

WOMEN IN BIM

Mentoring
Scheme
Handbook



CONTENTS

3	A note by our chair
4	Foreword
6	Introduction
8	Why WIB mentoring?
8	Why mentoring?
11	Why are diversity and inclusion Important?
16	The mentoring
16	Definition
17	Benefits and responsibilities
19	Best practices
25	Ending the mentoring partnership
26	References and further reading

A NOTE BY OUR CHAIR



REBECCA DE CICCO

WOMEN IN BIM
GLOBAL CHAIR

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The WIB Mentor scheme is an important project for Women in BIM, which aligns with our ambitions of growing a more diverse industry fuelled by innovation and technology. As leaders in BIM in the United Kingdom, and with the historical uptake based on UK Government ambitions, we are seeing that, globally, there are still issues with skills shortages and resources in BIM. With the release of ISO 19650 and BS EN ISO 19650 series in 2018, this is now even more important as skills in this area are required to support projects internationally.

One of the main objectives for Women in BIM is to address the issue of retaining women in BIM related positions, including promoting women in their respective roles and allowing them to be more visible across our market. Therefore, nurturing and supporting women in these roles is an important driver for us. Our core team member Katya Veleva has been instrumental in the development of this initiative. With her extensive mentoring experience, she is leading the support and development of the Women in BIM Mentor scheme. This scheme is intended to help us to not only support our growing global database of members but to also connect and inspire Women in BIM by allowing their skills to be developed and supported through this scheme.

We look forward to hearing about the success of our Mentors and Mentees and will be sharing our processes and the experiences of our members as we move forward. This is an exciting time for us and we welcome industry support in this initiative.

FOREWORD



DR ANNE KEMP, OBE

CHAIR, UK BIM ALLIANCE

We all need help and support at some time. No matter how successful, and no matter what stage of our careers. Mentoring at its best benefits both parties. It requires sensitivity, compassion empathy and most importantly - humility.

If ever there was a time to launch this initiative, it is now in this unprecedented time of global lockdowns and isolation. Where we all have the opportunity to take stock, reflect and re-evaluate our priorities.

To each one of you who gets involved, remember:

- tread lightly,
- respect one another's individuality,
- challenge your own preconceptions,
- and share joy in every small achievement.

Thank you to all who have made this initiative possible.

WOMEN IN BIM IS MADE POSSIBLE THANKS TO:

Women in BIM - Core Team

Rebecca De Cicco - *Founder and Global Chair*

Dr. Jenni Barrett - *Global Education Lead*

Natalia Olivera - *Mentor Lead*

Nicole De Cicco - *Global Management*

Ruth Ramsden - *Global Engagement Lead*

Gergana Staykova - *Global Database Manager*

Giulia Pustorino - *Regional Lead Coordinator (UK/Europe)*

Michele Tenedini - *Regional Lead Coordinator (South America)*

Lindsay Prichard-Fox - *Regional Lead Coordinator (USA/Canada)*

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If you would like to be involved in the Women in BIM Mentor programme, please contact us:

mentor@womeninbim.org

INTRODUCTION



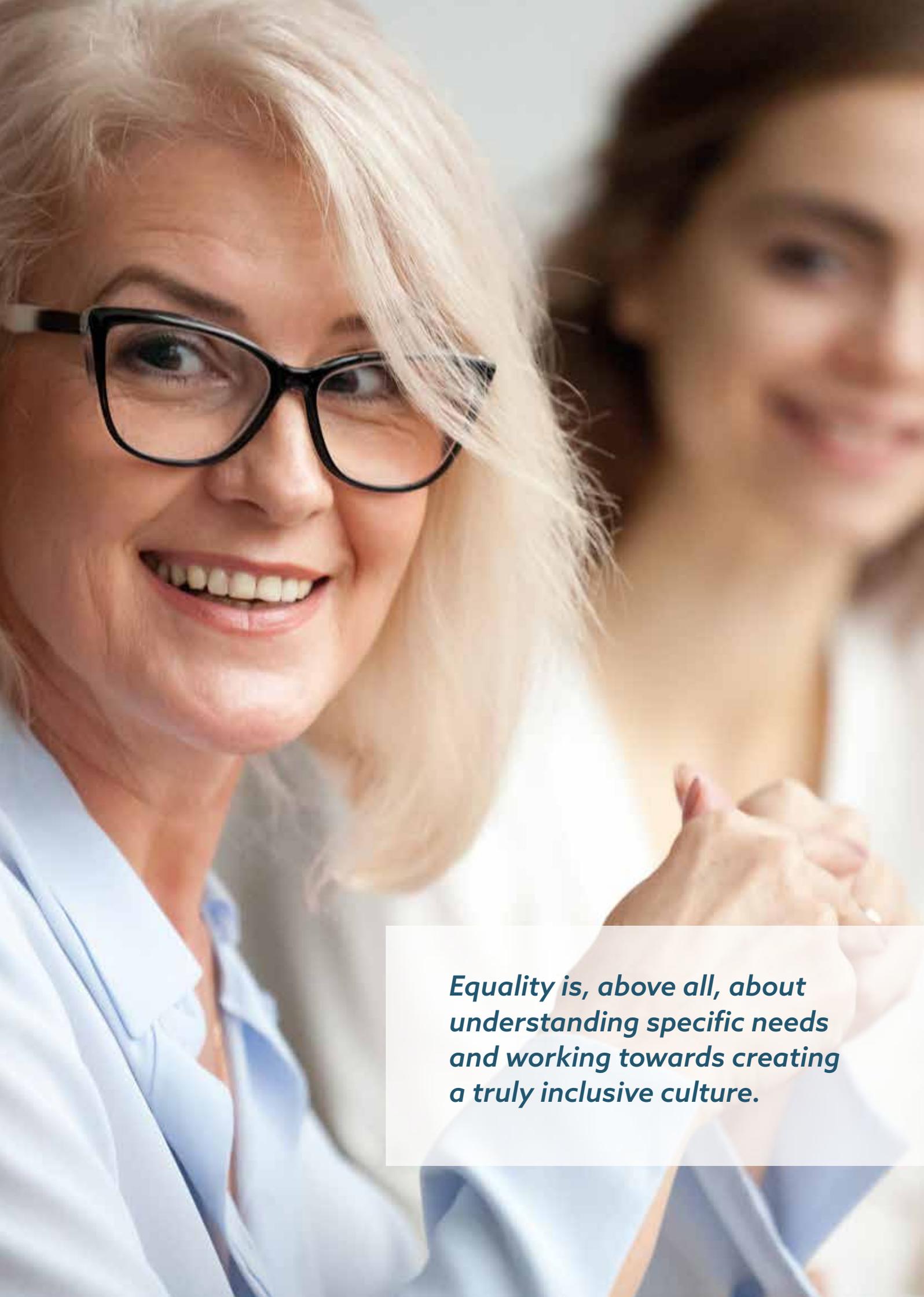
We welcome anyone with a professional background in BIM to join the programme as a mentor.

The WIB Mentoring Scheme is an initiative developed by Women in BIM. We are looking to inspire collaboration, and the exchange of knowledge and skills, in order to promote the development of more women and people of minority genders in the world of BIM. We welcome anyone with a professional background in BIM to join the programme as a mentor, and we invite all women and people of minority genders with the desire to develop in BIM, to join as mentees.

This handbook outlines our recommendations for the WIB Mentoring programme, and as such will be subject to review following initial implementation.

As an established professional, we assume the mentor is able to adjust their mentoring approach to the diverse situations in which they may find themselves. Most importantly, mentors should acknowledge situations where they may not have the required expertise to support the mentee. In these situations, the mentor is expected to **contact WIB**.

For mentees, we ask that you recognise that your mentor is a BIM professional and, while they are happy to provide mentoring, your mentor is not a qualified personal coach, counsellor, or therapist, so any advice and guidance received, should be applied at your own discretion.



Equality is, above all, about understanding specific needs and working towards creating a truly inclusive culture.

WHY WIB MENTORING?

WHY MENTORING?

This programme aims to address issues of diversity in the BIM sector, but also to tackle the associated growing skills shortage.

One of the main objectives of Women in BIM from the onset was to create an opportunity for Women in this space to support and encourage each other.

Women in BIM is a group that unites people with a passion for technology and collaboration in construction, and responds to experiences, that we have all had, of exclusion or under-representation in our industry. While we recognise that an intersectional approach to diversity in the industry is vital, for this programme, we have chosen to focus on gender identity. We continue to support our friends and allies that address the other various aspects of inclusion.

THE CLONING PHENOMENON

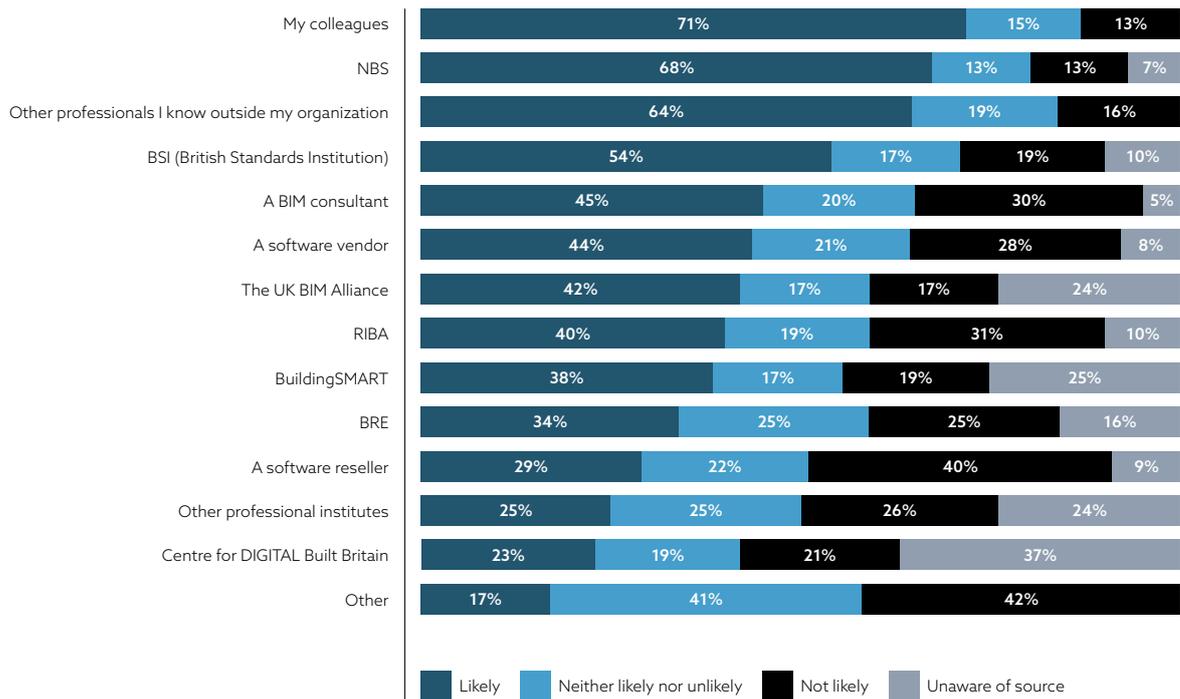
'Mentoring has been applied in very different organisations, and the business sector has been more ready to exploit its potential. [...]. Presently mentoring at universities is promoted as an opportunity for junior scholars, women and minorities, and newcomers especially. The rationale behind the need for mentoring for these groups of people is explained by the fact that majorities and people with higher status can usually count on more networking and development opportunities, while others might risk being marginalised and excluded from the channels which help to advance individual's careers. In relation to academia, it seems that there is a bias, with more senior academics favouring those with whom they identify, consequently, men (the majority of the senior academics) may favour other men.'

Johnson (2007) 3 refers to this as "the cloning phenomenon", while van den Brink and Benschop (2014) speak about "homophily". These dynamics have important implications in relation to diversity, given that the more senior positions are mostly populated by white men. These considerations have important implications on how formal mentoring programmes for women and minorities should be run. For example, it is more likely that matching mentors and mentees from the same gender and ethnicity will help the relationship to develop because people from the same group feel more comfortable in relating to each other, especially in a relationship involving a newbie with an expert (Chesler & Chesler, 2002; Gibson, 2004). However, there may be fewer mentors available from minority groups. Furthermore, white male mentors may be better networked and better able to provide mentees with the relevant connections and strategies.

*The study by Ugrin and colleagues (2008) shows that mentees involved in cross-gender and cross ethnicity dyads were even more productive scientifically, this being a reason for favouring this type of matching. But also, mentoring is not only about scientific productivity but also about personal development, and it should not replicate the same power structures, meaning that it is necessary to pay specific attention to cross-gender and cross-ethnicity dyads. As a consequence, a careful work of analysis of the local context is required when designing a mentoring programme.'*¹

¹ Birkbeck London University -
Mentoring Handbook of Good Practice

How likely are you to turn to the following sources of information about BIM? (Fig. 1)³



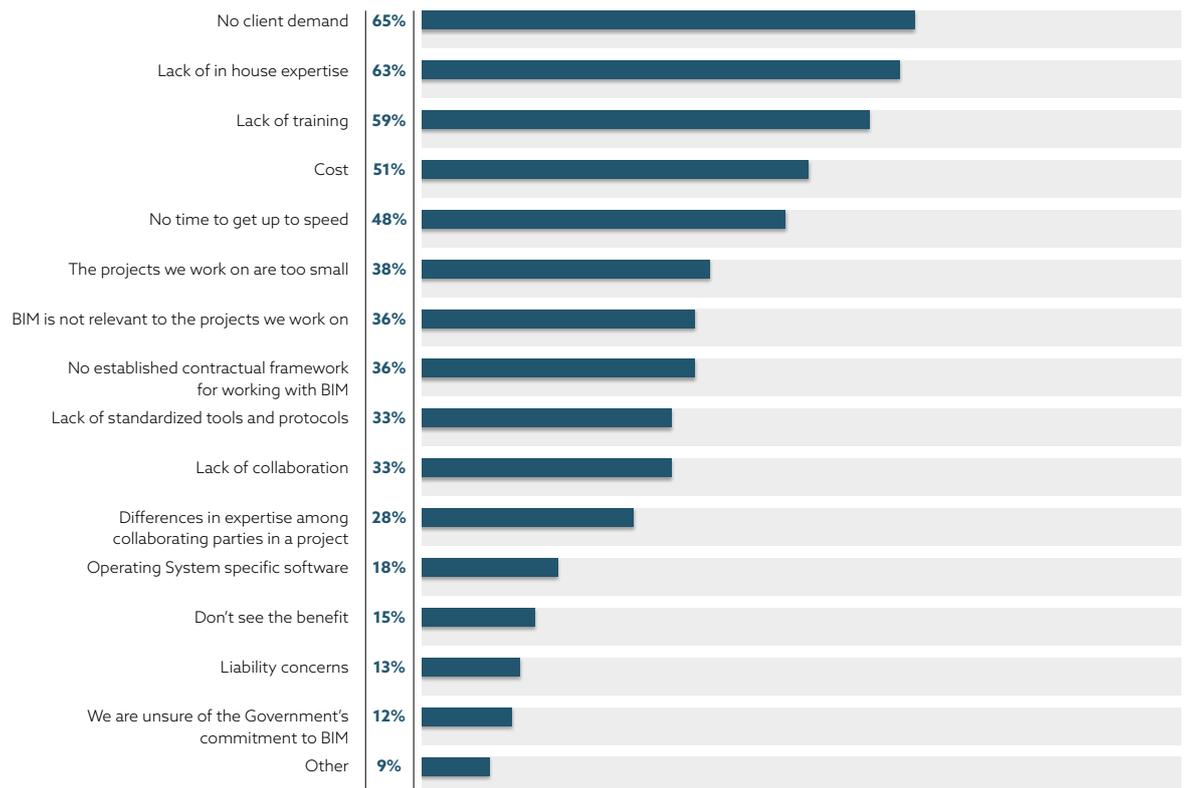
While no specific data on women and people of minority genders working in BIM currently exists, we are well aware that, even though women constitute 46% of the total workforce, women are only 13.5% of the construction industry workforce². Furthermore, it is reported widely that the construction industry maintains a culture of traditional masculinity. People who do not ‘fit into’ that culture may experience barriers to their career development. This culture also causes many more women to leave the industry than men. We have continued to witness industry panels at conferences predominantly comprised of cis white men, so it has become our mission to bring more Women and people of minority genders on to the stage - **you can’t be what you can’t see!** So naturally, the next step in doing that is to provide some hands-on support to those people.

On the other hand, BIM adoption has been growing significantly in the UK in recent years. There are still many challenges to be faced. It is still possible to hear professionals describing BIM as a “technological enhancement”, but fortunately it is increasingly becoming understood in the industry, that BIM is much more about collaboration than it is about technology. Because of that, when professionals need to up-skill in BIM, their first choice is to approach other people (Fig. 1)³.

² CIC’s Diversity Panel - *Gathering and Reviewing Data on Diversity within the Construction Professions*, University of the West of England, Bristol, Department of Architecture and Planning 2009

³ NBS National BIM Report 2019

What are the main barriers to using BIM? (Fig. 2)³



Similarly, one of the biggest obstacles to BIM adoption observed by professionals, is the lack of in-house expertise and lack of training availability (Fig. 2)³. In response to all this, we know that by a facilitated program of knowledge exchange on a personal level is likely to have a positive impact on the much-needed growth of BIM skills in our industry.

³ NBS National BIM Report 2019



Certain groups are more likely to experience particular barriers/challenges and therefore require specific support.

WHY ARE DIVERSITY AND INCLUSION IMPORTANT?

An individual is most successful at work when they can express their full selves in their professional environment. They are only able to do that, however, if they feel that their whole self is accepted at the workplace. Keeping that in mind, and in parallel with the ever-growing skills shortage, we cannot allow ourselves to miss out on key talent. Therefore, it is crucial to understand the rationale behind equality and diversity issues, not only because these are likely to directly affect any of us at some point in our lives, but also because many of them are issues that limit the talent pool available to us.

The culture that celebrates traditional masculinity alone which exists in the construction industry combined with the gendered nature of technology in our society puts BIM careers at a double jeopardy for women and we need to act now to enable a more equitable culture. Women in BIM mentoring will aid in supporting this change we are so desperately looking to achieve.

We all have personal experiences of our workplace. However, certain groups are more likely to experience particular barriers/challenges and therefore require specific support. Women and people of minority genders working in the construction industry are aware that their profession can demand long hours, high pressure and continuous improvement. They also know that it can reward them with the chance to do extraordinary things that few other careers can provide. Equality is, above all, about understanding specific needs and working towards creating a truly inclusive culture.

There are four main models to address diversity in the workplace:

Legal Model

WiB has members around the world and unfortunately not all the countries our members reside in have gender equality embedded in the legal system. This model applies to places where that is the case. For example, in the UK there are the Sex Discrimination Act, the Race Relations Act and the Equality Act, amongst others. This legislation aims to provide employers with clear guidelines for the workplace.

According to the Equality Act, ability and aptitude for the job should constitute the main parameters for the selection of prospective employees. This Act lists a number of protected characteristics, which cannot be discriminated against in the workplace unless it can be proved that they are incompatible with the job. The Act states that the following protected characteristics cannot be discriminated against:

- | | |
|----------------------------------|---------------------------|
| • disability | • gender reassignment |
| • marriage and civil partnership | • pregnancy and maternity |
| • race | • religion or belief |
| • sex | • sexual orientation |
| • age | |

So, in order to be a conscientious participant in this program, we recommend that mentors and mentees will familiarise themselves with the laws and regulations of the country that is relevant to both. If mentors or mentees have any concerns about the legal protections associated with your gender identity in the country you reside in, please contact a local legal professional for advice and help.





Social Model

The Social Model is based on the belief that every human being should be treated as an equal. It presumes that barriers, prejudice, and exclusion are the factors that indicate who is disadvantaged in society. The model further suggests that if these limiting factors were removed from society, then disadvantage and marginalisation would also be removed. Research shows that the more equal a society, the happier and more content all of its citizens will be, from all socioeconomic backgrounds. The social model is typically supported by the public sector as part of their responsibility to look inclusively after the community, but it is also embedded into private sector Corporate Social Responsibility programmes.



Socially, Women in BIM presumes that women in digital and construction careers are low, based on the number of Women in Construction generally. We take a holistic view, where the barriers, prejudice and exclusion that may be a concern to a mentee may not result solely from the workplace, given the historic and cultural exclusion by society of the feminine. For many women these factors can be situated in their social or domestic environments, but may influence their ability to fully participate and thrive in their chosen career.

Business Model

The Business Model is based on research findings that state diversity and inclusion are good for business as they will increase turnover, productivity and profits. Recent reports such as Women on Boards led by Lord Davies⁴ support this model and many organisations are beginning to adopt those principles.

Personal experiences define individuals and equip them with the necessary tools and resources required to solve problems. As a consequence, the more homogeneous a group, the more likely they are to adopt similar approaches which can lead to a reduced range of ideas and limited communication flow. Conversely, a group of individuals with diverse backgrounds, personalities, and thinking styles is likely to approach problems from a range of perspectives, producing a wider range of ideas and a higher capacity for communication flow.

Most importantly, diversity is nothing without inclusion. An inclusive environment nurtures a more creative environment where all ideas and points of view are welcome, hence improving the overall capacity for collaborative creativity via ideation, divergent thinking and creative development towards innovative outcomes. This is vital for the productivity and competitiveness of their organisations. Further insight on this topic can be found in the Duck Project⁵.

⁴www.gov.uk/government/news/women-on-boards

⁵ **The Duck Project**
www.theduckproject.co.uk
 Chrissi McCarthy, MD Constructing Equality



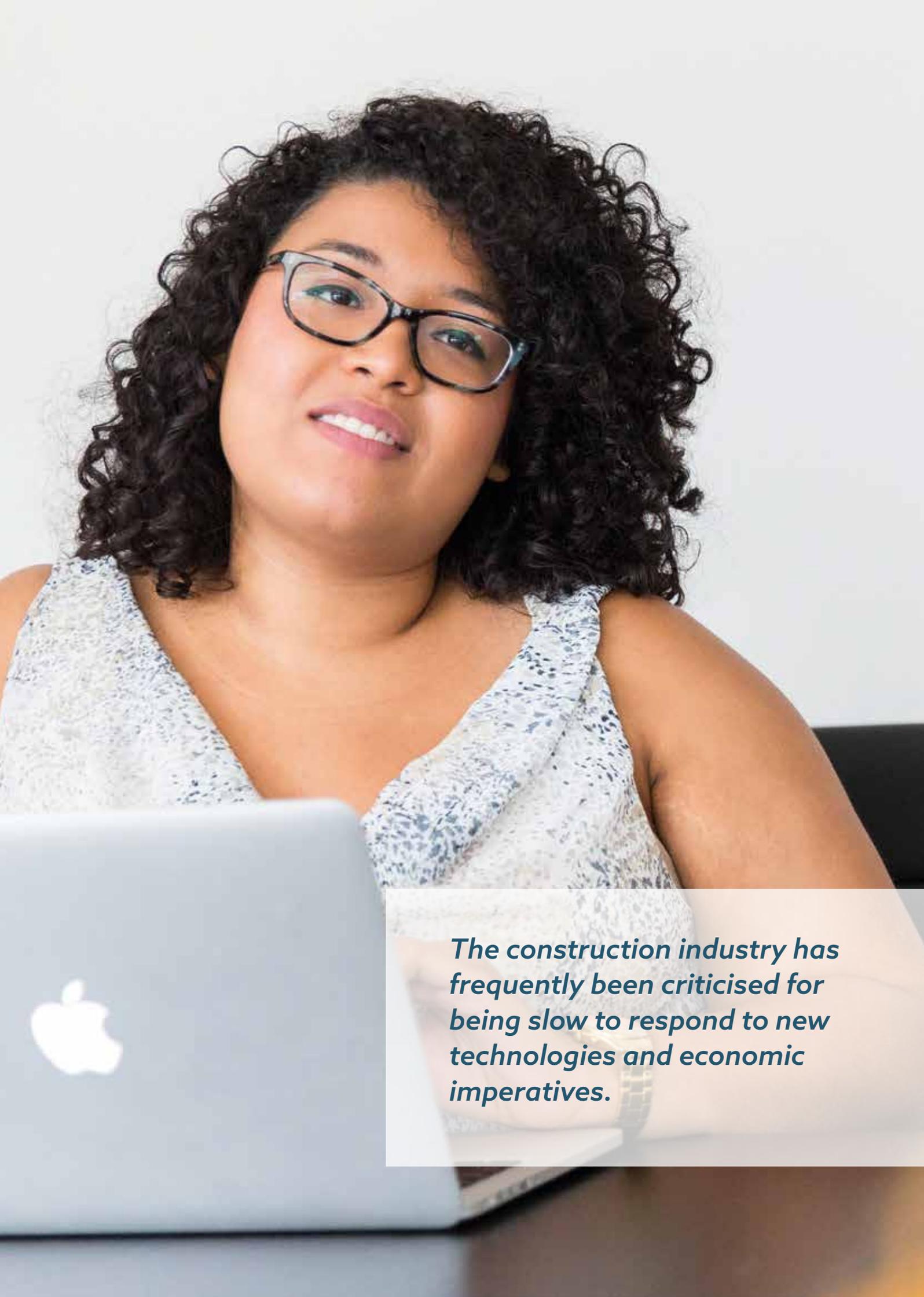
“The industry’s poor image means that it does not attract sufficient high quality, highly motivated graduates, nor do we promote our industry effectively to women and members of ethnic minorities.”

Wider Economic Model

The Wider Economic Model Considers the impact of diversity beyond that of the immediate business need, looking at a longer term strategic view for the sector; for example Never Waste a Good Crisis - A Challenge To The UK Construction Industry⁶ found that: “The industry’s poor image means that it does not attract sufficient high quality, highly motivated graduates, nor do we promote our industry effectively to women and members of ethnic minorities.” A more diverse and balanced industry would help to improve the public perception of the built environment by moving it away from its historic description as an industry with a culture of traditional masculinity.

The construction industry has frequently been criticised for being slow to respond to new technologies and economic imperatives. It has been argued that this is due to an over-focus on the technological and operational approaches to its improvement. Whilst these improvements, which include BIM, have produced fantastic economic and built results, other areas have been neglected - not least, its people (Barrett, 2014). To continue its improvement in line with parallel and dependent industries, and to deliver the objectives of the UK Industrial Strategy, it is now crucial that the construction industry improves the way that its people engage in its future culture. Promoting gender equity is a very big part of that.

⁶*Never Waste a Good Crisis* is a new report from Constructing Excellence by Andrew Wolstenholme of Balfour Beatty Management 2009.



The construction industry has frequently been criticised for being slow to respond to new technologies and economic imperatives.

THE MENTORING



DEFINITION

Mentoring is a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Mentors need to be readily accessible and prepared to offer help as the need arises - within agreed bounds. Mentors very often have their own mentors, and in turn, their mentees might wish to 'put something back' and become mentors themselves - it's a chain for passing on good practice, so that the benefits can be widely spread.

Mentoring is more than 'giving advice', or passing on what your experience was in a particular area or situation. **It's about motivating and empowering the other person to identify their own issues and goals, and helping them to find ways of resolving or reaching them** - not by doing it for them, or expecting them to 'do it the way I did it', but by understanding and respecting different ways of working.

Mentoring is not counselling or therapy - though the mentor may help the mentee to access more specialised avenues of help if it becomes apparent that this would be the best way forward."⁷

Mentoring in the context of this scheme will be an exchange of knowledge and experience in the realm of professional development within BIM in order to facilitate growth and redirection in the career of the mentee.

Women in BIM will match mentors with mentees, using the information provided in the application forms. We will aim to connect experienced professionals with mentees who have aspirations or backgrounds relevant to the mentors' experience. We will monitor the relationship for up to 12 months.

⁷**What is mentoring**

www.ppd.admin.cam.ac.uk/professional-development/mentoring-university-cambridge/what-mentoring

A structured and facilitated mentoring scheme can be beneficial in multiple ways.

BENEFITS AND RESPONSIBILITIES

Benefits of taking part in a Mentoring Scheme

The Mentor

Mentoring is generally a charitable act and people are mainly motivated to do it by a desire to give back to the community or industry of which they are a part. There are, however, a plethora of benefits of being a mentor, including:

- Connects you to the Women in BIM Global Movement
- Expands your abilities to develop others
- Advances your leadership style
- Provides an opportunity to take a moment for self-reflection
- Provides an opportunity to gain new knowledge and enriches your ideas
- Allows your relationship management and negotiation skills to flourish
- Is a great chance to remind yourself why you enjoy your job

The Mentee

It can be intimidating to ask for help, especially in a professional environment and even more so, if you don't see many people who look like you, in the position you are aiming for. A structured and facilitated mentoring scheme can be beneficial in multiple ways, it can help you to:

- Understand leadership skills in relation to BIM
- Build your confidence
- Help you set clear goals and maximise your potential
- Determine a sure path to personal and professional improvement
- Be helpful in decision making for difficult professional situations
- Build a better understanding of workplace dynamics
- Accelerate your networking
- Help you develop skills in self-reflection





Responsibilities

The Mentor

As a mentor, you will be responsible for leading and facilitating the relationship and you are expected to:

- Be supportive of the mentee
- Strive to be a reflective and active listener for the mentee
- Help to identify goals with, and for, the mentee
- Expect and welcome a two-way relationship; emphasise any gains you have experienced from the time spent from the engagement
- Ensure that the confidentiality of the relationship is clear on both sides - provide and facilitate a safe environment
- Maintain a regular relationship via a medium of your choice. WIB recommends one in-depth communication (face to face meeting or video call) per month for the length of six communications
- Focus on the mentee's experience and guide them to find the best solutions for their individual situation - as opposed to giving them direct instructions.

The Mentee

As a mentee, we expect you to have sufficient motivation and to be a proactive participant in the relationship. You should:

- Treat your mentor as you would any other engaged professional and appreciate their time and other commitments
- Be punctual and considerate in organising meetings
- Be open-minded and willing to apply your mentor's suggestions and guidance
- Be mindful of your progress and prioritise issues you want to address
- Aim to keep a record of your meetings. Use the **WIB Mentoring record sheet** accessed by logging in as a Member, and ensure that you complete this sheet within a week of your meeting.



Best Practices

Confidentiality

Anything discussed in the boundaries of a mentoring communication should remain solely between the parties involved, unless otherwise explicitly agreed. This is to build a place of trust and full understanding, from where the best solutions and guidance can be born.

Reflective/Active Listening

Having a wealth of experience, we can imagine it would be very easy for our mentors to talk extensively about many topics. However, it is key that sufficient space is given within a mentoring communication to allow the mentee to share their thoughts. This time is for active or reflective listening and is a critical role of the mentor. This may seem common sense, but with experience we have learned that common sense is not that common and that active listening is not easy for a lot of people. So, here are some guiding suggestions:

- Make sure you are present and fully listening the entire time the other person is speaking. It is often tempting to start composing a response in our head to the first remark someone has made while missing out on the full story
- You are not required to have a response the second someone has finished talking. First make sure you have completely understood what has been said, a useful practice is to repeat with your own words what you have understood and check that you have interpreted things accurately
- Try to be impartial and not judge
- Do not interrupt or immediately finish sentences if you see the mentee struggling for words. It is helpful to allow space, even silence, for their thoughts to organically develop. Silences are not wasted time; they are a time for reflection and digestion
- Ask open questions. Those are questions that require more than a yes/no answer and allow the other person to elaborate on the situation, their feelings, and opinions of it.





Mentoring is not coaching. However, coaching techniques can be helpful in this process.



Guidance vs. Instruction

Often, as a mentor, you will find yourself in a situation where you recognise an experience and you will be tempted to tell the mentee exactly what to do. That may not be the best approach. Your most important role is to ask questions. With your experience, you will be able to see situations in perspective, so reflect - remember how you may previously have felt in a similar situation and ask questions about those aspects of the situation that may not immediately be seen by your mentee, so that they can arrive at potential solutions themselves, rather than be given a ready-made one. This builds sustainable and stable growth.

Goal Orientation

It is helpful to define goals, so that you can easily see progress. As previously mentioned, mentoring is not coaching. However, coaching techniques can be helpful in this process. You are free to apply the techniques you see fit for the situation at hand. We favour techniques that identify and pursue clear goals, so that motivation can be supported by measurable improvement.

Aspects of the Process

- a. Technical Knowledge** - As a mentor, you are not expected to train your mentee in BIM adoption or the contents of the ISO 19650 suite of documents. Naturally, if the mentee is faced with a unique technical predicament, by all means address and mind map potential solutions however, you should offer an index of resources and ideas, rather than a technical solution. As a mentee, you are expected to work in your own time to improve your technical skills and do the recommended reading yourself, rather than expect it to be delivered to you by the mentor.
- b. Navigating the workplace, interpersonal, and leadership skills** - As a mentor, as above, you are welcome to point the mentee to resources they might use to build their skills in their own time. However, as resources on this subject are more likely to be generic and not specific to the mentee's situation, here is where you are expected to do most of the work. Be generous in sharing your experience and do not assume things that come naturally to you, or you deem obvious. As a mentor ask a lot of questions.
- c. Networking and public appearances** - It is a good idea to use some of your meetings to attend industry events together. Networking is a vital part of professional growth and as a mentor, you can be the one opening that first door for your mentee. If you are able to use your position, try to support your mentee to attend events that otherwise would not be available to them. Find networking events in your region on the WIB website - <https://womeninbim.org/event-calendar/> or contact your WIB regional lead.

Suggested Methods - GROW⁸

The GROW method is a technique often used in coaching that you may find helpful. GROW is an acronym which stands for Goal, Reality, Options and Way forward;

G - Goal:

This is about setting a specific goal that can be dealt with within a session, such as coming up with an action plan for improving presentation skills. When discussing your mentee's goal, you may want to consider the following open questions:

- What would you like to discuss?
- What would you like to achieve in the long term?
- What does success look like?
- How much personal control or influence do you have over your goal?
- What is a short-term goal along the way?

R - What's the Reality?

Examining the reality is about establishing where your mentee is now. Your task as a mentor is to ask open and clarifying questions. Please remember, it is not for you to find solutions at this stage or give direction. Keep an open and judgement-free focus on what the mentee is sharing with you. Key questions at this stage may include:

- What is happening now?
- What is going well?
- What isn't going well?
- How have you tried to address this so far?
- Who is involved?
- What constraints are you under?
- How does this make you and others feel?
- How do you know that your assessment is right?

O - What Options are worth considering?

Once you know where you are (Reality) then it's time to look at the Options. Exploring the options will give you the opportunity to brainstorm ideas. Using the example of improving presentation skills the options might include:

- To go on a presentation skills course.
- To watch and analyse people who are good at presenting.
- To prepare fully before a presentation.
- To practice in front of a mirror.
- To take lessons in managing your stress such as breathing exercises.

And finally, the W of the GROW model stands for the Way Forward:

This is when the mentee agrees on an option and commits to take action. So, using our example, the mentee might decide that a presentation skills course is the answer. If that's the case then this would be the action for them to take before the next session. In order to establish the way forward the following questions are useful:

- What options would you select?
- How will this help you achieve your objectives?
- What could hinder you making the first step?
- On a scale of 1-10, how likely are you to carry out the action agreed?
- What prevents this from being a 10?

⁸This interpretation of the GROW method has been referenced from the *Fluid Handbook by Built by Us*

5Cs⁹ - Challenges, Choices, Consequences, Creative Solutions, Conclusions

This model can be used as a conversation tool and it is a great way to focus on issues and not forget to set a course of action:

As a mentor, you will start by identifying **Challenges**. Some questions you may want to ask:

- What are the broad challenges you're facing?
- Which of these is most pressing?
- What would 'success' look like for you?
- What makes you happy?
- What makes you nervous?

Then it is important to look at what **Choices** are available. Some questions you may want to ask:

- How would you tackle this challenge?
- Have you tried anything before?
- If yes, how did it go?
- If not, what do you think your options might be?
- Is there anything else you could do?
- Anything else?

Of course, you shouldn't forget to urge your mentee to understand the **Consequences** each choice may have. Some questions you may want to ask:

- What are the likely consequences of this choice?
- What are the positives and negatives?
- What about another choice?
- What are the positives and negatives?

Then it is always good to take the opportunity to bring a fresh perspective. Try to think without constraints - try **Creative Solutions**. Some questions you may want to ask:

- Have you ever been in a similar situation and if so, what did you do then?
- Do you know anyone else who has experienced similar challenges that you could learn from?
- I'd like to share something from my own experience that I think could help here
- What would you do if there were no constraints to this situation?

It is easy to go around in circles and discuss issues, but one of the more important aspects of your role as a mentor is to focus your mentee. Make sure some decisions are made and committed to by making some **Conclusions**. Some questions you may want to ask:

- What action(s) are you going to take now?
- What steps will you need to take first?
- How and when will you start?
- What can you do to get some early successes?
- How can I help you get there?

⁹Loosely referenced from
UCL Mentoring Handbook

Being Present

Make sure you are present, prepared and reflective about the entire process. Use the following questions to help you prepare and reflect. Consider recording the answers to those after your sessions.

In addition to applying these models, you should reflect on your own approach to your role as mentor, or as a mentee. You may wish to use the following questions as part of this reflective process:

As a Mentor

Before the mentoring communication:

- Do I need more information to be the best mentor I can be?
- Am I equipped to fulfil the mentee's expectations?

During the mentoring communication:

- Have we reflected on the previous communication and issues raised then?
- Do I fully understand everything that has been said?
- Do I understand the goals of the mentee?
- Have I helped the mentee further their understanding of the situation and arrive at their own solutions?

After the mentoring communication:

- What went well?
- What can be improved?
- What are the goals set?
- When are we meeting next?
- What is my general feeling after the communication?

As a Mentee

Before the mentoring communication:

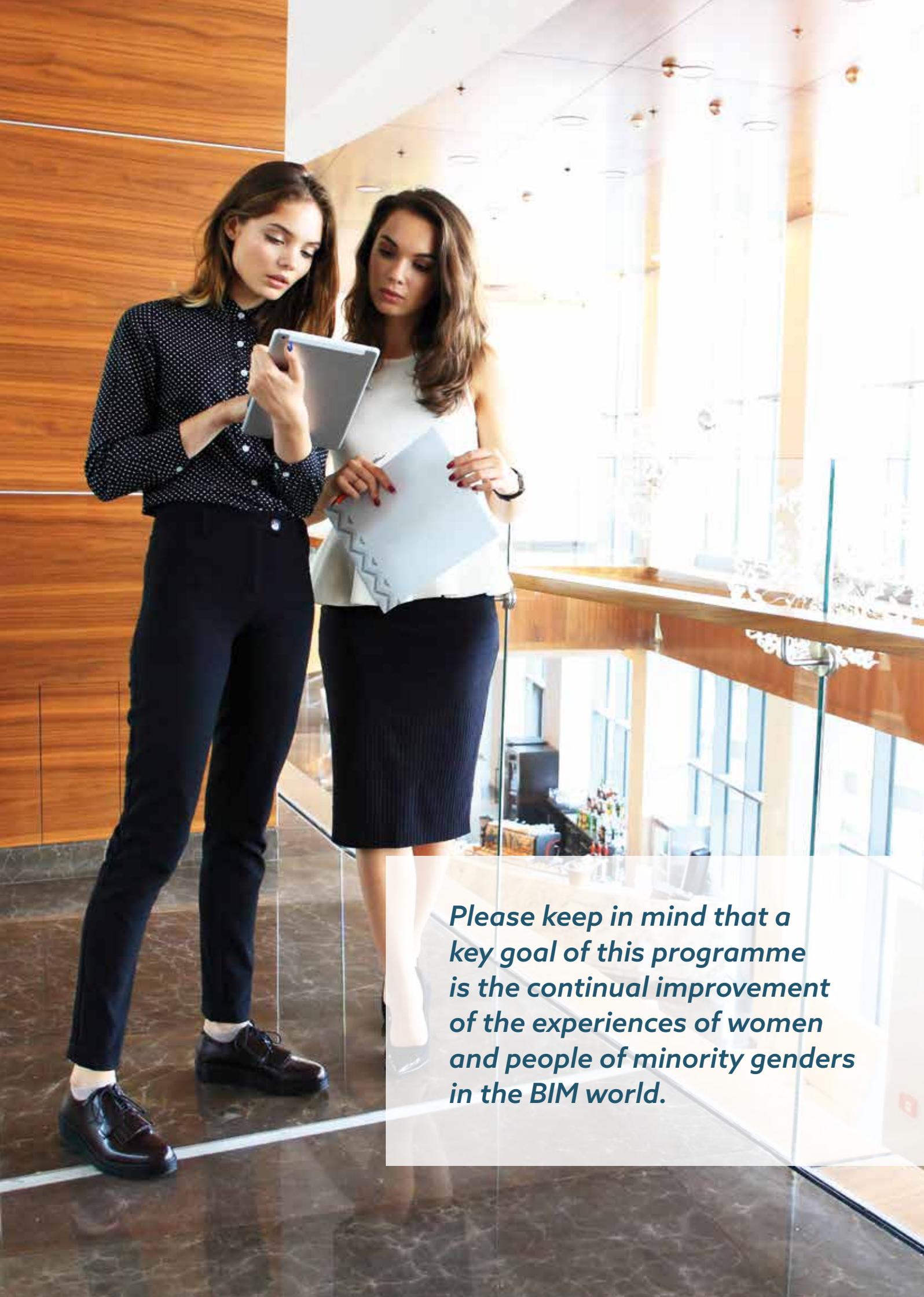
- Is there any follow-up information or actions I was supposed to take care of from the previous communication?
- What are my specific goals for this meeting?
- How do my goals relate to my mentor's experience?

During the mentoring communication:

- Am I being honest, clear and direct?
- Am I sure that I have managed to convey the situation/objective to my mentor?
- Am I finding potential solutions/drivers for my goals?

After the mentoring communication:

- Fill in the Meeting Feedback Sheet
- Have my goals changed/evolved?
- Am I committing to the actions discussed?
- How do I feel about the interaction as a whole?



Please keep in mind that a key goal of this programme is the continual improvement of the experiences of women and people of minority genders in the BIM world.

ENDING THE MENTORING PARTNERSHIP



We ask that both partners maintain their participation for the duration of those 6 meetings.

The WIB Mentoring Scheme is designed to run with WIB team members monitoring the communication for the length of 6 meetings, which we expect to last between 6 and 9 months. We ask that both partners maintain their participation for the duration of those 6 meetings.

Should the case arise that there is desire for the partnership to be dissolved earlier, then please inform the WIB Mentoring Coordinator.

Please keep in mind that a key goal of this programme is the continual improvement of the experiences of Women and people of minority genders in the BIM world. So, if both parties are happy to continue the mentoring relationship beyond the 6 meetings initially intended, then they are welcome to do so. Beyond the initial 6-9 months, however WIB is not able to provide monitoring support to the partnership.

REFERENCES AND FURTHER READING

REFERENCES

- 1 **Birkbeck London University - Mentoring Handbook of Good Practice**
- 2 **CIC's Diversity Panel - Gathering and Reviewing Data on Diversity within the Construction Professions**, University of the West of England, Bristol, Department of Architecture and Planning 2009
- 3 **NBS National BIM Report 2019**
- 4 www.gov.uk/government/news/women-on-boards
- 5 **The Duck Project**
www.theduckproject.co.uk
Chrissi McCarthy,
MD Constructing Equality
- 6 **Never Waste a Good Crisis** is a new report from Constructing Excellence by Andrew Wolstenholme of Balfour Beatty Management 2009.
- 7 **What is mentoring**
www.ppd.admin.cam.ac.uk/professional-development/mentoring-university-cambridge/what-mentoring
- 8 This interpretation of the GROW method has been referenced from the **Fluid Handbook by Built by Us**
- 9 Loosely referenced from **UCL Mentoring Handbook**

This guide has been inspired by several other mentoring handbooks that may not have been directly quoted in the text. These include:

- **Fluid Mentoring Handbook**, Build by Us, 2018
- **GROW Mentoring, University of Sheffield, 2016**, http://www.sheffield.ac.uk/polopoly_fs/1.6725381/file/GROWProgrammeHandbook16-17.pdf
- **A Guide for Mentors and Mentees, UCL, 2019**, https://www.ucl.ac.uk/human-resources/sites/human-resources/files/ucl_mentoring_handbook_website.pdf
- **Mentoring Handbook, NHS Scotland** <https://www.southampton.ac.uk/professional-development/mentoring/handbook.page>
- **Mentoring Handbook of Good Practice, Birkbeck University of London** http://www.bbk.ac.uk/trigger/docs/Mentoring_Handbook_of_Best_Practice-Web.pdf

FURTHER READING

Links to Mentoring Resources

- The Chartered Institute of Personal Development
- www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx
- The Coaching and Mentoring Network
- www.coachingnetwork.org.uk

Further Reading Mentoring and Coaching

- **Techniques for Coaching and Mentoring**, Clutterbuck, D. & Megginson, D. (2004), Butterworth-Heinemann
- **A Practical Guide to Mentoring: How to Help Others to Achieve Their Goals**, Kay, D. & Hinds, R. (2007) How to Books Limited
- **Coaching and Mentoring for Dummies**, Brounstein, M. (2000), John Wiley & Sons
- **Unleashing Aspirations: The Final Report on Fair Access to the Professions the Panel of Fair Access** (2009)
- **Equality and diversity: good practice for the construction sector, commissioned by EHRc**, Peters, J. & Allison, M. (2011), Katalytik
- **Why do Women Leave Architecture?** University of the West of England (2003) RIBA

Diversity Support Networks, Organisations, and Groups

To the right are just a few of the organisations, networks and groups offering support and further information on equality, inclusion and diversity.

- **Women in BIM**
www.womeninbim.org
- **Built By Us Ltd.**
www.builtbyus.org.uk
- **The Equality and Human Rights Commission (EHRC) have a statutory remit to promote and monitor human rights and to protect, enforce and promote equality**
www.equalityhumanrights.com/about-us/advice-from-our-helpline
- **The Equilibrium Network**
<https://equilibrium-network.com/events-and-activities/>
- **Disability Alliance**
www.disabilityalliance.org
- **National Association of Women in Construction**
www.nawic.co.uk
- **Women in Science, Engineering and Technology**
www.wisecampaign.org.uk
- **Freehold – LGBT Property Network**
<https://united-kingdom.taylorwessing.com/en/services/services/level3/freehold>
- **Architecture LGBT+**
www.architecturelgbt.com
- **Inter-Engineering LGBT engineering network**
www.interengineeringlgbt.com
- **WIBSE – Women in Building Services Engineering network**
<https://www.cibse.org/wibsewomen-in-building-services-engineeringProfessionalandrepresentativebodies>
- **Association of Building Engineers**
www.abe.org.uk/home
- **Association of Consultant Architects**
www.acarchitects.co.uk
- **Association for Project Management**
www.apm.org.uk
- **British Institute of Facilities Management**
www.bifm.org.uk/bifm/home
- **British Institute of Interior Design**
www.biid.org.uk
- **Chartered Institute of Architectural Technologists**
www.ciat.org.uk
- **Chartered Institute of Building**
www.ciob.org.uk
- **Chartered Institute of Building Services Engineers**
www.cibse.org
- **Chartered Institute of Plumbing and Heating Engineering**
www.ciphe.org.uk
- **Engineering Construction Industry Training Board**
www.ecitb.org.uk
- **Institution of Civil Engineering Surveyors**
www.cices.org
- **Institute of Civil Engineers**
www.ice.org.uk
- **Institute of Clerk of Works and Construction Inspectorate of Great Britain**
www.icwgb.org
- **Institute of Highway Engineers**
www.theihe.org
- **Institution of Structural Engineers**
www.istructe.org
- **Landscape Institute**
www.landscapeinstitute.org
- **Royal Academy of Engineering**
www.raeng.org.uk
- **Royal Incorporation of Architects in Scotland**
www.rias.org.uk
- **Royal Institute of British Architects**
www.architecture.com
- **The Royal Institution of Chartered Surveyors**
www.rics.org
- **The Royal Town Planning Institute**
www.rtpi.org.uk

CONTACT

If you would like to be involved in the Women in BIM Mentor programme, please contact us:

mentor@womeninbim.org

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