

WOMEN IN ARCHITECTURE 2024

MENTORING HANDBOOK

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FOREWORD

Architecture has historically been recognised as following a traditionally (masculine) 'master-pupil chain' in which a typically elder architect passes on their expertise and knowledge to a younger (typically male) architect. The relationship often, but not always, evolved into one premised on mentorship. While things have changed in terms of the 'master-pupil chain' being challenged by women's entry into architecture, the vital role that mentorship has in supporting mentor and mentee remains paramount. It is with great pleasure that I therefore welcome you to the WIA UK Mentoring Handbook 2024.

For women in architecture, mentorship includes but can go beyond passing on technical or professional knowledge. Tailored mentorship which can bring together women with shared demographic qualities. Where issues of intersectionality can create spaces of bias, mentorship can provide platforms of support to overcome experiences of discrimination or harassment. But because workplace challenges overlap

for many women architects with demands and pressures at home, women's mentorship in architecture can cover a wider territory of behavioural coping. Mentors can help mentees quite simply remain in professional life through support.

Mentoring can also help women with strategic approaches to promotion. Women's mentoring focused on promotion, whether with a mentor inside a practice or one from another external practice, allows mentees to better plan and approach career ambitions and goals. Dealing with success and failure are areas in which mentorship can be vital in helping women architects. After our successful WIA UK 2023 programme, it is with pleasure that I introduce you to our updated WIA UK Mentoring Handbook 2024. We have already had a large increase in the number of women wanting to be mentored and women wanting to mentor, so we hope this handbook provides a basis for your work together. I wish you all the very best in your future careers and thank you for your involvement in the programme.

*Professor Igea Troiani,
WIA UK Chair*



“ *The relationship [between mentor and mentee] is not just one way, but ... both parties vigorously interact and both have the opportunity to benefit.* (DeMaria 2020) ”



INTRODUCTION: WHY WIA MENTORING?

A big part of the WIA manifesto is promoting, advancing, and celebrating diversity and women's ongoing contribution to architecture. We believe that mentoring is one of the most beneficial tools to support, inspire, and champion women in architecture to progress toward fulfilling careers. This year we continue to provide a more intentional and structured opportunity for mentoring to our membership.

We have teamed up with Tania Ihlenfeld, architect, author of *Build Success* and founder of Ede Enablers to lead the WIA Mentoring Programme together with Karen Fugle, founder of SleepingGiant Consulting and Dr Ana McMillan director at Broadway Malyan. The refreshed programme builds upon the success of the 2023 programme and its beginnings in 2022 led by Katya Veleva, a senior practitioner with the European Mentoring and Coaching Council (EMCC).

We are committed to more inclusive development of women and people of marginalised genders in the architectural profession. Because our built environment is for everyone and should be designed and delivered by a broader representation of the communities we build for.

Otherwise, we simply risk not remaining relevant as a profession.

This handbook is a guide for mentees and mentors. We define good mentoring and its known benefits and we outline our expectations for participants. We lay out our recommendations for the practicalities of conducting the mentoring relationship and offer some helpful tools in support of its success.

For further reading, we explore the reasons why women and people of marginalised genders need to be supported explicitly to progress in the field of architecture and the built environment.

One of WIA's key goals is to provide a platform to get the voices of women in architecture heard and increase their visibility and agency. WIA released a report: [The Future of Women in Architecture: Survey Results and Call to Action](#).¹ We wanted to find out where we currently stand, what works, what is missing, and what is more important to take into the future. Currently, architecture is not an inclusive or diverse profession and is suffering from a brain drain as women leave early in their careers.

Some clear outcomes from this research were for organisations and companies to recognise women's expertise and skills by providing more opportunities for

them. Women and people of marginalised genders would like to see more women role models and have access to more mentoring opportunities to elevate their visibility and the prospect of being heard. In a profession where respondents commented that they are still often the only women in a room full of men, we clearly do need to work harder to support a game-changing shift in the role women and marginalised genders play in the built environment.

In this survey, respondents also requested that women not behave competitively towards each other and instead look out for one another. Women value the support other women can offer one another and the benefits that this can bring to creating a more fair and inclusive workforce.

“

I love that mentoring is a two-way win. It's a great feeling to help someone else find their AHA moments, and for you to recognise strengths in yourself that you didn't even realise.

”

Tania Ihlenfeld

The 2024 WIA Mentoring Programme supports this call to action.

We hope this handbook and this programme serve to contribute to the shift that is necessary for the architectural profession.

Best wishes,
The WIA Mentoring Team

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THE MENTORING PROCESS

The mentoring relationship is focused on:

- **Enabling the mentee** to progress in their professional life/career
- **Developing their skills**, knowledge and capability
- **Facilitating their personal & professional development** so that they are able to fulfil their potential

Mentoring isn't about giving advice, telling the mentee to 'do it the way I did it'. It's about motivating and empowering the other person to identify their own issues and goals.

The aim is to help them find ways of resolving their issues, or reaching their goals, while understanding and respecting that the mentee may do things differently to the mentor.



WHAT IS MENTORING?

01

At its very basic core, **mentoring is a relationship** in which an individual supports a colleague, by sharing their professional knowledge and experiences, and utilising key skills and personal attributes, to enable that colleague to achieve their goals.

02

Mentoring is not coaching, counselling or therapy - although the mentor may help the mentee to access more specialised support if it becomes apparent that this is needed.

03

Mentors cannot have, and are **not expected to have, all the answers**. To be effective, mentors need to encourage their mentee to come up with their own solutions and, if needed, seek advice from their line manager or colleague.²

WIA 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 6 months with periodic survey feedback.

BENEFITS

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.

BENEFITS FOR MENTORS

- **Connects you** to the Women in Architecture network
- 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
- **Enables your relationship** management and negotiation skills to flourish Is a great chance to remind yourself why you enjoy your job

BENEFITS FOR MENTEES

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
- **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**

INSIGHTS

Here are some of the beautiful insights captured from previous mentoring programme mentors and mentees.

“
When you can restore a person's faith in themselves, an innate and quiet confidence, you can help them get unstuck. Then anything seems possible.

“
Have more faith in myself and do not define self-worth on reassurance from others in the workplace.

“
Some of the time we just need to see and hear that others are experiencing what we are going through, to be able to move beyond it and gain the perspective we need

“
Trust your gut. It's often more liberating and accurate than relying solely on rational thinking and it can be your best coach!

“
Don't dip your toes in, dive right in and never be afraid to ask questions, because if you don't ask you'll never know.

“
Don't get stuck. Find your support and enjoy the ride, even if it gets bumpy.



MENTORS' RESPONSIBILITIES

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

- **Be supportive** of the mentee
- **Be non-judgmental**, open-minded and accepting
- Be honest
- Strive to be a reflective and active listener for the mentee
- Help the mentee to identify goals
- Expect and welcome **a two-way relationship** and 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** (once a month) via a medium of your choice and be accommodating to ensure meetings are maintained.
- Focus on the mentee's experience and guide them to find the best solutions for their individual situation, as opposed to giving them direct



MENTEES' RESPONSIBILITIES

As a mentee, we expect you 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 non-judgmental, open-minded and accepting**
- Be honest
- **Be punctual and considerate** in organising meetings and be accommodating to ensure scheduled meetings are maintained.
- Be **willing and open** to be challenged and receive feedback
- **Be prepared and set the agenda** for discussion, be mindful of your progress and prioritise issues you want to address
- Keep a record of your meetings. Use the WIA Mentoring Record Sheet and ensure that you fill that in within a week of your meeting

03

MATCHING

We are very conscious that putting the right people together is extremely important, so we have devised detailed questionnaires which allow us to understand the mentee's needs and wants from the programme. We use this, combined with the professional mentoring experience at our disposal, to create the best possible mentoring matches. One of the principles that guide us is that the professional difference between a mentee and a mentor should be between 5 and 10 years. Because of that, we have invited mentors of all backgrounds to join us.





GROUP MENTORING

Last year we tested group mentoring which was a great success, so we are offering it again. Here's some feedback:

- **More opportunity** to see and hear other women's perspectives.
- **You can learn so much** from what others have experienced.
- If the group is led and facilitated well it can be a very inspirational space to be a part of.
- The recordings of the group discussions were **very helpful** on days when work commitments popped up unexpectedly.
- It made me think of ideas that I otherwise **wouldn't have explored**.
- It helped me to **build confidence** knowing that I wasn't alone going through my struggles.

04

LOGISTICS AND BEST PRACTICE

This mentoring programme looks to empower professionals to create mutually beneficial relationships and we trust your integrity and maturity to conduct this in a productive and goal-oriented manner. The following are our recommendations for how you do that. However, the main priority here is the mentee's professional growth, so if you have other ways to lead you to this main priority, feel free to follow your instincts.



HOW OFTEN, HOW LONG, AND WHERE?

HOW OFTEN:

We recommend that you meet **once a month for six months**. This is a sufficient time frame to move forward with professional goals.

“*Those who met monthly in last year's programme had a much higher satisfaction rating.*”

HOW LONG:

The meetings can last **between one and two hours** and once you have found a comfortable timespan, be committed to keeping to the length agreed. Be respectful of each other's schedules.

01

02

03

WHERE:

You can meet **virtually or in-person (where possible)**. If you choose to meet virtually, there are plenty of free options. If you mutually opt for a paid platform, it is the mentor's responsibility to provide access. If you choose to meet in-person, ensure you are doing this in a space that is accessible for both parties and allows for the privacy required of the relationship.

CONFIDENTIALITY, FEEDBACK & COMPLAINTS

CONFIDENTIALITY

The benefits of the mentoring relationship can only be reaped if both parties feel safe to share delicate information about their professional and sometimes personal lives. For that, we ask you to commit to full confidentiality within the bounds of your mentoring sessions.

FEEDBACK AND EVALUATION

Following each session, the mentee should fill in a record of the discussion for their own purposes. Recording progress is a very beneficial tool for growth. WIA will periodically send out surveys to check-in with both mentees and mentors to ensure that expectations are being met, to understand the most relevant topics to be covered in the mentee and mentor specific workshops and to improve the quality of the programme in the future. These online support workshops will be an opportunity to share any struggles and issues, and create a genuinely supportive community.

COMPLAINTS

Every effort is made to ensure a great mentoring match. However, if either person feels that the match isn't right for them, you have the right to decline the match without this affecting your rights to participate in future iterations of the programme. WIA will talk with both parties to establish why they thought the match was not possible, and if possible, try and work out the differences. If either party still feels the match is not suitable, WIA will attempt to find another match, subject to appropriate time and availability.

STRUCTURE

As you have 6 meetings in front of you, this is the suggested structure of mentoring that we propose:

01

MEETING ONE:

- Introductions and background
- **Clarifying expectations**
- Establishing the main goal for the next 6 months, i.e. what is it that the mentee wants to achieve? Be specific, think SMART goals: Specific, Measurable, Attainable, Relevant and Time-bound
- Break it down into monthly goals
- Make sure some, if not all, of this is down on paper

02

MEETINGS TWO TO FIVE:

- Catch-up
- Check-in with the goal - is it still what the mentee wants?
- Check-in with the monthly goal - is it still the next step forward towards the ultimate goal?
- **Work on the goal** via the GROW method or other types of strategising (appendix, p. 22)
- Identify takeaways and actions before finishing the session

03

MEETING SIX:

- It is important to allow sufficient **time for reflection** and this is the purpose of this meeting. Discuss what has changed for both the mentee and the mentor. Talk about the skills developed and the lessons learned.
- Create a plan for the next steps within an appropriate timeline and create a list of resources available and support system for the mentee.

05

CLARIFYING EXPECTATIONS AROUND CONTRACTING

One of the most important parts of the mentoring process is setting out the upfront expectations and contracting around the responsibilities of both participants. It is then less likely that you arrive at a situation where someone is disappointed or feels let down.

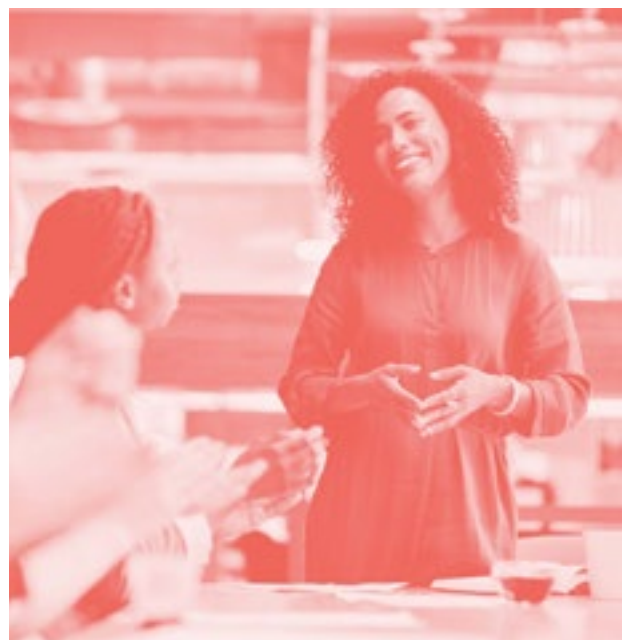


CLARIFYING EXPECTATIONS

Here are some of the things you want to discuss and agree on at your first meeting:

- **How to address each other**
- How to interrupt each other
- What kinds of greetings are you comfortable with
- **What topics are you comfortable discussing**
- What kind of language are you comfortable using around each other. This may have to do with words used to describe identities or the use of coarse language.
- **How do you prefer to receive feedback.** Some people prefer to get very direct and blunt feedback, some need to hear something positive first.
- How much any experience that has been shared should be construed as advice
- **How often you will be meeting**
- How long will the sessions be
- What will happen if someone can't make it/is late/or does not show up
- How would you like to contact each other - email/text/phone call/specific app
- **What can the nature of the contact outside the session be** - ie can the mentee call the mentor outside a session for a chat? What times of the day or the week are appropriate for that.
- Are you both happy to exchange professional networks
- **Are both happy to publicly acknowledge the mentoring relationship,** ie for social media posts or when crossing paths in the industry
- Would the mentor be happy to help the mentee get industry event invites etc?

All of those boundaries may need to be continuously renegotiated, but once you have mentioned them at the very start, any changes to them will be much easier.



HOW TO MANAGE THE POWER BALANCE

There is an inherent lack of power balance in the mentoring relationship. It is the Mentor's responsibility to bring that to balance so that the mentee can feel comfortable to share and challenge and thus be in the best environment for growth. There are several things that the mentor can do:

01

Observe the amount of time that you are speaking. There should be a rough 50-50 division. If the mentee is looking up to you in an unhealthy way, they may end up simply absorbing everything you say and directly applying it to their professional life without stopping to analyse it and take away the parts that may not be applicable.

02

Be comfortable sharing your failures. They can be very helpful to your mentee in terms of learning and relating to you but remember to be kind and compassionate to your past self too.

03

Stimulate your mentee by using active listening. Summarise and paraphrase what they are saying, to ensure understanding and use open questions (i.e. not yes/no questions.). Try to avoid asking "why" questions, as they may close the discussion. It is far more productive to ask "What are the benefits of you achieving this?" as opposed to "Why do you want this?"; or "What has been stopping you to achieve this?" vs. "Why haven't you achieved this".

04

Elaborate. Always elaborate to ensure full understanding and to engage in communication of equals. Even when you agree, make sure you explain what specifically you agree with.

06

APPENDICES

1. Why are Diversity & Inclusion Important?
2. The GROW Method
3. RIBA Code of Conduct
4. Mentee Prep Sheet
5. References & Further Reading

“

If I have seen further it
is by standing on the
shoulders of giants. ”

Isaac Newton

WHY ARE DIVERSITY & INCLUSION IMPORTANT?

It is colloquial knowledge that it's easiest to be successful if you can fully express yourself in the pursuit of success. There is also plenty of scientific evidence that diverse workplaces deliver higher quality and more accurate decision making, turning them into indisputably more successful workplaces.

One such piece of research is by Dr Katherine Phillipps from Columbia Business school. She found that the diverse groups she was working with clearly outperformed the homogenous ones but unfortunately felt less effective and less confident in their work. This leads us to understand that diversity without inclusion does not deliver what we expect. The natural response that people have to unfamiliar circumstances is not one of enjoyment and collaboration. And this is why work needs doing to create inclusion in workplaces and industries.

One of the most successful tools for inclusion are formal affiliate mentoring programs. But what makes an affiliate mentoring program different from the organic mentoring that inevitably happens in a workplace? Well with organic mentoring there is something called the "Clone Phenomenon" or "Homophily"

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.⁴

Compared to this, an affiliate mentoring programme provides an opportunity for people from marginalised groups to ask for help and be granted what they need regardless of their similarity to their professional superiors.

Women in Architecture understands that achieving an Inclusive, Equitable and Diverse industry requires an intersectional approach that addresses the many possible compound effects of oppression. We support our friends who address different marginalised groups and our focus remains on gender.

THE GROW METHOD

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

This method is mainly made of a framework of questions that can be very useful outside of mentoring too. It aims to first establish a clear goal, then explore the existing situation and then create a wide pool of options for the mentee to choose from. When we feel that we have a choice it's much easier to find the best solution, as opposed to the times when we feel cornered by limited options. Finally, it is important to commit to action. ⁵



THE GROW METHOD



G - GOAL:

The first stage is about setting a specific goal that can be achieved before your next meeting. Such as improving presentation skills. Be specific with the goal and make sure it is time-bound - "Without a deadline, nothing comes to life!". Ensure that the mentee can relate that goal to their long term goal so that motivation is stable. It can be very effective to get the mentee to write down the goal, once it's clearly defined. It is important that you work on defining the goal before you discuss the reality of the situation, as the reality may limit what the mentee believes is possible, and lead them to a lesser version of their goal that they are not truly inspired to pursue. When discussing your mentee's goal, you may want to consider the following open questions:

- What would you like to work on today?
- How will you know you have achieved that?
- What does success look like?
- How much personal control or influence do you have over your goal?
- By when would you like to have achieved this?



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 do you know that your assessment is right?
- What resources do you have available?
- What skills do you have that might help you? What are you good at?

THE GROW METHOD



O - WHAT ARE THE OPTIONS?

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 mind-map ideas. It's important not to challenge your mentee at this stage, this is very much to allow them to build as long a list as possible of things that they could do. It may help to remind them that they don't need to commit to any of those things just yet. When they think there are no more options, push them for more, this is when the good stuff starts showing up! Questions to use here:

- What could you do?
- What else? (keep asking that! You may also find it helpful to remind your mentee that you are not searching for a specific answer, but just trying to push them to find something they have not thought of yet.)
- What would your role model do in this situation?
- What would you tell your younger sister to do?
- What if anything was possible?
- What if you had all the time/money/resources in the world? (think of the things the mentee has suggested were challenging in the previous stage)



W - WAY FORWARD:

And finally, the W of the GROW model stands for the Way Forward. The mentee can commit to as many points of action as they need. As a mentor, you need to ensure that they commit to doing those in a specific time and that they have an idea of what to do if something comes in their way.

- What options will you select?
- What could hinder you from making the first step?
- What will you do if that happens?
- On a scale of 1-10, how likely are you to carry out the action agreed?
- What prevents this from being a 10?

RIBA MENTORING CODE OF CONDUCT

page 1/2

Scope

A mentor does not give advice, rather helps the mentee to weigh up situations, through a process of reflection, questions, challenge and feedback allowing the mentee to come to a decision themselves. The mentor will conduct themselves with dignity and will act in a way which respects diversity and promotes equal opportunities.

Mentoring Code

- The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda.
- Mentors will agree with the mentee how they wish the relationship to work adopting the most appropriate level of confidentiality
- Mentors will be aware of, and adhere to any current legislation relating to activities undertaken as part of the mentoring service.
- The mentee should be made aware of their rights and any complaints procedures.
- Mentors and mentees will respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The mentor will ensure the mentee accepts increasing responsibility for managing the relationship; the mentor will empower them to do so and will promote the mentee's autonomy.
- Either party may dissolve the relationship at any time throughout the period of the mentoring relationship.

RIBA MENTORING CODE OF CONDUCT

page 2/2

- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. They should, however, help the mentee to recognise how other issues may relate to these areas.
- Mentors will open and truthful with themselves and their mentee whilst participating in the mentoring relationship
- Mentors will share the responsibility for the smooth winding down of the relationship with the mentee, once it has achieved its purpose – they must avoid creating dependency.
- The mentoring relationship should not be exploitative in any way, neither may it be open to misinterpretation.
- Mentors should never work beyond the bounds of their capability, experience and expertise to the point where they do not feel confident in providing the mentee with proper support. Where appropriate, mentors should seek advice or refer mentees to another point of contact or enterprise support professional.
- The confidentiality of the client remains paramount at all times. At no time will a mentor disclose any part of the relationship to any person whatsoever, without the explicit agreement of the client. Any notes or other records of mentoring sessions shall remain, at all times, the property of the client. They may, for convenience, be retained by the mentor but may be requested by the client at any time.
- Mentors have a responsibility to highlight any ethical issues (such as conflicts of interest) that may arise during a mentoring relationship at the earliest opportunity.
- Mentors should not attempt to do the mentees job for them - the mentee has the ability and the potential, the mentor's job is to help them realise it.
- Mentors will maintain their

MENTEE PREP: FIRST MEET

DATE:

WHAT CAN I SHARE TO HELP MY MENTOR GET TO KNOW ME?

WHAT ARE MY EXPECTATIONS FOR THIS MENTORING RELATIONSHIP?

WHAT ARE MY 6-MONTH GOALS?

WHY ARE THESE GOALS IMPORTANT TO ME RIGHT NOW?

HOW WILL I KNOW WHEN I HAVE ACHIEVED THESE GOALS?

MENTEE PREP SHEET

DATE:

WHAT ARE YOUR WINS / CHALLENGES SINCE WE LAST MET?

WHAT WOULD YOU LIKE TO FOCUS ON TODAY?

ARE YOUR GOALS STILL RELEVANT?

ARE YOU ON TRACK TO ACHIEVE YOUR GOALS?

ACTIONS ARISING FROM TODAY:

MENTEE PREP: LAST MEET

DATE:

WHAT WAS THE BIGGEST WIN/CHALLENGE OVER THE PAST 6 MONTHS?

WHAT AM I MOST GRATEFUL FOR TODAY?

WHAT ARE MY GOALS FOR THE NEXT 6 MONTHS?

WHAT WILL I DO TO REALISE THESE GOALS?

HOW WILL I KNOW WHEN I HAVE ACHIEVED THEM?

REFERENCES AND FURTHER READING

REFERENCES

1. WiA ***Future of Women in Architecture Survey***:
<https://www.wia-uk.org/news/2021/9/8/press-release-the-future-of-women-in-architecture-launch-of-report-and-call-to-action-39jm2>
2. Definition borrowed from “***What is mentoring***”
www.ppd.admin.cam.ac.uk/professional-development/mentoring-university-cambridge/what-mentoring
3. From “***Johnson, W. B. (2007). On being a mentor: A guide for higher education faculty***”: Lawrence Erlbaum Associates Publishers
4. From Birkbeck London University’s ***Mentoring Handbook of Good Practice***
5. This interpretation of the GROW method has been referenced from ***Fluid Mentoring Handbook*** by Build by Us, 2018
6. Excerpt from ***RIBA Mentoring Guidance Step by Step, Appendix 7, p. 33***
<https://www.architecture.com/knowledge-and-resources/resources-landing-page/mentoring-guidance>

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/1.672538!/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
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<https://www.southampton.ac.uk/professional-development/mentoring/handbook.page>
- ***Mentoring Handbook of Good Practice, Birkbeck University of London***
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FURTHER READING

- ***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
- ***Techniques for Coaching and Mentoring***, Clutterbuck, D. & Megginson, D. (2004), Butterworth-Heinemann
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- ***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

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

- **Women in Architecture**
www.wia-uk.org
- **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



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