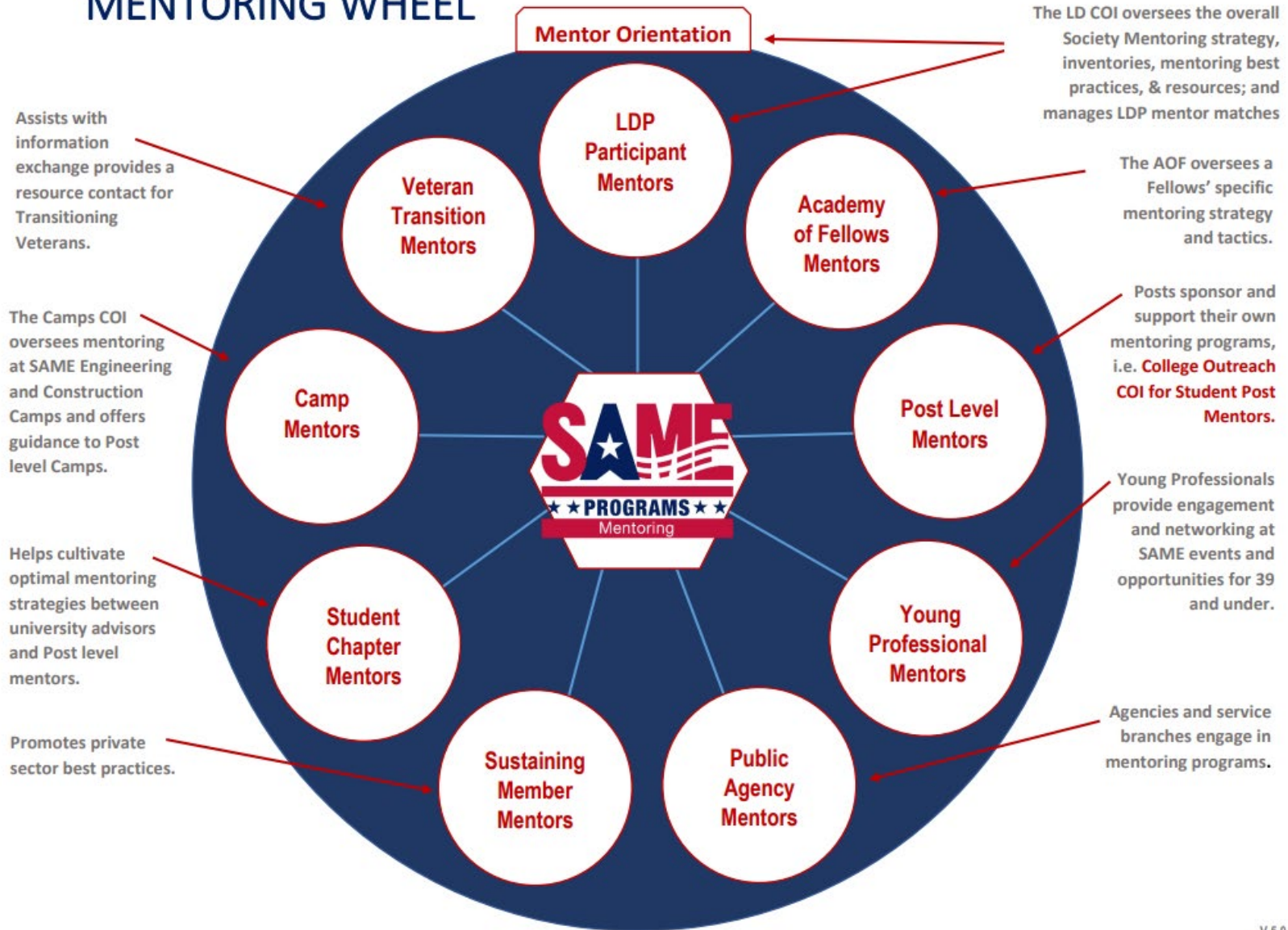




Mentoring Across SAME Mentoring Toolkit for Posts and Members

Mentoring is an essential leadership skill.

MENTORING WHEEL



V.5.0

Mentoring Advisory Group Contacts

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

| | | | |
|---------------------------------------|--|--|--|
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I. MENTORING TOOLKIT (MT)

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

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

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

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

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

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

This toolkit is presented with the following section resources:

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

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

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

Post Program Chair and Committee

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

Special Permissions

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

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

2. OUTSIDE RESOURCES

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

3. “TOOLS” OF ENGAGEMENT

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

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

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

4. ENVISION, EMPOWER, EXPAND

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

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

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

Preparing for Success

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

Following up with participants is critical to ensure that

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

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

5. ROLES WITHIN RELATIONSHIPS

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

The Mentor Role

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

The Mentee Role

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

6. TYPES of MENTORING RELATIONSHIPS

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

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

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

ONE-ON-ONE MENTORING

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

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

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

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

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

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

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

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

GROUP MENTORING

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

Why is a group mentoring program important?

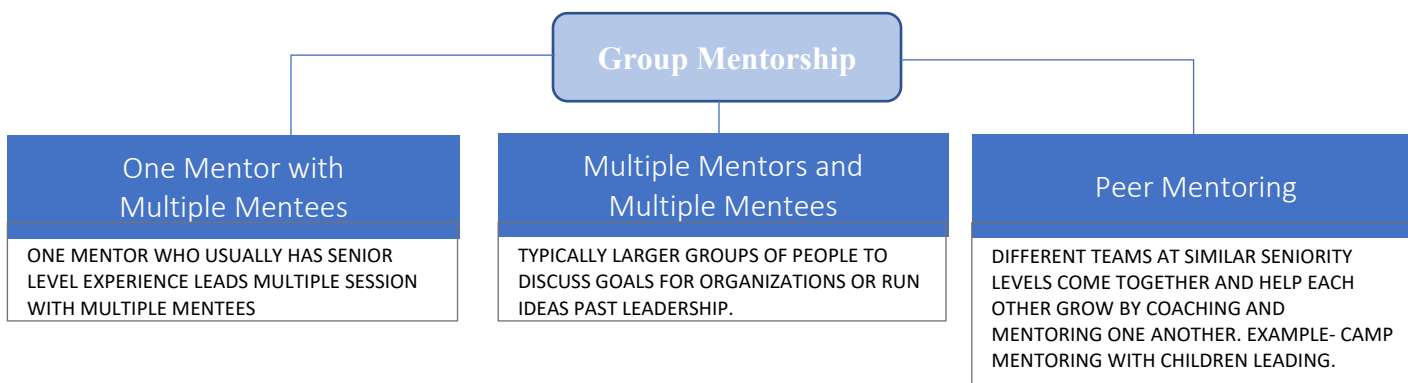
Group mentoring programs promote diversity and the value of perspective. They also provide ready access to resources by preparing routine approaches Realization that a combined knowledge and different areas of expertise help each member solve problems and come up with new ideas.

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

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

Group mentoring can be achieved in several ways:

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



7. MEETING OPTIMIZATION

Program Basics

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

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

Important Dates

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

8. ACHIEVING THE AREAS OF INTEREST PROGRAMS

Program Participants

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

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

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

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

A. Mentor Application

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

B. Mentee Application

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

C. Program Basics

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

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

9. SAME SPECIFIC TOOLS (hotlinks to guide section)

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

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

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

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

B. ACADEMY OF FELLOWS MENTOR TOOLS

FOCUS AREAS AND FORUMS/GROUPS and POST MENTORING ACHIEVEMENT DASHBOARD

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

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

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

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

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

C. POST LEVEL MENTOR TOOLS

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

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

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

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

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

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

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

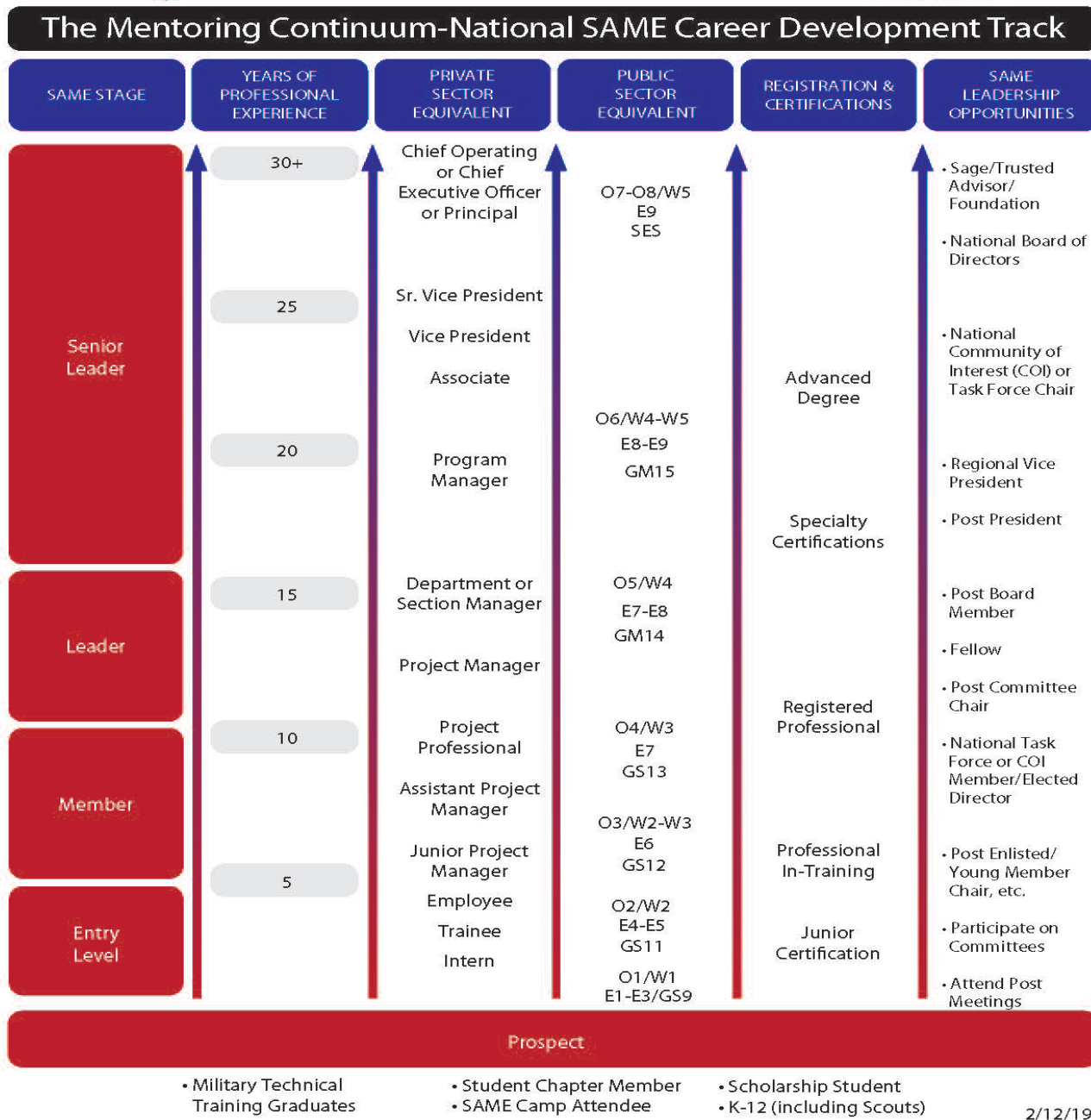
For more information about becoming a POST Mentor please reach out to **Gerald Morris**, gmorris@polukaiservices.com, Mentoring Advisory Group- Post Mentoring POC.

D. YOUNG PROFESSIONAL MENTOR TOOLS

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



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E. PUBLIC AGENCY MENTOR TOOLS

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

▪ **AIR FORCE**

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

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

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

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

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

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

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

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

▪ **ARMY**

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

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

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

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

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

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

▪ **COAST GUARD**

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

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

▪ **MARINES**

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

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

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

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

▪ **NAVY**

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

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

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

F. SUSTAINING MEMBER MENTOR TOOLS

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

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

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

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

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

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

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

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

G. STUDENT CHAPTER MENTOR TOOLS

The Chapter Mentor position is a perfect leadership role for a Young Professional (YP) or Fellow, looking to be involved in the Post. [SAME Student Chapters](#) If you have **PICTURES** of your Student Chapter that you would like to post on SAME National Student Chapter page, contact Christine Jettie, christina.jettie@hanaengineers.com

If a YP is chosen to fill this role, it is recommended that a senior Post member be paired with the YP as a mentor. Their information shall be submitted to the SAME National Office as part of the application process, updated through the Student Chapter annual report.

SAME has a resource to help communicate its objectives in supporting the STEM pipeline that may be helpful to pass on to the Student Chapter : [Guided Pathway to STEM \(same.org\)](#) The SAME STEM coordinator is Jeanine Finton, jfinton@same.org

Each Post may find it beneficial to promote the Young Professional resources, the Leadership Development Program, and the Certification Program to its upper level transitioning Students into Young Professionals. This information can be found under Grow Professionally on the SAME.org website. [The Society of American Military Engineers \(SAME\)](#)

To provide your post best practices or suggestions, contact Michael Scarano, College Outreach COI Senior Student Chapter Mentor, at mscarano@att.net.

H. CAMP MENTOR TOOLS

Want to know what being a camp mentor is like?

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



[Real TiME Podcast - Episode 25 with Kate Staebell by Society of American Military Engineers \(soundcloud.com\)](https://www.soundcloud.com/same-podcast/episodes/real-ti-me-podcast-episode-25-with-kate-staebell-by-society-of-american-military-engineers)

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

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

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

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

I. VETERAN TRANSITION MENTOR TOOLS

Veteran Transition tools, literature, and support varies by each agency or service group. Post level programs should also vary to meet the needs of its local membership. Current best practices in use to help make the jump from Public to Private sector may include the following:

1. Program Resource- locally sponsored once a year program or workshop event to provide a forum of communication for access and introduction of agency POCs.
 - 1- Military onesource, [Transitioning Veterans Support & Resources • Military OneSource](#)
2. Post level website resource- each post may find it beneficial to host:
 - 1- Post example: [Houston/Galveston Post Veterans & Service member Support \(same.org\)](#)
 - 2- Local contacts for each agency or service group that is relevant to its service group.
 - 3- Local Workshop information, sponsored by state employment agencies
 - 4- National Job Transition Info (Security Clearance Required) [Candidate Registration - ClearanceJobs](#)
 - 5- Regional Jobfair Information
 - 6- Housing Resources for VA loans [VA Home Loans for Veterans and Military | Veterans United Home Loans](#)
 - 7- Regional Job vacancy information and links to SAME National Jobs page
 - 8- Veteran Benefits access to legal resources, [Veterans Ally Aid & Attendance \(vetally.org\)](#)
 - 9- Veteran Association education aide, [Transitioning Military \(va.gov\)](#)
 - 10- Transitioning Veterans Book, [Transitioning Veterans Book - Transitioning Veterans](#)
 - 11- Crisis Management & Disabilities Aide, [Home - Transitioning from Military to Civilian life \(transitioningveteran.com\)](#)
3. Post level mentoring may include business contacts for more information.

If you have questions or want to provide updates or communications to SAME Members about Veteran Transitions, contact **Kathy Off**, Mentoring Advisory Group- Veteran Transition POC, at koff@same.org.

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