Mentorship and Sponsorship

KEY TOPICS

advocate
affinity bias
ally
boundaries
career advancement
coaching
feedback
formal/informal mentoring
goals
intercultural competence
intergenerational
influence
mentoring programs
networks
opportunities
political capital
power
protégé
reciprocal mentorship
reverse mentoring

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Mentors and, increasingly, sponsors (who use political capital to promote a protégé) are invaluable for career advancement; when they are seen as allies as well, they can help diversify workplaces and build inclusiveness.

This guide provides background and guidance on the value and practice of mentorship and sponsorship from the standpoint of individual mentors and mentees, sponsors and protégés, and firms and organizations that develop formal and informal programs.

AIA   W

The University of Washington for the American Institute of Architects Equity and the Future of Architecture Committee

What are mentorship and sponsorship?

Mentorship and sponsorship are crucial for recruiting and retaining workers within firms and in the profession. If done equitably and well, these relationships will help retain diverse professionals and can help address achievement gaps.[1]

WHAT ARE MENTORS?
Mentors are counselors and advisors to a professional person, typically in earlier career stages.[2] Mentors may come from inside or outside of one's firm; if from within, they will typically have a more senior role. However, many mentoring relationships develop organically and can be filled by one or more colleagues who provide different types of support and share their distinct expertise. Sylvia Ann Hewlett describes a mentor as someone who gives valuable career support and advice, builds self-esteem, provides a sounding board, contributes to self-assessment and "blue-sky thinking," and is often considered a role model.[3] In this sense, mentors support self-awareness in their mentees while also supporting their growth in knowledge and skills in the profession. Mentors also provide important insights about and guidance within a firm's environment, including issues regarding its politics, unwritten rules, and culture. They may also introduce mentees to important professional networks outside of the firm.[4] Whether mentors are successful in supporting mentees in these ways depends on their ability to build trusting, respectful, transparent relationships, as well as their skill with intercultural bridging and adapting. (See the *Intercultural Competence* guide.)

Mentorship can be informal, when two individuals connect personally, or formal, typically created and managed by HR departments or professional organizations.[5] People often have multiple mentors, and the mentoring relationship may be so informal that they don't realize that someone is serving as a mentor to them. Many architecture schools have formal mentoring programs connecting students with local professionals. In some cases, the mentoring relationship continues informally long after the mentee graduates. Finding ways for the relationship to evolve can be both rewarding and challenging. Not every architecture firm has a formal mentoring program. However, groups

of firms, organizations, or interest groups can find ways to match mentors and mentees.

Successful programs can vary widely in the degree of formality of the matching process and oversight. The most traditional form of formal mentoring is one-on-one mentoring between a senior and more junior professional. These relationships are often long-term and provide "personalized dialogue and direct feedback."[6] Ideally, a formal program will provide training for the mentors, particularly in intercultural skills, and will lay out guidelines and expectations for all participants. Reverse mentorship has similarities to traditional one-on-one mentoring relationships, with the notable reversal that the more junior person mentors the more senior person, giving the junior mentor stronger relationships with senior leadership and the more senior mentee knowledge of recent professional developments, such as how to use and benefit from technology. Reciprocal mentorship is another type of one-on-one mentoring relationship between individuals who offer mutual advice and career assistance. In any case, good mentorship is mutually supportive.

Mentorship can also take place in groups, generally a small number of people with common interests who share wisdom with one another or from a mentor; for example, a recently licensed architect might meet with a group of exam takers. Finally, mentorship can take the form of a personal "board of directors," consisting of a spectrum of mentors from within and outside of the profession (e.g., people in other professions, professors, career counselors, family, clergy), who will advise, support career development, and push mentees to be their best by providing a range of perspectives and feedback.[7]

WHAT ARE SPONSORS?
While the roles of mentor and sponsor can overlap, sponsors are advocates for a person's career, not merely extra-generous mentors.[8] Sponsors provide protection and support and take professional risks on behalf of their protégés, who are typically high-potential, high-performing, loyal employees.[9] As Hewlett says, "Mentors give, whereas sponsors invest."[10] She defines sponsors as senior leaders who believe in their protégés and go out on a limb on their behalf, advocating for their next promotion

or providing air cover so protégés can take risks. Sponsors also help make connections to senior leaders and clients, promoting their protégés' visibility and giving advice on presentation of self and strong, often critical feedback on skill gaps. Sponsors help expand protégés' perceptions of what they are capable of by opening doors to stretch opportunities.[11]

The sponsorship relationship is also reciprocal. Protégés work hard for their sponsors and "wear their brand," advance sponsors' goals, and exemplify their values in words and actions, making the sponsors look good in front of their colleagues and clients.[12] They advance their sponsors' careers while the sponsors advance theirs.[13] Leaders with protégés are more satisfied in their careers, more desirable for promotion to more advanced positions, and more certain of leaving a legacy.[14] Leaders of color who have acted as sponsors express 24% more satisfaction with their careers than those who have not.[15]

Protégés gain sponsorship by demonstrating their reliability and their potential benefit to the sponsor. While sometimes there is a risk that others will perceive the sponsor-protégé relationship as favoritism—that a senior employee may protect a junior one based on shared interests or identities or favorable unconscious bias— consistent high-value work from a protégé will help to demonstrate that they earned their sponsor's support.[16]

For architects who have an apparent "brand" or are associated with a particular design language or style, the sponsor-protégé relationship may be more complex, as clients, the public, or media may assume that one person (typically the sponsor) is the source of the ideas and that the other is mimicking. Sharing credit and publicly acknowledging the many contributions of protégés and other team members can help counteract this perception.

Unlike mentorship, formal sponsor programs are rare, as sponsors typically initiate sponsoring relationships personally.[17] However, firms can support sponsorship by creating opportunities for employees to introduce themselves to senior leaders, be seen, and show off their work to begin developing these relationships.[18] Firm leaders can also remind potential sponsors that affinity bias (favorably regarding those who are most like ourselves) can be actively countered by seeking out those who are different from them.

WHICH IS MORE IMPORTANT?
Both roles are essential and work in concert, although some sources suggest that sponsorship more directly influences career progression.[19] Mentors are invaluable for professional development and for empathetic guidance in solving workplace challenges. Sponsors advocate for their protégés and their professional advancement. In

fact, influential mentors may evolve into sponsors if they help mentees gain promotions or high-profile projects.[20]

HOW ARE MENTORS AND SPONSORS DIFFERENT FROM ALLIES?
An ally is a colleague who is a member of the dominant culture, defined as being in a position of privilege or having an agent identity (social identity groups with advantages gained by birth or acquisition; for more, see the *Intercultural Competence* guide), who takes action to support colleagues from target identity groups (social-identity groups that are generally discriminated against or marginalized).[21] It is important to note that one cannot declare oneself an ally; genuine allies are only those people who are so designated by members of the target groups. Allies use their standing or credibility to spread awareness among dominant groups and advocate for greater equity and inclusion. They may also be mentors or sponsors; however, allyship is a specific role that calls for using one's voice to make changes that help others.[22]

HOW ARE MENTORS AND SPONSORS DIFFERENT FROM COACHES?
Professional coaches typically focus on improving on-the-job performance in a structured, more formal, shorter-term approach. Coaches work with any level of employee, typically in a contractual arrangement with specific, identified goals to support the client's self-awareness, strength building, and professional development. Coaches may or may not have expertise related to their client's profession. The value of coaching comes from the coach's ability to listen, expand their client's own self-knowledge, and support sustained, intentional change. Managers and mentors should also develop coaching skills and coach employees as part of their overall responsibilities.

EQUITY IN MENTORSHIP AND SPONSORSHIP
Supporting interculturally competent mentors and sponsors from dominant groups is crucial for advancing diversity. Sponsorship has a dramatic impact on these mentees and protégés: they are 65% more likely to feel satisfied with their rate of advancement and 57% less likely than their unsponsored peers to leave their current employer within a year. However, due to histories of systemic racism and sexism, most lack a sponsor and tend to distrust those in power in their workplaces to reward them fairly, for instance, believing that "a person who looks like me would never get a top position at my company."[23]

Both within and outside of the primary manager-employee hierarchy, mentorship and sponsorship relationships can still be subject to the same power dynamics and tensions. For example, sponsors and, typically, mentors, are more senior or have more experience in the profession, making a power imbalance inherent in these relationships. Because of the current

structure of the profession, they are also more likely to be white men. These dynamics can influence how mentees and protégés are selected, as well as how the more junior mentee or protégé speaks or acts with the sponsor or mentor. At the same time, power dynamics based on individual identities can affect relationships and career advancement. In some situations, mentors or sponsors with target identities actually have less power than mentees or protégés with agent identities. For instance, in an office setting, a woman sponsoring a man might find that during client interactions, her protégé is taken more seriously, and he may even be promoted ahead of her. Intersectionality makes these power dynamics even more complex. For example, while a white woman sponsor and a Black man who is her protégé are each likely to have experienced some forms of marginalization, they will not have had exactly the same experiences. In client interactions, they might find that their client's identity and biases influence which of them is assumed to have more authority and is, therefore, taken more seriously.

Finding and keeping sponsors and mentors can also be difficult for people belonging to underrepresented groups. While challenging, having a formal mentorship program was noted by the AIA's Diversity in the Profession of Architecture survey as one of the top factors in retaining people of color in firms.[24] There is a relative lack of senior role models for mentees and protégés to draw from, especially for people of color, people with disabilities/different abilities, LGBTQ and non-gender-binary people, and for women at higher levels in the profession. When comparing those who mentor men with those who mentor women, the mentors of men often hold higher positions, are more likely to have decision-making power in the organization, and more often expand their role as mentor into sponsorship.[25] Compared with white women, women of color are less likely to have mentors with organizational influence.[26] With more white men currently at the leadership level in most organizations, people who have similar gender and race identities and experiences have easier access to sponsors.[27] Furthermore, women may have less access to male sponsors because of mutual concerns about rumors or suspicions of a sexual relationship that could lead others in the workplace to question motives and outcomes.[28]

However, equal access to—and, more importantly, genuine support from—mentors and sponsors can generally help address achievement gaps.[29] For architecture in particular, 63% of women and 46% of men believe mentoring is an effective way to attract and retain women in the field.[30] Formal mentor matches that intentionally pair people across differences, such as racial groups, gender identities, generations (e.g., Gen Xers and millennials), people with different levels of ability/disability, professional levels, and nationalities can help level the playing field.[31] However, for these types of mentoring

relationships to succeed, it is important that the mentor or mentee from the majority group be trained in allyship and intercultural competence. (See the *Intercultural Competence* guide.)

Architecture professionals can also improve the quality of mentorship and sponsorship by focusing on the profession's specific challenges. For example, in some offices there is a perceived hierarchical divide between design roles and nondesign roles, with more nondesign roles and office housework given to women. (See the *Workplace Culture* guide.) Mentors and sponsors can help those who prefer to focus on design to stay the course, while senior leaders can elevate the perceived value and importance of other career paths, such as interior design, project management, and technical leadership.

Since the architecture profession has so many small offices, it can also be helpful for architects to look beyond office borders when seeking mentor and sponsor matches, particularly for employees from underrepresented groups. Not only can mentoring occur outside an office, but having mentors outside of architecture is useful for navigating other sectors of the building industry (e.g., engineering, construction, and development) and nonoffice settings (e.g., construction sites, community meetings, and manufacturing plants).

"After graduation, my professional practice teacher connected me with an ACE regional director, who was a great resource. Now, the tables are almost flipped. At the last conference, my teacher was in the audience and I was presenting. He's still teaching professional practice at my alma mater; I get on Skype and talk about my experiences to his students. And I got an email from a student he referred to me for a summer internship at my firm. Anyone with his seal of approval is good in my book."

Rising Firm Leader, First Generation Mexican American, Male, 30s

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Why are mentorship and sponsorship important?

Mentorship and sponsorship have an impact on individuals, firms, and our profession as a whole. With so many sole practitioners and small firms, it can be challenging for architects to find mentors and sponsors and for the work of mentoring and sponsoring to be consistent and effective. Yet we know that both relationships can help individuals achieve power, influence, promotions, and increased compensation.[32] They are keys to career success and maximized potential and can also help build confidence, self-worth, and a feeling of security in the workplace—important elements of employee engagement and well-being.

These relationships have benefits for sponsors and mentors as well. Mentors gain personal satisfaction and a better understanding of younger workers and may even update their own skills and knowledge base. Sponsors enhance their reputations and tend to be more satisfied with their own career advancement.[33] For firms, encouraging and supporting these relationships means greater retention, a more supportive workplace culture, and improved business outcomes.[34] Mentorship and sponsorship also improve professional knowledge and expertise and amplify innovative discussions in the profession (e.g., data-driven design, environmental justice, mixed reality), propagating knowledge from a few experts in these specialized areas to a broader group of interested architects.[35]

Mentorship and sponsorship can contribute directly to diversity and equity in the profession. Mentors can help increase access to professional and academic opportunities for underrepresented groups, such as people of color and first-generation college students, and expand their professional options. Contact with professionals in the building industry can be a powerful positive experience for high school students. ACE Mentors, a program that connects working professionals in architecture, engineering, and construction with high school students, reports that 88% of their 2017 alumni felt more motivated to attend college, nearly three-quarters of current ACE seniors intended to study related majors in college, and 79% of the 2017 alumni, who were rising sophomores in college, planned to continue their AEC majors.[36]

Architecture is a profession historically based on the idea of apprenticeship. Within that institutional structure, for centuries people of color and women have largely been excluded from mentorship and sponsorship. Today, equal access to mentors and sponsors is essential to the retention and advancement of underrepresented groups. People of color, especially women of color, as well as white women, are less likely to have a mentor, and they cite this lack as a major impediment to career advancement.[37] For people of color, a lack of role models is a significant factor in inequity; a strong network of mentors and sponsors supports advancement. Developing a mentorship program for people of color in firms may also help reduce racial imbalance. Mentorship can help retain professionals from underrepresented groups by providing support and advice at early stages of their careers and during the career "pinch points" that disproportionately affect them (e.g., to and through education, the long path to licensure, extended caregiving, and reaching the glass ceiling).[38] Sponsorship is especially valuable: those who have sponsors are more likely to seek out and receive raises, high-profile assignments, and promotions.[39] And mothers with sponsors are more often employed full time than mothers without sponsors.[40] Making mentorship and sponsorship equitable is one way that the architectural profession can address the achievement gap.[41]

INDIVIDUALS

Career advancement · People of color, women, and other underrepresented groups advance in their careers at a more satisfactory pace if they have mentors or sponsors.[42] They receive exposure to a wider network of professionals, particularly those at senior levels, and expand their individual skills. Research indicates that women and people of color with sponsors or mentors are more likely to seek out "stretch assignments"— high-stakes, visible projects that call for new skills, knowledge, and networks.[43] Career advancement works both ways in mentor-mentee relationships: mentees are promoted five times more often than those without a mentor, and mentors are promoted six times more often than those who do not mentor junior staff.[44]

Financial security · Mentors, mentees, sponsors, and protégés alike benefit financially from their participation in these work relationships. Both are more likely to receive raises. Although 70% of women are hesitant to ask for a raise, women with sponsors are 27% more likely to seek one.[45] Both mentors and mentees are 20% more likely to receive a pay increase.[46]

Healthy workplace · Connecting with a mentor who is interculturally competent and outside of a supervisory relationship within a firm can provide a safe space for feedback and advice on performance and to learn about how to handle difficult situations at work. This can reduce workplace stress.

Relationship building · Working with mentors and sponsors helps individuals develop interpersonal skills and connections that will help them thrive in the workplace. Eighty-three percent of millennials in mentoring relationships reported that they were satisfied with their relationships.[47]

Happiness · Those with more social capital (networks of relationships that help groups function effectively) are happier and healthier and experience less stress.[48]

FIRMS

Highly skilled workforce · Offering successful formal mentoring programs and supporting a mentoring and sponsorship culture help create a pool of capable, promotable employees and senior staff with greater leadership and coaching skills.[49] Mentors can help emerging architecture professionals through their career milestones, including internships, being hired, licensure, promotions, "off-ramping" and "on-ramping" when taking and returning from leaves of absence, equity partnership, job transitions, and launching their own firms.

Workplace diversity · Members of underrepresented groups benefit from mentorship, sponsorship, and access to key networks to help them remain and advance in firms. Advancing a more diverse pool of professionals can reduce the achievement and pay gap in architecture.[50]

Workplace culture · Individual mentoring and mentorship initiatives will thrive if there is a culture that demonstrates support for developing employees and that establishes the expectation that everyone is accountable for the success of mentorship programs.[51] Improving the mentoring culture will improve the workplace culture at large. Firms show their commitment to all their employees when they take time to give opportunities and feedback to newer professionals. Mentor training can be an opportunity to increase intercultural competence in the firm.

Recruitment and retention · Formal mentoring programs attract candidates, increasing the firm's recruitment yield.[52] Having a formal program or a mentoring culture fosters a sense of inclusion and demonstrates to employees that the firm cares about their careers. Mentoring is also an important component of an employee career-development program: early-career architecture professionals who receive one-on-one coaching and feedback report they are more likely to plan on staying in their current position than those who do not.[53] The encouragement of mentors and sponsors will help employees feel supported and engaged, enabling a firm to retain its employees. For example, "return to work" mentors can help mothers choose to stay in architecture after maternity leave.[54] Leaders of small offices can mentor their employees, introduce their staff members to potential mentors outside the firm, and promote AIA chapter mentoring programs.

Context for employees · Being mentored and, later, sponsored helps employees become better acclimated and more productive. Mentorship and sponsorship teach employees about the politics of their workplace so they can avoid political missteps. Both types of relationships can also help transmit company knowledge, history, and performance expectations.

Profitability · Mentoring is effective for increasing employee commitment to a firm, reducing turnover, and improving company performance.[55] These benefits improve a firm's bottom line.

Training · Training in intercultural competence is essential for success in mentoring and sponsoring people from different identity groups. Without this awareness and skill, the relationship will be less effective and could, in fact, damage the career of a person from an underrepresented group.[56] When combined with training in allyship, mentoring and sponsoring will be even more effective.

PROFESSION

Next generation of professionals · Mentors and sponsors pass down the important knowledge and traditions of the architecture profession.

Industry skills · Younger members of the profession have a variety of things to share in addition to technology skills. Depending on their course of study and experience, they may have expertise in sustainable, resilient design; universal design or designing for equity; design for specific populations (e.g., children with autism); or applied research methods. Reciprocal mentoring helps senior professionals learn new skills and approaches as junior professionals familiarize themselves with more traditional skills and knowledge, such as building-construction conventions or experience gained from working with clients over time.

Innovation · Emerging areas of practice that require highly specialized knowledge can use mentorship and sponsorship to purposefully connect the few existing experts to a community of mentees or protégés, thereby increasing access to expertise.[57]

Diversity · Equitable forms of mentorship and sponsorship improve diversity in the profession by recognizing skills and contributions and actively countering bias. (For more on implicit bias, see the *Intercultural Competence* guide.)

Inclusion and equity · Mentorship allows long-time professionals with agent identities to deepen their understanding of people with target identities and appreciate their different perspectives, which can enrich a project's programming, design, planning, etc. When done with care and with training in intercultural competence, antiracism, and allyship, it will contribute to greater inclusiveness and the ability to improve equity in the profession and the excellence of design.

"I'd never touched construction documents, maybe I'd looked at them, or edited a note, but I'd never drawn anything. My boss said, 'You can learn as you go.' Her trust made me trust myself and gave me the confidence—I can take this up even if I have no idea what I'm doing.…I had room to make mistakes. Even when I was making mistakes, my boss trusted that I would learn and actually help the project. Now I've been working for almost two years I'm managing a couple of projects, and I feel like she keeps challenging me, giving me more and more freedom."

Architectural Designer, Asian American, Nonbinary, Queer, 28

Mentorship and sponsorship are equitable and inclusive when...

ALIGNMENT

mentorship programs align with business objectives and needs

programs are implemented thoughtfully and tailored to promote equitable outcomes

formal mentoring-program goals are identified and measured, and mentors are evaluated

a robust mentoring culture provides support and knowledge in a safe environment

mentorship and sponsorship relationships are understood as mutually beneficial

ENGAGEMENT

formal programs encourage relationships within and across identity and cultural boundaries

mentees and protégés receive honest, sensitive feedback

programs are inventive and flexible to involve people from different offices and fields

mentees and protégés are welcomed at important firm activities and high-profile industry events

mentors and sponsors develop the skills and perspectives of allies and coaches: advocacy, listening, empathy

SUPPORT

power dynamics and their implications are understood

underrepresented groups have equal or greater access to mentoring and sponsorship

senior leader sponsors and mentors are trained to promote allyship and reduce inequities

in formal programs, mentors and mentees are matched thoughtfully, based on skills and developmental needs

mentors and mentees receive training and opportunities to offer feedback and adjust pairings

PARAMETERS

training is provided on mentoring between different identities

goals and criteria for selection into formal mentoring programs are transparent and clearly communicated

participants acknowledge power dynamics in the relationship and work to balance them

participants maintain confidentiality

conflicts between a mentee's supervisor and mentor are addressed if or when they arise

Compliance

This section is intended to introduce you to legal information and ethical considerations related to mentorship and sponsorship and describes the mere minimum requirements. It is not a substitute for legal advice. For such advice, we strongly urge you to consult an attorney.

Participants in mentoring or sponsoring relationships may encounter power dynamics or issues related to workplace ethics. Situations could arise in which awareness of laws related to harassment and discrimination could be important. (See the *Intercultural Competence* and *Workplace Culture* guides.) In general, anyone in such a relationship should maintain high ethical standards and work to ensure that benefits are equitable.

POWER DIFFERENTIALS

As in any relationship between two people with unequal power, and especially when one of the parties is in a "protected class" of workers (groups protected by law from employment discrimination), there is the potential for transgressing boundaries—whether perceived or actual—as related to harassment. (See the *Workplace Culture* guide.) Both parties should be aware of firm policies and avenues for reporting infractions. Explicit, shared expectations from the outset can help keep relationships from being distant or chilly. Both parties can aspire to establish an atmosphere of professional warmth and candor without inappropriate, offensive, or unwanted overtones or behavior.

IMPLICIT BIAS

In relationships between senior leaders and employees, implicit biases may introduce inappropriate favoritism in ways that lead senior leaders to mentor or sponsor only employees who share the same identities. This could, in turn, give rise to claims of discrimination under federal and state employment laws. It is important to be aware of favoritism to ensure that there is equitable access to mentors and sponsors and that when sponsors choose their protégés they stay conscious of potential bias. Leaders who are in a position to sponsor others could keep the firm's goal of diversity and equity in mind when choosing protégés and make an extra effort to notice people unlike themselves. (See the *Intercultural Competence* guide for more on why people with target

identities often have to meet higher standards in order to gain equal recognition to those with agent identities.)

EVENHANDEDNESS

As in recruiting and retention (see the *Recruitment and Retention* guide), one size does not fit all: different pairs may approach mentoring or sponsoring relationships differently, but everyone needs to be treated equitably.

APPROPRIATELY DESIGNATING CREDIT

Intellectual property, credit, and citations cause confusion in the architectural profession. The high degree of collaborative work and complexity of teams and the emphasis on portfolios for hiring and getting work mean that clarity between contributors is very important. If mentors and mentees or sponsors and protégés work closely together, a question may arise about who contributed to the end product. The AIA Code of Ethics and Professional Conduct requires that AIA members accurately state the scope and nature of their responsibilities in connection with the work for which they are claiming credit and to recognize and respect the contributions of their employees, employers, colleagues, and business associates. In addition, acknowledging employees who make substantive contributions is important in helping them feel valued. Because the typical media portrayal of architecture simplistically identifies it as the work of a sole designer, finding ways to tell the story of how design ideas evolved with an interconnected team can benefit the whole profession and honor the intellectual ownership of the design.

CONFIDENTIALITY

In the course of a mentor relationship, confidential information may arise. As early in the relationship as possible, establish expectations for what can be kept confidential and what cannot. If there does not appear to be danger, mentors should be equipped with resource lists and know about protocols within your firm. In the most extreme case, if a person is a danger to themself or others, there may be legal, ethical, or policy obligations requiring you to disclose to an authority like firm leaders, an HR director, or law enforcement. Protocols may vary for reporting and for the degree to which identities and other confidential information can be protected, balanced against the legitimate interests of others. (For specifics on sexual harassment, see the *Workplace Culture* guide.)

Assess

SELF-AWARENESS

Do you have the skills and qualities to be a mentor? · · Can you listen? · Do you have the intercultural skills to mentor someone with a different identity and culture? · Can you address your mentee's work-related problems and still maintain confidentiality? · Can you provide candid feedback? · Do you understand power dynamics?

And to be a mentee? · Can you listen and receive feedback without defensiveness? · Can you ask insightful questions and incorporate new insights into your career? · Are you willing to offer a different perspective?

Do you have the skills and qualities to be a sponsor? · Can you provide opportunities for your protégé to grow? · How will you react if your protégé equals or exceeds your status? · Do you take steps to mitigate implicit bias when identifying potential protégés, especially if they do not share your identity?

And to be a protégé? · Do you acknowledge that the quality of your work reflects on your sponsor's reputation? · Are you aware of interpersonal conflict that may arise as you possibly mature to the status of your sponsor?

STRUCTURE

What mentorship-program approach would be best for your firm? · What business goals and specific career-development needs does your firm aim to address? · Who are the target groups for mentors and mentees? · How will you evaluate your program?

Do senior and midlevel leaders know the value of active sponsorship? · Are they encouraged to sponsor members of underrepresented groups, and are their recommendations taken seriously?

Can you avoid the pitfalls of a formal mentorship program? · Do you carefully select and train mentors on their roles, responsibilities, and behaviors? · Do participants have clear expectations of the mentoring relationship? · What procedures are in place to terminate a relationship if necessary? · What remains confidential? · Are program goals and selection criteria clear and equitable? · Is the program a part of a larger array of programs to improve retention? · Do you have enough mentors and do you give them support and credit?

ALIGNMENT

Does your firm have a robust mentorship and sponsorship culture? · Do your senior leaders support mentoring and engage in sponsorship? · Do you provide employees the time and resources needed to engage in mentoring relationships? · Do project leaders offer enough information, guidance, and encouragement to emerging professionals, and at the right times? · Do you rotate mentors to prevent burnout and create opportunities for new mentors? · Are sponsors' endorsements considered and acted upon?

Do you assess the effectiveness of your mentorship and sponsorship activities? · Are they resulting in greater equity, diversity, and inclusion at all levels of your firm? · Do you evaluate how successful mentors and sponsors are in supporting employees whose identities are different from theirs? · Do you know why employees leave?

Act

INDIVIDUALS

FIND MENTORS AND SPONSORS
Seeking out mentors and sponsors requires motivation and readiness. Look for individuals with the qualities that will help support these relationships.

→ **Determine what type of mentoring to participate in.** There are different kinds of mentoring relationships. Some schools, firms, or professional societies offer formal mentoring programs. Informal or formal mentoring within firms can provide insights into the politics of the company. External mentoring (formal or informal) takes place with someone outside of the firm and can either be a one-on-one relationship or a part of group mentoring.

→ **Stand out.** Sponsors seek protégés. Do consistently excellent work and make yourself visible.[58] Take on challenging projects and carry out a project that benefits your firm; work with others to frame the issues and create effective solutions that will draw the attention of a potential sponsor.

→ **Seek out mentors and sponsors.** Become comfortable asking mentors and prospective sponsors for help. Look for relationship chemistry and consider the mentor or sponsor's knowledge, network, and availability. Don't just look at your current connections—seek out sponsors and mentors beyond your circle. Consider who makes pay, promotion, or project decisions that affect you, which senior leaders could benefit from your advancement, and which senior leaders have a platform most equipped to help you advance.[59]

→ **Have more than one mentor and sponsor.** You can build your own personal board of directors, which, collectively, covers all the areas about which you need information and guidance.

→ **Find the right mentor match.** Depending on your needs and the stage of your career, mentors who share your identity or ones who differ from you (e.g., different age, gender, ethnicity, area of expertise) can both be valuable.

→ **Choose a mentor who fits your needs.** Diverse mentor matches can build awareness of the dynamics of workplace inequities and open the door to a larger professional network.[60] Alternatively, mentors who are more similar to you can provide a safe space for feedback and advice on difficult relationships or situations at work. Mentors may not always be willing or able to take on new mentees. Consider how to make the appropriate request at the appropriate time.[61]

→ **Consider where you are in your career.** As you prepare for the Architect Registration Examination® (ARE), seek out recently licensed architects to advise you on preparation and test taking. When you approach other pinch points, call on mentors who have navigated them successfully to advise you.

→ **Look beyond your firm and your discipline.** Consider mentors from other parts of the building industry, including clients. This is especially effective for advancing your expertise in emerging areas with a scarcity of prospective mentors and sponsors.

BE A GOOD MENTEE OR PROTÉGÉ
There are a number of ways you can make the most of the relationship.

→ **Recognize that mentors and mentoring can take many forms.** A mentor may range from someone you confer with informally or only occasionally regarding specific issues to a person with whom you schedule regular check-ins with identified goals.

→ **Cultivate the qualities of a good mentee.** Self-awareness and reflection are important for an effective mentor and mentee relationship. Be open to feedback. Ask questions, listen to the mentor's advice, and incorporate the insights into your own career as appropriate.[62]

→ **Make an agreement.** Create a mentorship agreement together and revisit it from time to time. This agreement should lay out shared expectations, ground rules, confidentiality or privacy policy, goals, and timeframe. You will also want to think

about what conflicts of interest could arise and how they should be addressed.[63] Revisit the agreement as your relationship evolves. Some start with a formal program set up by a school and continue until well after the mentee graduates. Needs and circumstances change and the agreement should evolve.

→ **Encourage reciprocity, but do not overburden yourself.** Recognize that more senior professionals may be less knowledgeable about your area of expertise and culture (e.g., less comfortable with technology, discussions of racism, emerging identity issues, or gender-pronoun preferences). Consider whether you have the energy to educate them about cultural differences and experiences. Be straightforward about your needs and boundaries. If you do wish to educate, help them understand and acknowledge that it takes time to learn and change behaviors. Be open to reciprocal mentoring that lets both of you gain from this experience. Approach one another in the spirit of mutual learning.

BE A MENTOR
Being a mentor requires dedicating time and energy to support another person's career and personal growth.

→ **Develop the qualities and skills of a mentor.** Being a mentor means giving support and advice and acting as a role model and champion while listening and keeping the mentee at the center. Mentors skilled at intercultural bridging are more effective, especially if a mentor does not share the same identity as the mentee. (See the *Intercultural Competence* guide.) Effective mentoring involves asking questions, reformulating statements, summarizing, listening reflectively, and tailoring how you "teach" to the needs and preferences of your mentee.[64] Good mentors share knowledge and insights based on their own experiences, think about what they wish they had learned, and provide opportunities for professional networking and participation in visible professional activities. Mentors also help mentees gain perspective on current challenges and conflicts, provide candid feedback, and recognize success. Also, understand that being a mentor has certain limits. Mentors should regard mentees as colleagues. Always respect your mentee's need for confidentiality (see the Compliance section of this guide), acknowledge that you do not always have all the answers, and recognize that in successful mentoring, your mentee may eventually attain or surpass your rank or status.[65]

→ **Communicate expectations.** Being a good mentor means being able to establish clear mutual expectations within structured relationships, clearly articulate the roles, goals, objectives, and outcomes for all parties in the relationship, and highlight the agreement regarding confidentiality. Consider the time commitment you both can make, and set boundaries around time expectations. Make an agreement together and revisit it from time to time.

→ **Determine tools and processes.** To achieve positive outcomes, even informal mentoring may need processes and tools, such as agreement templates, check-ins, reflections, feedback forms, and discussion guides.[66]

→ **Mentor people who are different from you.** Mentor-mentee relationships across the boundaries of identity can help the parties exchange ideas, experiences, and perspectives. For those with target identities, a mentor with an agent identity may help provide access to opportunities and networks that have traditionally been difficult to open. For mentors with agent identities, a mentee with a target identity may help illuminate inequities in the workplace and result in behavioral and systemic changes.[67] Regardless, mentors should understand how implicit bias may manifest in their relationships and try to mitigate these biases when possible. (See the *Intercultural Competence* guide.) Learn how to mentor employees with life experiences different from your own.[68] Listen, encourage open communication, and create a safe space to disagree.

→ **Explain firm dynamics.** Understanding a firm's internal dynamics helps mentees grasp firm culture, interpersonal nuances, unwritten rules, and performance expectations.

→ **Support mentee careers.** Being a mentor means helping mentees prepare for stretch projects and promotions. If possible, provide your mentees with opportunities to showcase their work and to meet influential people within and outside of the firm.

→ **Be open to reciprocal mentoring.** At their best, mentoring relationships reward both the mentee and mentor. For example, some mentors find language nuances around gender fluidity challenging or may inadvertently use terms for race or gender that others find offensive. Mentees can serve as safe places for mentors to discuss evolving social norms and cultural shifts, as long as your mentee has affirmed that these discussions are welcome and not a burden. Another potential gain for mentors is learning how to use and manage new technologies.

→ **Volunteer to mentor K–12 students.** The profession suffers from the underrepresentation of people of color entering and staying with architecture

in undergraduate and graduate programs. Early exposure helps establish the motivation to pursue architecture, especially for students of color and first-generation college students. (See the *Engaging Community* guide.)

BE A SPONSOR
Being a sponsor means being willing to advance another employee's career and providing your protégé with the political protection and opportunities needed to succeed.

→ **Recognize talented employees.** Look beyond the "usual suspects," and recognize the talents and potential among all employees. Consider what implicit biases may be affecting your choices of protégés. (See the *Intercultural Competence* guide.) For instance, implicit bias may often lead us to judge men based on their potential and women based on their accomplishments.

→ **Support your protégé's efforts to advance.** Encourage your protégés, and use your political capital on their behalf to protect them when they are taking risks to improve their careers. Keep an eye out for career-building stretch projects and job openings, and actively advocate for your protégés.

→ **Know what you know, and be open to what you don't know.** As a sponsor, you have a lot of experience and knowledge to pass on to the next generation. However, remember that the building industry changes rapidly and that your experiences may not always relate to or benefit people early in their careers. Allow your protégé to listen to your advice and implement it in the way that the protégé feels is the most beneficial.

WORK TOGETHER
Some mutual steps and qualities contribute to effective mentoring and sponsoring relationships.

→ **Be explicit in your aims and agreements.** Identify the goals, learning priorities, measures of success, milestones, and levels of competence you want to attain. Define expectations and establish protocols. Agree on your process, timing, check-ins, and work plan if you are engaging in more structured feedback and learning.

→ **Attend to the relationship.** Pay attention to the quality of your relationship, and examine how it may evolve or adapt to social cultural shifts, which may be experienced very differently. Be willing to learn, trust, be honest, experiment, and work beyond your comfort zone. Engage in "assumption hunting": name and explore the assumptions you have made about each other, especially intercultural

and intergenerational ones. Examine and adjust your communication styles as needed. Continue to consider how you are engaging reciprocally—how are you both benefiting?

→ **Know when the relationship is at an end.** Be willing to recognize when your mentee or protégé no longer needs you. Be open about this transition, and have a closing conversation together in a way that honors both parties and the relationship you built together.

FIRMS

Firms known for strong mentorship and sponsorship have a competitive advantage. Be willing to devote the time, attention, and patience to provide emerging professionals with the experience and guidance they need. At the same time, acknowledge and learn from their own expertise and experience.

"My mentor likes to point out that literally there is no door on his office. Yet some people are intimidated because his name is the name of the firm. A few years ago, I received an offer to move to the Middle East for a large, influential project. I went to him and asked, 'Do you think this is a good idea?' He said, 'No, you just got married. It's not a good place for white American women to work. You'd have to move there for two years.' That advice led to me working on a different project. I can't go to him for daily mentoring, but I can for the big things."

Senior Associate Principal, White, Male, No Left Arm/Partial Right Arm, 39

CREATE AND ENCOURAGE A CULTURE OF MENTORSHIP AND SPONSORSHIP

Creating and encouraging a workplace culture that supports mentorship and sponsorship will let your employees know that their professional growth matters to the company and will help them feel that they belong.

→ **Know how implicit bias affects mentor and sponsor relationships.** Implicit bias tends to lead to behaviors that make some people invisible while promoting "people like us." Understand and seek training in how implicit bias affects mentorship and sponsorship, be aware of the power dynamics involved in these relationships across different identities (e.g., gender, race, sexuality, class, economic status), and strive to mitigate biases.

→ **Recognize and reward mentoring**. Mentoring requires that employees make a personal and time commitment to support another person's career. Demonstrate the value that you place on mentoring, and encourage employees to be mentors.

→ **Be aware that mentors from underrepresented groups may have greater-than-usual demands on their time and attention.** While neither mentees nor mentors absolutely require relationships with people who share their identities, they may desire them. Employees from underrepresented groups, especially "onlys" (the only member of their group), may be in demand as mentors and in many roles beyond mentorship, such as on task forces and committees and in extra projects. Employers need to be sensitive to how overextended these employees may be and realize that they should have the prerogative to say no to some responsibilities and to have time for developing other career-building skills and connections for themselves.

→ **Be receptive to sponsors.** Give credence to sponsors' recommendations by bringing protégés to the attention of leaders. Firm leaders need to demonstrate that they approve of their colleagues' expenditure of political capital on behalf of protégés.

→ **Support mentorship and sponsorship with related actions.** For example, encourage firm leaders to sponsor and mentor employees from underrepresented groups; create an on-ramp program for employees returning from extended family leave for child- or eldercare; or foster licensing-exam study groups with recently licensed and seasoned mentors.

→ **Provide a framework for informal mentoring.** If your firm does not have a formal mentoring program, then set up a general framework that supports informal mentoring and suggests expectations of both parties. These informal arrangements should provide, for example, possible venues and times for mentoring, mentoring guidelines, training, informal networking events between junior and senior employees, and a supportive culture. For small firms, informal mentoring strategies can include ensuring that firm leaders develop mentoring skills, make mentoring a part of their scope, and introduce employees to potential mentors outside of the firm.

INVEST IN A FORMAL MENTORSHIP PROGRAM

For larger firms, instituting a formal mentorship program can help create a mentoring culture. While there are different types of mentorship programs, all successful programs require a link to business strategy, leadership commitment, adequate resources, a supportive culture, a clear structure, and clear participant expectations.[69]

→ **Determine what type of mentorship program to create.** Program types include one-on-one, quad, circle, reverse, or reciprocal mentoring and development networks. The type of program you choose should fit your firm's culture and program objectives and should consider the time and resources needed to establish and maintain it.[70]

→ **Align mentoring with your business goals.** Your mentoring program should link to your business strategy. What are your firm's objectives and plans? How would mentoring help achieve these goals?[71] The answers to these questions will help you determine what type of mentoring will suit your firm. When the connection between mentoring and the business is done well, every mentor-mentee relationship advances the overall business goal, and the participants understand that the impact of their relationship goes well beyond them.

→ **Articulate the program's goals and objectives.** Successful mentoring programs have clearly articulated goals and objectives. Program design may address the target population, mentees' developmental needs, and participation incentives. For example, "retaining talent" or "developing greater diversity and inclusiveness in firm leadership" could be program goals.[72] Other goals could include improving the transition for people returning to work (e.g., mothers, fathers, caregivers). Ensure that participants know what to expect if they participate.[73]

→ **Allocate adequate resources and tools.** Formal mentoring programs require dedication of staffing, time, and money. Designate a staff member who will implement and oversee the mentoring program. You may also need to develop tools, such as worksheets and methods of measuring success.[74]

→ **Ensure leadership commitment.** Senior staff needs to support the program and be involved in the program as much as possible. You can help motivate senior leadership by formally recognizing their mentor-program participation in annual performance reviews.[75]

→ **Recruit prospective mentors.** Recruit prospective mentors with their interpersonal qualities in mind; provide a directory of volunteer mentors, possibly including prospects beyond your office or field. To help establish a thorough mentoring culture, offer training.

→ **Give participants time and flexibility.** Mentors and mentees will be at different stages in their personal and work life. Allow time for emerging professionals to connect with recently licensed architects to receive advice and mentoring on preparing for the ARE®. Especially in formal programs, make it acceptable to change mentors and mentees if the pairing proves unproductive or incompatible.

→ **Track goals to determine successful program outcomes.** You can track and measure the success of your program through qualitative and quantitative measures. Use surveys, interviews, or focus groups to find out about participants' perceptions, the program's diversity and inclusivity, and the impact on the employees. Quantitative measurements can help the firm assess the numbers of mentoring matches and program completions. Both types of assessments are useful in determining whether the program is a success and where changes should be made.[76] (See the *Measuring Progress* guide.)

PROFESSION

Architecture has a predominant culture of competition and critique that is not always a natural fit with mentorship and sponsorship.

→ **Connect people with others outside of their own firms or fields.** Small firm employees, sole practitioners, and professionals from underrepresented groups will especially benefit from access to a broader professional network. Some areas of expertise are highly concentrated or scarce. For onlys from underrepresented groups, finding a cohort is not possible without the flexibility to mentor in other firms and outside fields.

→ **Create professional mentoring programs.** Professional organizations can help support mentorship and sponsorship by creating their own mentoring programs and providing them as a membership benefit.[77] These programs can be especially beneficial to underrepresented groups that often have fewer role models and potential mentors and sponsors.[78]

→ **Convey the value of mentorship and sponsorship in our profession.** In a profession that tends toward introversion and small-sized firms, it can be challenging for some to find mentors and sponsors and for the work of mentoring and sponsoring to be consistent and effective. Not everyone chooses to be a mentor. Recognize and reward those who serve as sponsors and mentors, especially those from underrepresented groups who may be in greater demand and, therefore, be spread thin. Encourage their firms to reward them as well.

"This one firm has a really amazing mentorship program. Twice a year they provide one-to-one mentors for our students, and during the relationship they reflect with each other about how they're doing, what their goals are. I've seen the difference it's made for our students. They also have a one-year office-assistant position that is great for letting young, inexperienced students into the environment of practice. The firm includes it in the mentorship process, so at the end of the year, the student will realize what they could do better, or move onto a project, or no longer continue with the firm."

Educator and Director, Business Owner, Sole Practitioner, White, Female, 38

Consider

SUPPORTIVE MENTORING RELATIONSHIPS

I had an amazing mentor. She was at the firm I interned at during college. At the start of my fifth year in school, she and another person broke off and started their own firm. I had the opportunity to go back to the old firm. Since she wasn't there, and it wasn't an amazing culture, I opted to take a waitressing job. Since my mentor had only opened her firm ten months prior, it didn't seem appropriate to ask her for an internship. My mentor and her business partner asked me to work for them eventually, and I ended up staying there for seven years. She was incredibly thoughtful and very inclusive; it was really helpful to me. She was part of AIA's elected leadership and brought me to monthly chapter events even though I was an intern. She allowed me to participate in everything in a way that was unusual for a person of my age. She was really helpful and supportive.

I think a lot of times early in your career, you might be only responsible for doing things like redlining drawings, fixing things on the computer, doing repetitive tasks. But I generally got to work with her on projects from start to finish: from initial measuring, through interior elevation details, to helping pick out drawer pulls and cabinets. I really got to see the breadth of what we could do, and she made sure I had at least small opportunities to try to do things on my own. Whether or not my proposal was something she even showed to the client, she sometimes gave me the opportunity to try a design or try to offer my own design ideas, and then we would talk about them, and

I would get feedback. She was always receptive and thoughtful about how she gave criticism and feedback; I never felt like I was wrong. I think she was really supportive in that way.

— Associate, White, Female, Hearing Impaired, Xennial (30s)

DISCUSS:

- What activities did the mentor include this person in? How did these activities provide opportunities that may have benefited this person's career? In what ways was this mentor also acting as a sponsor?

- What qualities are important for a positive mentoring relationship? What qualities did this mentor have that created a supportive environment? What qualities would you look for in a mentor or mentee?

- In what ways could this type of mentorship help support your own career?

- What were the benefits of this relationship to the mentor? Was there any cost to the mentor to include her mentee?

Consider

THE POWER OF SPONSORSHIP

I was with [my sponsor] a long time. I moved to a different city and continued to work from afar for him and his firm. I went on my own, then merged my small company with another small firm for about five years. But we stayed in touch. I remember he said to me, "Are you happy doing what you're doing?" to see if I was ready, willing, and able to come back to the firm's office. But I have a long family history in this city, and I really liked it here. We had several conversations over weeks, and I told him, "Look, I could come back, and I have no doubt I'd be a valuable employee, but you have lots of valuable employees there. Having run my own office here and having family here, my value to you is greater here than it would be in your office. I can still be a valuable employee but open a new market for you." Looking back, that was a bit of a stretch, but at the time I thought it was true, and it wasn't that long after that he said, "I have a new project not far from you. Why don't you run it? Borrow a desk from a friendly engineer and let's see how it goes."

My first reaction: "Fantastic!" And then, "Uh oh, now I've got to *do* this."

This was a person who risked his own reputation not only outside of the four walls of the firm for me, but also amongst his partners. "I believe in this guy, and I think he can do what he says he can do." So we started small, and I ran the project, then another couple of small projects in my own city, and then increasingly more significant projects, and finally a project of great national

and international visibility. I go back to that initial conversation where he's putting me in a position to establish and run a new office; he's risking his own political capital inside and outside, and risking money, too, that this can work. It did, and it worked spectacularly. I'm no fool. Were it not for his decision to put his reputation on the line like that, I wouldn't be where I am today.

— Architect/Designer, African American, Male, 50s
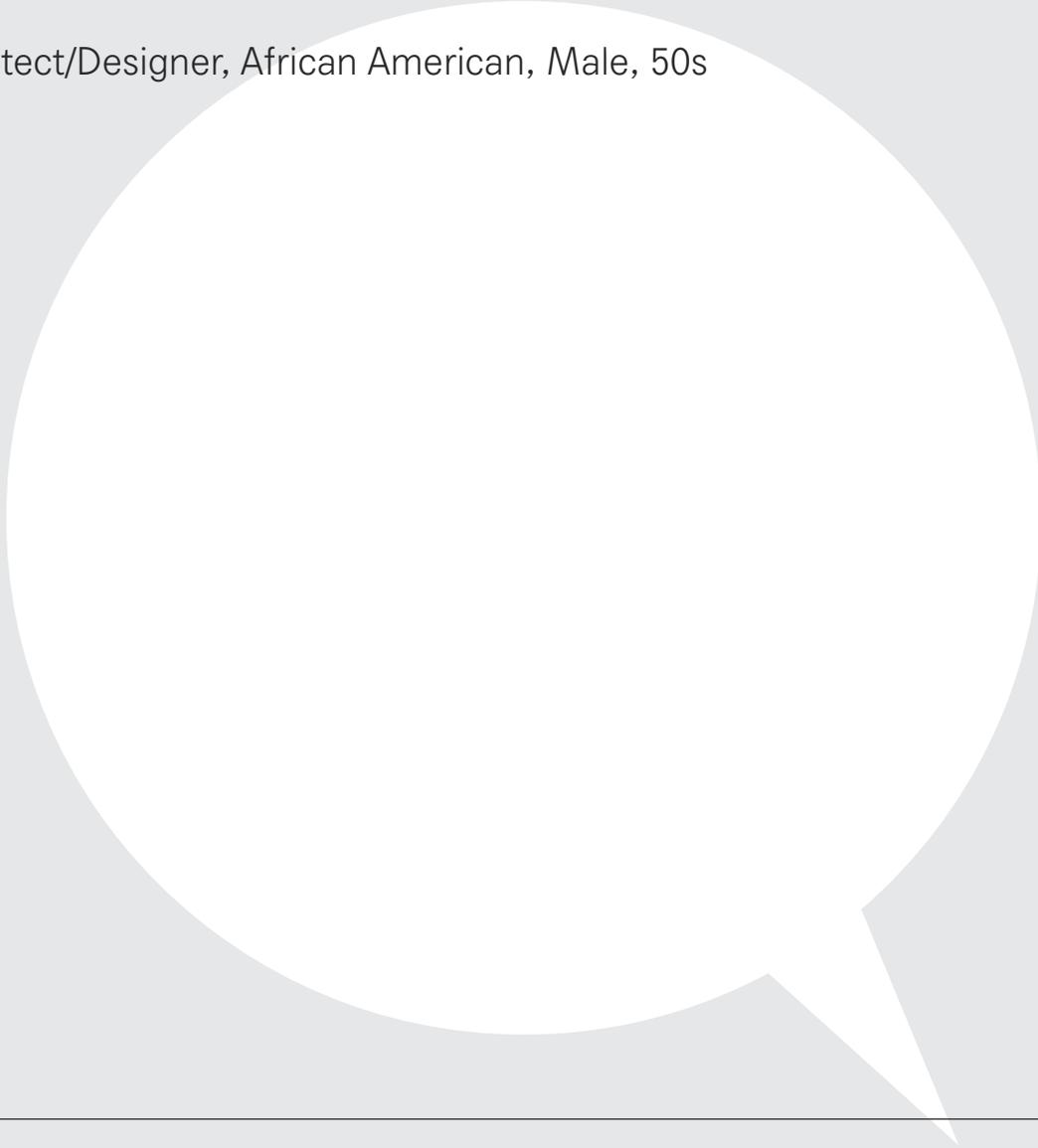
DISCUSS:

- What are some of the important qualities that this person's sponsor exhibited? Have you ever had someone risk their political capital for you? Was it offered or did you request it? Have you ever used your own political capital for another person? Did you consider it to be a risk?

- Do you think that sponsorship is fair? Why or why not?

- How could a sponsor help you at your current career stage? What can you do to be "sponsorable"?

- Are you in a place in your career where you could sponsor a protégé? Why or why not? If so, what type of qualities would you look for in a protégé? How would you identify potential protégés? How might you watch for implicit biases that could slant your impressions? How would you approach a potential protégé?

Consider

A MENTOR LIKE ME

I have looked for mentors. My local chapter has a mentorship program. It feels very specific in nature, in terms of who is available to mentor: they're all the same type of person doing the same type of work, from the same type of background. The program doesn't have what I'm looking for. There was one woman mentor in it when I looked into the program recently, and the type of practice she works in is far outside of what I'm interested in. I haven't found any good opportunities outside of my firm and people I know: I get most of my mentorship either from the people above me at my firm or peers I went to school with. There's a lot to be said for having a mentor who's ahead of you but not at your firm and who doesn't have oversight over you. I haven't found people with the right identity and experience—that thing I'm looking for in mentorship. I would love to be able to find someone LGBT who is doing well in the field, has more experience than me, and has that specific experience. I'm looking for people who are like me and have experience and wisdom to pass down. I don't know where to find those people.

— Architect, White, Lesbian, Early 30s

DISCUSS:

- What are some reasons why this person is looking for a mentor similar to herself? Does it matter to you if your mentor shares your identity? What do you see as the benefits and challenges to mentors with shared and with different identities?

- What are the benefits of having a mentor who has a career path similar to your own? What would be the benefits of having a mentor with a different career path or different building-industry discipline?

- How might geography affect who is available as a mentor? How could professional organizations support mentoring in specific regions? How could professional organizations that already have mentoring programs improve them?

Consider

CROSS-IDENTITY MENTORING

One of the most important things I experienced personally was the power of a mentor. When I moved to San Francisco I was twenty-seven, young, white, female. I was moved to a site office in a quad-wide trailer with subcontractors and inspectors, and I had one other person working with me as a representative from the architecture firm. He was an amazing manager, a true mentor. He shared every meeting; there was nothing I was too unimportant to be part of. Through the course of my time there, I was expected to be a decision-maker, and I was given a seat at the table. It was a life-changing moment for me. After two years he took a position with a firm in the Midwest, and I felt emboldened enough to make the case for taking his place, even though I was not the typical on-site project architect. I would certainly not have otherwise. I'd be a completely different person were it not for that deep level of mentoring and sharing of power and information.

— Business Owner, Sole Practitioner, and Educator, White, Female, 38

DISCUSS:

- What benefits did this person gain from cross-identity mentoring?

- What other benefits can one gain from cross-identity mentoring? What benefits could you gain from being a mentor or mentee with someone who does not share your identity?

- How can a mentor and mentee share power and information? What experiences have you had in which you have shared power and information with a mentor or mentee? If this were a situation with a sponsor instead, how would expectations be different?

Consider

MENTORING IN EDUCATION

I went to architecture school twenty-five years ago. I hope a lot of the experiences I had are not still true today. I try not to project my experiences from 1993 to now or the future. At that time, my undergraduate program admitted 120 students intending to only graduate about 45. It had built-in attrition. Having been educated in diverse northern magnet schools, the transition to a more racially monolithic educational community was difficult for me. I was surprised there weren't a lot of Black students in the program. One guy said openly, "I've never met a Black person except for the woman who works for my grandmother." It felt very strange and unsettling because my race wasn't a primary defining characteristic for me, but it was clear that this was a significant way in which others perceived my identity. I hadn't been looked at in this way before. It was mostly from students but also translated in the way some of the faculty related to the Black students. There were faculty members who didn't know how to critique me. We—some of the Black students—were seated together for a while, and I noticed that the faculty wasn't spending as much time in our area of the studio.

My challenges were related more to my race than my gender, and persisted during my first couple of years in architecture school. The faculty expected me to fail. It motivated me: "You don't know me, and I'm going to show you." First year, we had a pinup of the whole studio, and afterward large groups of students were encouraged to drop. I was among them. I thought, "How dare

you tell me to think about doing something else? You don't know me!" I didn't know what I was doing, but then I found a mentor in the graduate program—an African American male—and I said I needed help. I took it on myself to find people who would help me succeed because there were fundamental things I didn't know, and I was being written off as someone who couldn't learn. I would hope that kind of weeding out, or attempted weeding out, doesn't still exist in our programs, but sadly it was not a very supportive environment.

— Professor, Administrator, and Architect, Black, Female, 40s

DISCUSS:

- Are the challenges that this person faced when studying architecture still present in schools? How were these challenges affected by her race or gender? What parallels do you see between her school experience and office culture?

- What kind of mentoring can help a student navigate a school or office where selectivity or attrition affect morale? How can mentoring or sponsorship provide encouragement or support learning and advancement?

- What aspects of an employee's school experience are relevant for offices to know? How can these topics be broached?

- How could professional organizations help support mentoring students? Have you mentored students through challenging situations they faced at school?

Resources

SUPPORTING EQUITY

Mentorship, Sponsorship, and Networks: The Power and Value of Professional Connections – Center for Women and Business at Bentley University (2017)
https://www.bentley.edu/centers/center-for-women-and-business/mentorship-sponsorship-research-report-request
　　Establishes the benefits of mentorship, particularly for diversity recruitment and retention, and provides an overview of the various types of mentorship, sponsorship, and networks; also gives strategies for organizations in creating mentorship programs and for individuals on building mentorship relationships and leveraging networks.

Reverse Mentoring: What Is It and Why It Is Beneficial – Lisa Quast – Forbes (2011)
https://www.forbes.com/sites/work-in-progress/2011/01/03/reverse-mentoring-what-is-it-and-why-is-it-beneficial/#5642817a21cc
　　Discusses the mutually beneficial relationship of mentoring, including the advantages of mentoring relationships with people who are different from you.

Sponsoring Women to Success – Catalyst – Heather Foust-Cummings, Sarah Dinolfo, and Jennifer Kohler (2011)
https://www.catalyst.org/wp-content/uploads/2019/01/sponsoring_women_to_success.pdf
　　Study of executives and high performers outlines the benefits and characteristics of sponsorship from the standpoint of the sponsor, protégé, and organization.

Why You Need a Sponsor – Not a Mentor – To Fast-Track your Career – Jenna Goudreau – Business Insider (2013)
https://www.businessinsider.com.au/you-need-a-sponsor-to-fast-track-your-career-2013-9
　　Explains the difference between mentorship and sponsorship and the importance of having a sponsor for career advancement. Lists tips for finding sponsors and being your own advocate.

GUIDES FOR SUCCESS

Creating a Mentoring Culture: The Organization's Guide – Lois J. Zachary – John Wiley and Sons (2005)
　　Resource for designing and implementing mentorship that is embedded throughout an organization.

Forget a Mentor, Find a Sponsor: The New Way to Fast-Track Your Career – Sylvia Ann Hewlett – Harvard Business School Publishing (2013)
　　Comprehensive, seven-step road map to finding and succeeding in a sponsor relationship.

Making Mentoring Work – Sarah Dinolfo and Julie S. Nugent – Catalyst (2010)
https://www.catalyst.org/wp-content/uploads/2019/01/Making_Mentoring_Work.pdf
　　Guide to what makes an effective mentoring program and how a formalized program can address barriers to mentorship for women and people of color.

The Mentee's Guide: Making Mentoring Work for You – Lois J. Zachary – John Wiley and Sons (2009)
　　Principles and exercises to help prospective and current mentees make the most of relationships with mentors.

The Mentor's Guide: Facilitating Effective Working Relationships – Lois J. Zachary – John Wiley and Sons (2012)
　　Practical guide for mentors to help them help mentees maximize their learning and growth.

The Sponsor Effect: How to Be a Better Leader by Investing in Others – Sylvia Ann Hewlett – Harvard Business Review Press (2019)
　　Counterpart to *Forget a Mentor, Find a Sponsor* outlines the benefits and steps to being a successful sponsor.

TOOLS AND TOOL KITS

Creating Successful Mentoring Programs: A Catalyst Guide (2002)
https://www.catalyst.org/wp-content/uploads/2019/02/creating_successful_mentoring_programs_a_catalyst_guide.pdf
> Step-by-step guidance for developing a formal mentoring program. Appropriate for larger firms and for AIA chapters and components to help design mentoring programs useful for smaller firms, sole practitioners, and architecture professionals working in other fields.

Women's Leadership Edge
http://www.womensleadershipedge.org/
> Wide array of tools to help organizations support, advance, and retain women, with parallels in engineering and law. Available to AIA members.

Notes

1. Center for Women and Business at Bentley University, *Mentorship, Sponsorship, and Networks: The Power and Value of Professional Connections*, 2017, https://www .bentley.edu/centers/center-for-women-and-business /mentorship-sponsorship-research-report-request.

2. Ibid.

3. Sylvia Ann Hewlett, *Forget a Mentor, Find a Sponsor: The New Way to Fast-Track Your Career* (Boston: Harvard Business Review Press, 2013).

4. Sarah Dinolfo and Julie S. Nugent, *Making Mentoring Work* (New York: Catalyst, 2010), https://www.catalyst .org/wp-content/uploads/2019/01/Making_Mentoring_ Work.pdf.

5. Lois J. Zachary, *The Mentee's Guide: Making Mentoring Work for You* (San Francisco: John Wiley and Sons, 2009).

6. Catalyst, *Creating Successful Mentoring Programs: A Catalyst Guide*, 2002, https://www.catalyst.org/research /creating-successful-mentoring-programs-a-catalyst- guide/.

7. Zachary, *The Mentee's Guide*.

8. "Mentoring," *Parlour Guides to Equitable Practice*, 2014, https://www.archiparlour.org/wp-content/uploads /2014/05/Guide10-Mentoring.pdf.

9. Note that "high potential" can be subject to bias; Center for Women and Business, *Mentorship, Sponsorship, and Networks*; and Hewlett, *Forget a Mentor*.

10. Hewlett, *Forget a Mentor*.

11. Ibid.

12. Center for Women and Business, *Mentorship, Sponsorship, and Networks*; and Hewlett, *Forget a Mentor*.

13. Center for Women and Business, *Mentorship, Sponsorship, and Networks*.

14. Hewlett, *Forget a Mentor*.

15. Ibid.

16. Center for Women and Business, *Mentorship, Sponsorship, and Networks*; and Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin, "The Relationship You Need to Get Right," *Harvard Business Review*, October 2011, https://hbr.org/2011/10/the-relationship- you-need-to-get-right.

17. Hewlett, *Forget a Mentor*.

18. Rebecca R. Hastings, "Sponsors Take Mentoring to Higher Level," SHRM, April 8, 2011 [subscription required], http://shrm.org/resourcesandtools/hr- topics/behavioral-competencies/global-and-cultural- effectiveness/pages/sponsorstakementoring.aspx.

19. Hewlett, *Forget a Mentor*.

20. Center for Women and Business, *Mentorship, Sponsorship, and Networks*; and Sylvia Ann Hewlett et al., "The Sponsor Effect: Breaking Through the Last Glass Ceiling," Center for Work-Life Policy, December 2010, http://30percentclub.org/wp-content/uploads/2014/08 /The-Sponsor-Effect.pdf.

21. Jeremy Goldbach, "Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege," University of Southern California, October 25, 2017, msw.usc.edu /mswusc-blog/diversity-workshop-guide-to-discussing- identity-power-and-privilege/.

22. Lauren Mizock and Konvit J. Page, "Evaluating the Ally Role: Contributions, Limitations, and the Activist Position in Counseling and Psychology," *Journal for Social Action in Counseling and Psychology* 8, no. 1 (Summer 2016).

23. Hewlett, *Forget a Mentor*.

24. American Institute of Architects (AIA), "Diversity in the Profession of Architecture," Executive Summary 2016, http://content.aia.org/sites/default/files/2016-05 /Diversity-DiversityinArchitecture.pdf.

25. Center for Women and Business, *Mentorship, Sponsorship, and Networks*.

26. Ibid.

27. Trish Foster, *The Pipeline Predicament: Fixing the Talent Pipeline*, Center for Women and Business at Bentley University, 2018, https://www.bentley.edu/centers/center-for-women-and-business/pipeline-research-report-request.

28. Jenna Goudreau, "Why You Need a Sponsor, Not a Mentor, to Fast-Track Your Career," *Business Insider Australia*, September 10, 2013, businessinsider.com.au/you-need-a-sponsor-to-fast-track-your-career-2013-9; Sylvia Ann Hewlett, "When Gender Gets in the Way of Sponsorship," LinkedIn, October 18, 2013, https://www.linkedin.com/pulse/20131018202239-114980113-when-gender-gets-in-the-way-of-sponsorship/; Hewlett et al., "The Sponsor Effect"; and Hewlett, *Forget a Mentor*.

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