



INSTITUTE OF TRANSPORTATION ENGINEERS

MATSON AND HAMMOND  
MENTORING PROGRAM

PROGRAM MANUAL

JULY 2018

## Table of Contents

1. Introduction to the Matson and Hammond Mentoring Program
  - a. Mission Statement
  - b. Overview of the Mentoring Program
2. Guidelines to the Matson and Hammond Mentoring Program
3. Outline / Structure of your Mentoring Relationship
4. Forms
  - a. Mentee preparation materials
  - b. Getting to Know You
  - c. Mentor/Mentee Expectations and Tips
  - d. Mentoring Agreement
  - e. Mentor/Mentee Evaluation Forms
  - f. Meeting Log Forms
  - g. ITE Matson and Hammond Mentoring Program Evaluation

## **Mission Statement for Matson and Hammond Mentoring Program**

Electronically match members together based on the needs and goals of each party to build one-on-one mentoring relationships between each other. The program will help support this relationship for the purposes of creating a caring and flourishing mentor/mentee relationship, encourage growth, share knowledge and experiences, and provide guidance and support to one another as they grow in their careers. The program will provide the resources and tools needed to facilitate this relationship such that the experienced mentor can teach, coach, and encourage their mentor professionally and personally.

## Overview of the Mentoring Program

ITE's Matson and Hammond Mentoring program will be utilized to match ITE members seeking mentorship with a qualified mentor based on their criteria and needs. Your mentor or mentee can be in the same city or on the other side of the world. Following a match, the mentor and mentee will be responsible for establishing and maintaining their mentor/mentee relationship with the guidelines and resources provided herein.

The program is created, and maintained, by the ITE Younger Members Committee. The program is designed such that ITE provides the resources and tools needed to establish a meaningful relationship, but it is the mentor and mentees responsibility to carry out said relationship.

An ITE member can be a mentor and a mentee at the same time. To take advantage of this program, take the following steps:

1. Complete your ITE Community [Profile](#).
2. Enroll as a [mentor](#) or as a mentee.
3. Once enrolled, you can conduct a search for a mentor or a mentee here.
4. Once a mentoring relationship has been accepted by both parties, utilize the guidelines and forms within this manual to establish, and maintain your mentoring relationship.

## Definition of Mentoring

Mentoring is a relationship where a more experienced person – the mentor – acts as a guide and role model to a less experienced person – the protégé (or mentee). The mentor provides the mentee with knowledge, counsel, support, and opportunity in the mentees pursuit of professional success. The mentor/mentee relationship is designed to meet the personal and professional development needs of the mentee.

*“Mentoring is a brain to pick, an ear to listen, and a push in the right direction”*

-John C. Crosby

## Program Objectives

- Provide mentors and mentees with appropriate matches based on their needs
- Provide clear expectations of the mentor-mentee relationship
- Equip both the mentor and mentee with resources and training materials
- Assist in building the mentoring relationship with forms and guidelines
- Provide worksheets, agreement forms, and log forms to track and document progress

## Responsibilities of the Mentor:

- Be available to the protégé when he/she needs assistance or guidance
- Focus on professional development that may be outside the mentee's primary skill set and/or area of work
- Support the protégé both professionally and personally based on their needs
- Be a: communicator, confidant, advisor, counselor, coach, advocate, tutor, motivator
- Assist in facilitating networking opportunities
- Ask open-ended questions
- Discuss progress towards career plans and document it
- Share honest and diplomatic feedback
- Focus more on mentoring activities and less (but not never) on career concerns
- Be supportive, and serve as a role model (not a supervisor / parent)

### Responsibilities of the Mentee:

- Keep an updated outline of short- and long-term goals to discuss with your mentor – make this a living document
- Be open to new learning opportunities
- Set learning goals, and take an active role in identifying learning areas and opportunities
- Seek advice and feedback on progress from your mentor
- Initiate mentoring and closure sessions
- Don't look for all the answers about your work
- Don't try to fit everything into one session – spread it out and keep it simple
- Don't expect the mentor to speed up career advancement
- Take charge and initiate discussions based on your professional and personal needs
- Be assertive but not aggressive
- Take initiative
- Develop a plan to attend events and professional development opportunities
- Self-evaluate (strengths, weaknesses, challenges, passions, long-term goals, etc.)
- Don't accept action or intervention on your behalf
- Don't expect assistance on personal problems
- Don't expect definitive answers on career goals immediately
- Demonstrate an interest in career and personal growth
- Maintain meeting logs for each meeting, and turn them in with feedback forms

### Responsibilities of Both Parties:

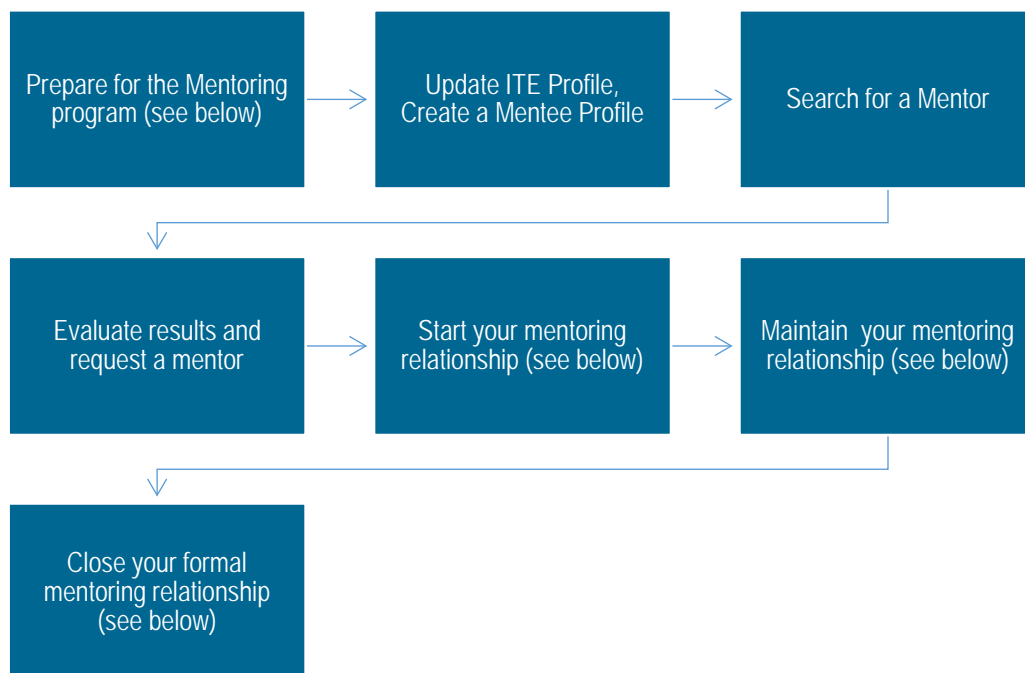
- Conversations should include questions that encourage thoughtful response
- Decide early on the type of relationship you want this to be, including ground rules
- Establish clear goals
- Discussions should be open, honest, and confidential
- Be accountable
- Establish trust
- Evaluate the mentoring relationship periodically
- Develop an action plan
- Listen actively
- Be punctual
- Maintain regular meetings, and commit to the schedule; reach agreement on schedule of regular meeting/phone conversations/emails
- Be respectful of each other's time, availability, and boundaries; provide uninterrupted time for your meetings.
- Complete feedback forms every six months
- Be willing to give feedback about the mentoring program

## Program Guidelines

1. Show a COMMITMENT to the mentoring relationship by being DEPENDABLE and keeping appointments
2. Take the time to LISTEN to what is being said
3. Conversation should include QUESTIONS that ENCOURAGE a thoughtful RESPONSE
4. Decide early on the TYPE of RELATIONSHIP
5. DISCUSSIONS should be OPEN, HONEST, and CONFIDENTIAL

## Mentoring Relationship Structure

The flowchart below shows the general structure a mentee should follow through their mentoring journey. Further details and resources are provided below in this document and on the ITE Mentoring website.



### Preparing for the ITE Matson and Hammond Mentoring Program:

A mentor/mentee relationship is most successful when it is organized and goals are clear. Prior to starting a relationship mentees should:

- a. **Perform a self-evaluation:** Consider the areas where you are strong, and areas where you need help in growing.

- b. **Create a vision:** A vision is essentially the closing statement of your chapter, in future tense. What will you look like as a professional when this mentoring relationship is over? Use your self-evaluation to help create this vision
- c. **Set Goals:** Set goals that will help you achieve your vision. See the section below on setting goals.

### Setting Goals

Before launching your mentor/mentee relationship, it will be important to establish goals. Goals are most likely to be achieved when:

- They are written down
- They have clear target dates
- Barriers that might get in the way are identified in advance
- Resources available to aid you are identified in advance

When setting up your goals (re: Mentoring agreement form), please review the section below on how to set them effectively. The goal should be **SMART**:

- **Specific** enough so that you know exactly what you're striving for
- **Measurable** so you can tell exactly when the goal has been reached
- **Action oriented** to indicate an activity that will produce results
- **Realistic** in that it is practical and can be achieved
- **Timely** meaning that it has a definite deadline for completion and realizes limited availability of resources.

Examples:

- ✗ I want to continually grow in my career increasing responsibilities and roles within my company by always proving my worth to the company
- ✓ I want to be accepted for promotion into the new senior level engineering position that is opening up in 6 months by leading my current projects to an on-time and under budget completion prior to the opening.

### Finding a Mentor

After your self-evaluation, creating a vision, and setting goals, you can search for a mentor!

1. Complete your ITE Community [Profile](#).
2. Enroll as a **mentee** (or as a mentor\*)
3. Once enrolled, you can conduct a search for a mentor (or a mentee\*) here.
4. Once a mentoring relationship has been accepted by both parties, utilize the guidelines and forms within this manual to establish, and maintain your mentoring relationship.

\*An individual enrolling as a mentee is allowed to also enroll as a mentor. For example, a member may need/desire mentoring from someone senior to them, but simultaneously be mentoring a student/junior member. Also, it is possible for mentor's to actively search for and request mentees on the website if they so wish.

### Starting your Mentoring Relationship

Organize your thoughts, your needs, and your expectations. The forms provided by the ITE Matson and Hammond Program combined with your set goals will help you with this preparation.

### Preparing for your first meeting

To prepare for your first meeting, review all the forms and materials provided that are suggested prior to the first meeting. These include:

- Mentee Preparation Materials
- Getting to Know You
- Mentor / Mentee Expectations and Tips
- Mentor / Mentee Contract
- Meeting Log

Have these ready for the first meeting, along with a preset list of topics for discussion. Be prepared to be open and flexible as the meeting may evolve. After your first meeting you and your mentor should:

- Know the boundaries of your mentor/mentee relationship
- Have a clear understanding of your expectations
- Have a clear understanding of what goals and needs are to be achieved from the relationship
- Have a date and location set for your next meeting

### Maintaining your Mentoring Relationship

The length of the mentoring relationship will depend on your mentoring needs. For example, if you are searching for a mentor to guide you in the PE/certification preparation process, your relationship may only last for the time-span in which you are studying/preparing.

If you are searching for a traditional mentoring relationship for a broad range of general mentoring topics, the recommended length of time for the relationship to last is approximately a year with meetings occurring once per month on average. These parameters should be set forth at the beginning of the relationship and discussed in the first meeting. At the end of this period, you and your mentor should evaluate if you want to continue the relationship or not. If you do, go through this process again to reestablish the terms by which you'll continue the relationship. If you are ready to end the relationship, you can move on to the next section

Tips for maintaining your relationship:

- Meet regularly (once per month on average)
- Abide by the agreements set in the mentor / mentee contract
- Conduct periodic reviews of the relationship using the Mentor / Mentee Evaluation Form
- Re-evaluate goals on a regular basis
- Always follow the Mentor / Mentee Expectations and Tips

### Ending your Mentoring Relationship

Once you have achieved the goals you set forth at the beginning of your mentor relationship, your formal mentoring relationship may end. Ending your formal relationship does not mean that the two of you will never speak again – you can, and should, take advantage of the trusted relationship you have built. Talk to each other about whether you would like to remain in touch – and if so, how.

Tips on how to end the mentoring relationship:

1. Arrange a specific meeting for the purpose of saying goodbye and formally recognizing the change in the relationship.
2. In your final meeting, it is suggested to discuss the following:



- a. Your feelings and thoughts about the mentor
- b. Reflections on your accomplishments, challenges, and progress towards goals
- c. Exploration of other types of support you might need
- d. Discussion on whether the relationship will continue informally in the future
- e. A final Mentor/Mentee evaluation form
- f. Consider conducting a review of the ITE Matson and Hammond Mentoring Program together

## Forms

ITE has established several forms that, once matched with a mentor, will help establish and facilitate a healthy relationship. These forms are strongly encouraged to be used, however are optional. At a minimum, they should be used to facilitate a discussion. All the forms are available for download in the resources tab of the ITE Mentoring Page, [here](#).

### Mentee Preparation Materials

This document will help the mentee gather thoughts in preparation for their mentor-mentee relationship. It will make the mentee's needs, expectations, and goals clear prior to meeting their mentor by completing the self-evaluation, creating a vision, and setting goals. It is suggested to complete this prior to searching for a mentor as it will help establish the parameters by which you may filter for mentors on the electronic matching site. If this is not completed prior to matching, it should be completed prior to your first mentor/mentee meeting.

### Getting to Know You

This form provides mentors and mentees an easy way to get to know each other – like a bit of an “ice breaker”. This form is suggested to be completed by each party and sent to each other before the first meeting. It is suggested to use this as a starting point for discussion topics at the first meeting. The “Getting to Know You” form can be found on the ITE website [here](#).

### Mentor / Mentee Expectations and Tips

This form lists the expectations and tips for mentors and mentees provided in the program outline in this document. It is formatted in the shape of an agreement and suggested that these tips and expectations be discussed in whole during the first mentor/mentee meeting. It should be modified as agreed upon by each party and signed at the beginning of the relationship to set the boundaries by which the relationship will be maintained. The Mentor/Mentee Expectations and tips can be found on the ITE website [here](#).

### Mentoring Agreement

This form allows the mentor and mentee to establish goals, desires, and boundaries for the relationship. It is suggested to be discussed and filled out during the first meeting. The mentoring agreement form can be found on the ITE website [here](#).

### Mentor / Mentee Evaluation

This form allows the mentor and mentee to evaluate the state of their relationship periodically. For example, if the agreed upon relationship was one year, it is recommended to complete this quarterly or semi-annually. Each party should complete the form and send to each other for discussion in their next meeting. The feedback should be constructive and respectful. Discussion about the form should be professional with the intention of achieving an action plan for the relationship moving forward. The Mentor/Mentee evaluation form can be found on the ITE website [here](#).

### Meeting Logs

This form allows the mentee to recap each meeting for future reference. It is suggested to review this form prior to a meeting in order to go into the meeting with topics of discussion. The form should then be filled out by the mentee at the end of each meeting and saved in a mentoring folder for future reference as-needed. The Meeting Log Form can be found on the ITE website [here](#).



## Matson and Hammond Mentoring Program

---

### ITE Matson and Hammond Mentoring Program Evaluation

This form is intended to provide feedback to ITE about the ITE Matson and Hammond Mentoring Program. Please complete this evaluation any time after a mentoring relationship has been established. The goal is to evaluate the profile development, the matching service, and the mentor/mentee resources provided. ITE is committed to providing a beneficial program to all its members and will take the feedback received seriously into consideration during the maintenance and improvement of this program. The ITE Matson and Hammond Mentoring Program Evaluation Form can be found on the ITE website [here](#).