taken this road in your career and will therefore be able to assist your Mentee. *If, by chance, your Mentee has given you a goal that you are unfamiliar with, please contact the ABCEP Executive Administrator.* Once you have identified the learning objectives required to accomplish the goal, work together with your Mentee to develop a schedule of what will be covered in each meeting with your Mentee, such that you can map out how long and what activities are needed to accomplish the goal.

**My Mentee's primary goal is:** \_\_\_\_\_

***The steps I have taken to achieve this goal myself include:***

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***Essential learning opportunities that my Mentee should undertake to achieve this goal:***

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***Other resources that may be helpful for my Mentee in achieving this goal:***

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***Meeting schedule and objectives for each meeting:***

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The above example can be transferred to what additional goals and objectives that your Mentee identifies. If at any time you would like to brainstorm or seek further advice, the ABCEP Mentoring Program Administrators and the ABCEP Executive Administrator are here to assist you.

## Sample Activities and Assignments

Once you have been informed of your Mentee’s accomplishments and goals for your partnership, we encourage you to create informative and interesting activities for them to undertake, as well as provide assignments to your Mentee to enhance their learning experience. Here are some examples:

### Activities

- Create a public speaking exercise with my Mentee to address posture, tone, diction, and grammar, to become a better public speaker.
- Invite my Mentee to a professional organization meeting.
- Complete a professional path chart for my Mentee, in order to see how I got to where I am in my career.
- Host a Mentee forum in order to get to know other Mentees, network and build partnerships to help develop my Mentee into a better networker.

### Assignments

- Take a webinar.
- Create a “yellow brick road” map to identify where they want to be in the next three, five, ten, etc. years and how they plan to get there.
- Seek out other employees who they think would be a great Mentor or Mentee.

***What other ways/activities/assignments can help your Mentee grow and guide them in the area(s) in which they aspire?***

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## **What To Do When the Partnership Isn't Working?**

Not every partnership is “made in heaven,” and we are not blind to the fact that things may not always run smoothly. Should things get rocky, here are a few ideas to help you get back on track with your partnership.

### **How much time should pass before I address not being able to get in contact with my Mentee?**

If you have not reached your Mentee after three attempts, please contact the ABCEP Executive Administrator ([office@abcep.org](mailto:office@abcep.org)) for further assistance and guidance. They can dig deeper in to why the partnership is not working and come up with a solution.

### **What do I do when my Mentee seems disengaged in the program? How can I spark an interest with them?**

Work to develop a partnership with your Mentee based on their interests, talents, and abilities. Review the “Getting Acquainted” section, and identify key areas that your Mentee seemed particularly excited about. Spend the next scheduled meeting time just engaging on those topics, in order to strengthen your relationship and mutual interest. Then work to reengage your Mentee on their stated goals, taking into consideration those key interest areas.

### **My Mentee and I lack understanding and agreement on the terms of commitment set forth by the Mentoring Program.**

Engage the ABCEP Executive Administrator ([office@abcep.org](mailto:office@abcep.org)) to facilitate a meeting with you and Mentee to gain clarity of the roles, terms, and expectations of the parties. An independent third party can often help identify and resolve key points of miscommunication.

## Initiating Mentoring

You must now decide if you are ready to undertake the responsibility of serving the ABCEP organization as a Mentor. If your answer is **YES** – and we hope it is! – here are the next steps:

1. Confirm your commitment via email to the ABCEP Executive Administrator.
2. The ABCEP Executive Administrator will assign you a Mentee. Once you've reviewed the Mentee's profile, you need to accept or decline the assignment via email to the Executive Administrator. If you decline the assignment, please provide your reasoning to the ABCEP Executive Administrator (e.g. differing field of expertise, potential conflict of interest [such as employment with a competing firm], logistical concerns [such as time zone], etc.).
3. Upon notification of assignment to your Mentee by the ABCEP Executive Administrator, you will initiate contact, and schedule and conduct your first meeting.
4. Once hearing and contemplating your Mentee's desired goals and accomplishments, you should determine your personal level of confidence in helping your Mentee achieve them.
  - a. Should you wish to continue the partnership, you will work together with your Mentee to create a game plan and meeting schedule.
  - b. If you cannot commit and/or contribute to the Mentee's expectations, immediately contact the ABCEP Executive Administrator so that each of you can receive new assignments.