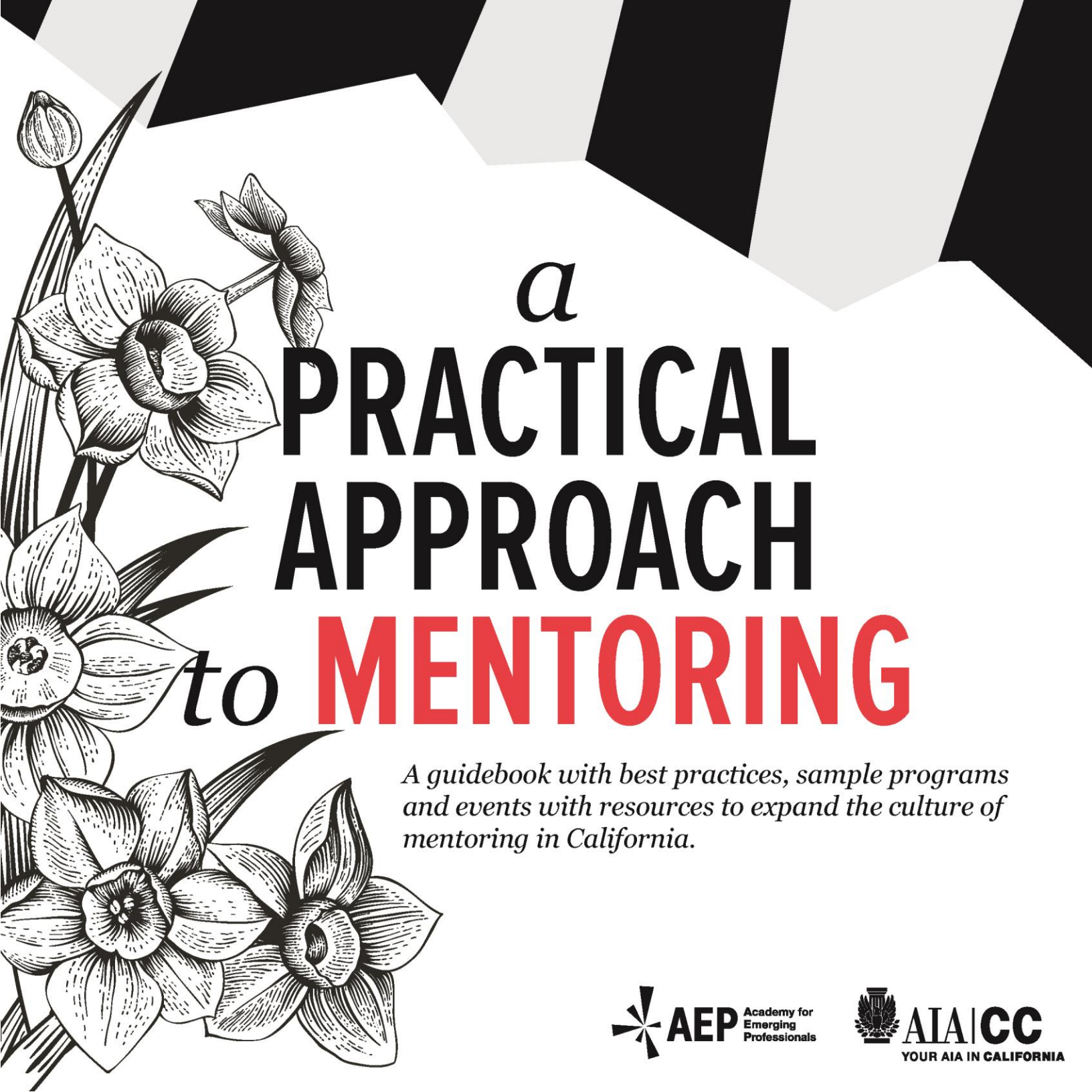




a
**PRACTICAL
APPROACH**
to **MENTORING**

*A guidebook with best practices, sample programs
and events with resources to expand the culture of
mentoring in California.*



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INTRODUCTION

It is likely that mentoring has been a recognized method of sharing wisdom and practical knowledge in business and education since the time of Odysseus... and before.

Webster's Dictionary defines mentor as a trusted counselor or guide; a tutor or coach.

For the Architect, the mentor has traditionally been the person who guides the apprentice along his or her journey towards being a competent professional and designer of the built environment. Whether a mentor is a college advisor of the intern or protégé, or a supervisor within the firm, the goal is the same: to assist in the professional growth and development of a lesser experienced person.

The AIACC and its members value mentorship. Most AIA members have had their own career directly impacted by a mentor and would benefit by giving back to the profession and bonding with the next generation of architects. Mentorship encourages younger members to 'sit at the table' with more senior members. The AIA has formalized this commitment in the Code of Ethics which encourages members to "nurture" their fellow professionals as they progress through the stages of their career, beginning with professional education in the academy, progressing through internship, and continuing throughout their career.



THOUGHTS ON

Here's what a panel of professionals in our industry had to say about mentorship.

Identifying a Mentor

- “I need someone at the firm who takes interest in my career growth and development; someone who understands the firm’s politics and/or dynamics to look out for me.”
- “People may leave if they feel their firm is not interested in them.”
- “A mentor can help you realize your goals.”
- “Mentors are like investment portfolios - diversify. Get different takes on situations.”
- “Don’t confuse mentoring with professional development. “The idea that mentoring is solely for career gain is unrealistic.”
- “Outside mentors provide a different, and sometimes more objective, view.”
- “Different points of view challenge your thinking. Make sure you consider mentors that are younger than you.”
- “E-mentoring is more likely to provide precise lessons. Set up an e-mentoring arrangement that when a situation comes up it is OK to e-mail.”

“The mentorship experience is very personal. It is about relationships, knowledge, and wisdom.”

Communication

- “I want to have a voice in my projects and to be heard in my firm. A regular open channel creates a ‘we’ feeling, and I gain a sense of ownership when I understand the project and organizational context for my work.”

Training

- “Help me create a formal professional relationship with someone who is technically savvy for on-the-job training, and provide time and financial support for formal management education away from the firm.”
- “There are many useful skills younger professionals want to be exposed to including: taking initiative, networking, self-management, teamwork effectiveness, leadership, followership, perspective, persuasion, and organizational.”

The Work

- “Young people are looking for unique projects and want to provide aggressive levels of contribution in terms of responsibility, complexity, leadership and authority. I’m already doing what the principals and associates in my firm do -- five years from now, what will I be doing that is different? Changing the industry is definitely an option.”
- “Today’s professionals want more options about how, when, and where their work is done.”

Recognition

- “Personal relationships and recognition are highly important. Young people want to be well compensated and offered ownership opportunities, but don’t expect to get rich in our industry. Investing in lesser experienced professionals can be a great reward unto itself.”



GOALS FOR MENTORING

- Bridge the gap between established professionals and emerging professionals.
- Enhance the careers of the next generation of architects.
- Strengthen the profession of architecture in the State of California and be a model for the rest of the country.
- Supplement the tools for emerging professionals to comprehensively complete the requirements for licensure.
- Provide a framework for personal and professional development throughout an architect's career.



MENTOR

assists others in reaching their potential;
guides, teaches, coaches, encourages,
and nurtures.

PROTÉGÉ

strives to grow and excel by learning from
the shared accumulation of knowledge,
skills, and wisdom of the mentor.

*Which One Are
You?*

CODE OF ETHICS

1. Both parties must discuss expectations and come to an agreement on such issues as: the length of the relationship; frequency and types of meetings and other activities; how to give each other feedback; roles of the mentor, protégé and protégés manager.
2. Confidentiality is an absolute requirement for both mentor and protégé, in both personal and professional issues brought to light.
3. Mentoring is not intended to be a recruitment opportunity for the mentor, nor is it a networking tool for the protégé.
4. Mentors and protégés need to respect each other's available time, addressing the protégés goals (not the mentor's expectations). They need to follow through on commitments, prepare for transitions, and be sensitive to cultural and other differences.
5. Relationships between mentors and protégés, other than purely professional, are strongly discouraged primarily because mentors have power and authority similar to that of a counselor, and a protégé could be hurt by such involvement.
6. While some mentor/protégé relationships last a lifetime, either party may discontinue the relationship at any time. If a mentor ends communication at any point, the protégé must respect and accept this, and vice-versa. This



kind of relationship could have several long inactive periods.

7. Both the mentor and the protégé must provide proper acknowledgement and credit for those projects worked on together.

8. Both mentor and protégé must notify the other if one wants to end this relationship.



OUR MISSION

Mentoring should enhance the culture of the architectural profession, increasing the integrity in the practice of architecture, through guidance, encouragement and nurturing of the emerging professional to excel and grow in all aspects of the architectural profession by:

- ① Fostering professional growth, experience & knowledge.
- ① Advising and discussing career development plans, objectives, issues and concerns.
- ① Providing the highest quality information and advice about education, professional issues and opportunities.
- ① Providing guidance and support through the Intern Development Program (IDP) and becoming a licensed architect.

FREQUENTLY ASKED QUESTIONS

What has Mentoring Learned from History?

In years past, our profession was one that took mentoring very seriously. One example of this tradition was the mentor/protégé relationship between Charles McKim and Henry Bacon. Henry Bacon worked for Charles McKim at McKim, Mead and White in the late nineteenth century. McKim took Bacon under his wing, became his mentor and helped foster a rising talent. It is widely believed that because of the mentoring of McKim, Henry Bacon received the commission to design the Lincoln Memorial.

To a large extent, the profession has misplaced this tradition that contributed so much to the profession of architecture. Both established and emerging professionals have stated that the true source of their own success can be attributed to the guidance that they received early in their careers from their own mentors. This guidebook seeks to re-establish this culture of mentoring.

What are Some of the Benefits of Mentoring Relationships?

Benefits to Emerging Professionals:

- Provides an opportunity for well-rounded training in the profession of Architecture.
- Enhances professional growth, experience and knowledge.
- Promotes greater interaction with Architects and other practitioners.
- Supports IDP and Licensure.
- Opens the door for greater involvement in the AIA.
- Provides an opportunity for a lifelong relationship with one or more experienced architects to give guidance in career choices and on practice related issues.

Benefits to Students:

- Provides opportunities for required intern hours for graduation.
- Provides advice and guidance for academic focus toward their career in Architecture.
- Promotes interaction with Architects and other practitioners.
- Enhances professional growth, experience and knowledge.
- Encourages AIA interaction.

Benefits to Firms:

- Promotes greater focus and self-confidence in employees.
- Can increase competence, versatility and production in employees.
- Strengthens the commitment to the firm's objectives.
- Improves interoffice communication and a heightened sense of responsibility.
- Contributes back to one's profession.
- Provides fresh ideas and energized spirit.
- Provides inside network for hiring others.
- Provides AIA CES Learning Units for Mentors.



COMPONENT IMPLEMENTATION

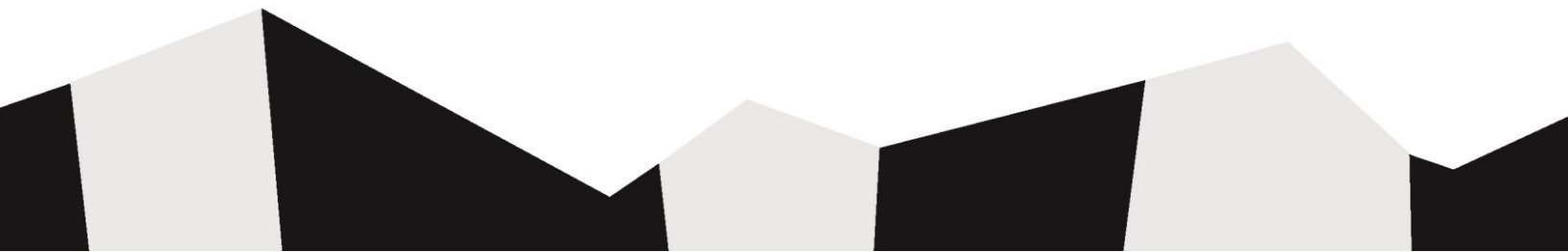
What can Components do to be Successful?

- Provide Profile Questionnaires to mentors and protégés. See page 39 for a sample.
- Recruit a Mentoring Program
Director/Coordinator (Associate Director, IDP/ Mentor Coordinator, Executive Director).
- Recruit participants.
- Provide resources to Mentors & Protégés.
- Maintain communication with Universities, AIAS & students.
- Provide program evaluation questionnaires to participants (every 6 months) to gather feedback.
- Provide opportunities for Mentor & Protégé matching: Workshops / Seminars (Mentor & Protégé training-combined and separate);
- Ice-breaker activities (social events, programs);
Chapter programs focusing on mentoring;
Stimulate discussion on architectural matters.

How Can Components Get Members Involved?

Proposed Program of Events

- Social and networking events and mixers “Meet a Mentor” or “Mentorship Mixer”.
- Design Charette (especially for students).
- Mentoring Month.
- School/Firm visits to recruit mentors/protégés.
- Cross culture event – meet with another group involved in mentoring to establish non-architectural industry mentors.
- Lectures, seminars and Roundtable discussions.
- Mentor and protégé panel -- mentors and protégés could present successful information and field questions.
- Outside experts lecture on mentoring.
- Annual mentoring retreat could combine social and learning.
- Mentor/Protégé of the Year Award.



SAMPLE PROGRAMS / EVENTS

Components (Local AIA Chapters) throughout California have established mentorship programs or a series of events available to their constituents. Following is a summary of the program/events with information (valid as of April 2015) to contact the component if additional information is needed.



Title of Program/Event: MENTOR MATCH

Component: CENTRAL VALLEY

Contacts: CHRIS HOLT, AIA - CHRIS.HOLD@LIONAKIS.COM

MIKE NOVAK - MIKE.NOVAK@LIONAKIS.COM

LAURA WOOD - LWOOD@NACHTLEWIS.COM

Details:

- Event is held at the beginning of each year
- Created in 2012
- Event has a “speed dating” feel
- Mentors sit on one side of long tables and potential mentees move along the other side of the table
- Mentors are given a series of ice breaker questions
- All attendees are asked to fill out a survey at the conclusion of the event.
- Matches are made based on question answers by component staff and Emerging Professional (a planning committee) and contact info is provided to each party.
- In the future, there may be special pricing/invites for events.

Title of Program/Event: SPEED-MATCH

Component: SANTA CLARA VALLEY

Contacts: APRIL BECERA (ED) – ABECERA@AIASCV.ORG

EMERGING PROF. COMM. – AIASCV@GMAIL.COM

Details:

- Event took place at a vendor's office – a great opportunity for an office tour which may encourage additional participation
- Mentor groups were created and consisted of the following:
 - One seasoned licensed professional (15+ years of experience)
 - Two mid-level licensed or un-licensed professionals (5-15 years experience)
 - Two emerging, unlicensed professionals (0-5 years experience)
- Best Practices: This is a cross-generational interactional group that will decide whether meetings are casual or structured and are required to meet 4-6 times per year.

Title of Program/Event: “DESIGN VILLAGE” STUDENT CRITIQUE

Component: SAN MATEO

Contacts: RENE PERAZA – RENE@AIASMC.ORG

Details:

- “Design Village” is a yearly student competition at Cal Poly San Luis Obispo where students design a structure/habitat for dwelling in during the weekend long event and all supplies must be carried to the site where it is assembled.
- The students at the college of San Mateo attend/participate in Design Village yearly
- The event is a student critique for interested participants
- Students receive awards – our students received one in 2014!

Title of Program/Event: MEET A FELLOW

Component: ORANGE COUNTY

Contacts: JEFF GILL (ED) – JGILL@AIAOC.ORG

Details:

- Quarterly events that engage EP's with AIAOC Fellows.
- Program is unstructured and topic varies based on personal interest.
 - Q/A meet and greets at bars
 - Review of construction Docs
 - How to better Prepare Resumes and Interview Techniques
 - Tour of a Construction Site/House
- It's a great way to keep the Fellows active and mentor the EP's.

More Info:

- Our FAIA provides a presentation on resumes/portfolios to help land your “dream job”
- Snacks and drinks provided
- Attendees can submit (or bring to event) resumes / portfolios for small group mini-reviews.
- Held mid-week, after work at firm of presenter
- Cost: free to associate members, \$20 non-members

Title of Program/Event: MENTORSHIP QUESTIONNAIRE

Component: REDWOOD EMPIRE

Contacts: INFO@AIARE.ORG

Details:

- Questionnaire is used to match Architects to Emerging Professionals
- Expectations, interests and experience are quantified

Title of Program/Event: IDENTIFYING COMMUNITY MENTORSHIP OPPORTUNITIES

Component: LOS ANGELES

Contacts: WILL MCKENNA – WILLMCKENNA@AIALOSANGELES.ORG

Details:

- Identify community mentorship opportunities (eg. ACE Mentoring, Career days, etc.) and include them on your component website
 - Elementary
 - Middle School
 - High School
 - Interns

Title of Program/Event: MENTORSHIP MIXER

Component: LOS ANGELES

Contacts: WILL MCKENNA – WILLMCKENNA@AIALOSANGELES.ORG

Details:

- Twice yearly event (beginning of calendar year and academic year)
- Goal: connect experienced Architects with emerging professionals
- People self-identify as a mentor or protégé ahead of the event
- There is structured conversation and networking
- If matches are not organically made throughout the course of the event, staff assign pairings
- Commitment is one year in length
- Pair commits to meet every other month (6 times) for coffee, lunch or at work to go over:
 - IDP hours + guidelines
 - Career advice
 - Construction site exposure
- Formal contract is generated

Title of Program/Event: **COMPREHENSIVE MENTORSHIP PROGRAM**

Component: SAN FRANCISCO

Contacts: DANIEL AND BRECK – MENTORSHIP@AIASF.ORG

Details:

- Multi-generational format
- Encourages perspectives from participants at varied career stages
- Four professionals per “group”
 - Seasoned professional (15+ years in the field)
 - Two mid-level (one licensed, one non-licensed) with 5-15 years experience
 - One EP with 0-5 years experience
- Managed by a committee
- Program has attracted individuals from large and small firms ranging from urban planning to residential, ground-up construction to interior design, retired fellows to students
- Over 200 participants so far
- Through networking, volunteerism has increased

Specific Events to support the Program.

- Yearly kick-off Event
- Speed match (to find matches)



- Mentorship Committee Annual Party
- Mentorship Committee specific events for participants only (speakers, learning opportunities – any type of event but limited to program participants)



SAMPLE MARKETING PLAN

Program Marketing Objectives

1. To build exposure of the need for mentoring.
2. To provide an understanding of the program framework through information and education.
3. To position the Mentoring Program as a recognized necessity for the development of emerging architect professionals.
4. To grow the culture of mentoring in the profession.
5. To help facilitate IDP.

Marketing Concepts

- Solicit case study quotes and examples from prominent architects regarding their mentors.
- For example: a. Frank Gehry with Victor Gruen
b. Michael Palladino with Richard Meier
- Focus on the generational aspect of mentoring “create a family tree of mentoring”.
- Create a LOGO/BRAND.
- Establish the value of lifelong learning and mentorship.

Marketing to Various Constituencies

Marketing to Mentors

- Participation in the program as a way to contribute back to the profession.
- Keep fresh on contemporary issues in architecture.
- Interaction with protégés to further knowledge about current trends in technology.
- Greater communication and trust with employees.
- Networking at the mentor level.
- Rewards from lifelong relationship with emerging professionals.

Marketing to Protégés

- Themes, article ideas, publications, website.
- Profile of a mentor (with a different design eye,) or varied experiences

- Career advice, resource on compensation, interview tips, overall career development, quality of resume/portfolio.
- IDP licensure and guidance.
- Conflict resolution advice.
- Diversity of firm environments.
- Project management techniques.
- Advice on interaction with supervisors.

Marketing to Firms

- Recruitment of employees – better quality recommendations.
- Employee retention.
- Good public relations.
- Mentoring as good business.

Marketing Opportunity for AIA Components

- Contribute back to the profession.
- Strengthen Associates Programs – Associates are the largest growing group in the AIA and are the future of the Institute.
- Recruit new members.
- Potential money maker for the chapter.
- A NEW idea for the chapter to stimulate chapter activities.
- May help with member retention and matriculation to the next level of membership.
- Opportunities for Emeritus member involvement with Associate members.

- Enhance collaboration of Architects, Associates and Students.

Marketing Strategies:

- A web page on the chapter site, providing new and relevant information for protégé and mentor registration, tips and tricks, event ideas, positive stories.
- Postcards – teaser cards directing mentors/protégés to a website or a person to call.
- Create an awards Program for exceptional mentorship highlighting firms/individuals providing exceptional mentorship with a plaque/award.
- Recognition at existing awards banquets.
- Gather information from participants and publish testimonials on effectiveness of program.



SUGGESTED RECRUITMENT EVENTS

for Protégés

Program Events and Seminars:

- Resume writing
- Portfolio reviews
- How to interview
- How to negotiate a raise
- How to get your boss to let you do more

Social Events:

- Casino night
- Wine tasting
- Slide critique of local projects
- Office tours
- Mentor/Protégé golf game
- “Meet a Fellow”

Create Your Own Program/Event/Case Studies

- Use form titled “Mentor the Mentoring Program” to add to the body of knowledge

More icebreakers can be found at www.aiacc.org

MATERIALS *for*
MENTORS & PROTÉGÉS



WHO IS A MENTOR?

A Mentor is a professional of high qualities

who has exceptional skills and
a well-rounded knowledge in the profession of
architecture

who fosters professional growth, experience and
knowledge

who shall guide, encourage and nurture the protégé
to excel and grow

who shall foster a culture of lifelong learning and
mentorship

who shall provide collective understanding and
awareness of the profession, while aiding the protégé
towards career development

who shall foster professional development through
sharing practice experience and supporting
opportunities for leadership

who shall provide guidance and support through
IDP and Licensure (when applicable)

IS THIS YOU?

FREQUENTLY ASKED QUESTIONS

for Mentors and Protégés

What Issues Can I Expect to Discuss with My Mentor/Protégé?

Architects' expected areas of expertise as determined by The California Architects Board (CAB)

- ① Technical Expertise ① Communication Skills
- ① Creative Abilities ① Management Skills
- ① Legal and Ethical Performance ① Leadership Skills

Specific areas of understanding and skill sets for architects

- | | |
|--------------------------------------|---|
| 1. Verbal & writing skills | 23. Legal responsibilities |
| 2. Graphic skills | 24. Building Code compliance |
| 3. Research skills | 25. Building materials and assemblies |
| 4. Critical thinking skills | 26. Building economics and cost control |
| 5. Fundamental design skills | 27. Detailed design development |
| 6. Collaborative skills | 28. Technical documents |
| 7. Human behavior | 29. Comprehensive design |
| 8. Human diversity | 30. Program preparation |
| 9. User of precedents | 31. The legal context of the |
| 10. Western traditions | |
| 11. Non-western traditions | |
| 12. National and regional traditions | |

13. Environmental concerns
14. Accessibility
15. Site conditions
16. Formal ordering systems
17. Structural systems
18. Environmental systems
19. Life safety systems
20. Building envelope systems
21. Building services systems
22. Building systems integration

- practice of architecture
32. Practice organization and management
33. Contracts and documents
34. Professional internship
35. Architects' leadership role
36. The context of architecture
37. Ethics & professional judgement

ROLE OF IDP IN MENTORING PROGRAM

What is IDP?

The Intern Development Program (IDP) was developed in 1978 by the National Council of Architectural Registration Boards (NCARB) to create a training standards process after achieving a professional degree and before licensure. Participation in this program has been required for licensure in California since 2005.

This nationally recognized internship program involves the compilation and maintenance of a record of internship activity reflecting structured exposure to key areas of practice.

NCARB and The American Institute of Architects (AIA) jointly sponsors IDP, which has five objectives:

- Define areas of architectural practice in which interns should acquire basic knowledge and skills.
- Encourage additional training in the broad aspects of architectural practice.
- Provide the highest quality information and advice about educational, internship, and professional issues and opportunities.
- Provide a uniform system for documentation and periodic assessment of internship activity.
- Provide greater access to educational opportunities designed to enrich training.

Why Participate in IDP as a Mentor?

The protégé's education as an architect often begins in a school of architecture. But it does not end there. Training in architectural firms, continuing education and professional practice furthers the educational process. Schools and firms offer many opportunities for acquiring knowledge and skills; however, each individual must take responsibility for developing his/her competencies to the fullest.

Participation in IDP reflects your commitment as a mentor to provide the comprehensive training that is essential for competent practice.

IDP responds to the protégé's professional development needs by providing them with a wide range of resources that enhance day-to-day experience. The IDP training requirement establishes levels of training in important areas of architectural practice. Through the IDP mentorship system, advice and guidance are provided by practitioners. The IDP record-keeping system facilitates the documentation of internship activities, while the IDP supplementary education system provides a variety of learning resources designed to enrich training. The shift from school to office is not a transition from theory to pragmatism. It is a period when theory merges with pragmatism. Internship is, in many ways, the most significant developmental period in the protégé's career as an architect. And, it is a valuable exchange for all involved.

[Refer to IDP Mentor Guide \(PDF\)](#)

WHO IS A PROTÉGÉ?

A protégé is

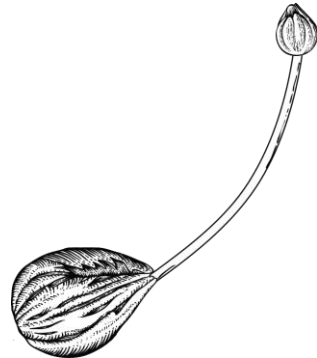
a licensed or non-licensed AIA member,
Associate, or Student

who is committed to a career in Architecture

who is motivated and willing to learn

who strives to grow and excel

IS THIS YOU?



GUIDE TO BECOMING A SUCCESSFUL MENTOR (IN PROGRAM PARTICIPANT)

Protégé should be proactive and manage the relationship

Experiment with the process to find one that works with the mentor

Know your goals in advance

Be honest

Make sure both parties are comfortable with the scope

Set clear expectations regarding relationship

Attend all meetings

Don't expect job offers from a mentor

Don't borrow money

Recognize your changing needs

Don't waste each other's time; if you have outgrown the relationship, move on

Have a vision you can share with your mentor

Be prepared to give; mentoring is a two way relationship

Accept criticism

Trust is critical; if you can't trust your mentor or protégé, find another one

Recognize when to disagree with advice

Learn how to decline advice or suggestions

Be respectful

Give feedback to each other

Be willing to adapt to each other's style

Don't expect your mentor to be older than you



WORKSHEETS & OTHER TOOLS *for* Mentors and Protégés

*Sample Case Studies, Discussion
Topics and Forms*



CASESTUDY #1 GENERAL DISCUSSION:

On a rainy evening a young woman and her family visited a popular family restaurant. Outside of the restaurant the young woman slipped on the Italian paver tile entry and fell. She suffered severe injuries to her knee and hip which would eventually result in two years of difficult rehabilitation and over two hundred thousand dollars in medical bills. The young woman had no prior medical conditions.

Faced with the possibility of substantial legal awards and medical bills, the restaurant's insurance company investigated the incident. They discovered that the paver tiles, when wet, did not meet the minimum coefficient of friction required by the building code. They also found in the architect's specifications file a specification data sheet from the tile manufacturer's catalogs which clearly indicated that the coefficient of friction of the tiles was above the minimum code requirement. The specification data did not directly indicate whether the test was performed on wet or dry tiles. A "DIN" testing number was cited as the basis for the test results. Since the tile was manufactured in Italy the company used the European DIN testing methods rather than the ASTM procedures used in the United States. The Architect stated that the test results were used as the basis for the selection of the paver tiles.

EXERCISE A - DISCUSSION

Do you believe that the Architect used reasonable professional skill and care in specifying this tile?

How thoroughly should the Architect understand the methods and interpretations of the specialized testing that was performed?

If the Architect had previously researched and specified the tiles on other successful projects should the Architect be expected to check each time he or she specifies the tiles to ensure that changes in the tiles composition or manufacturing process did not affect the product's safety?

What is the Architect's responsibility to stay current with changes in building products and processes?

How does the fact that the tests were performed using European DIN testing methods rather than United States ASTM standards affect the Architect's role in this matter?

Assume that the Architect discovered during construction that the tiles' properties would be unsafe for the conditions specified and that the tiles had already been delivered to the job site but not yet installed. What actions should the Architect take?

Case Study #1 - Continued

If discovered during construction what creative alternatives might be available to correct this situation?

Should this incident have an effect on the way you practice architecture?

EXERCISE B - COMMUNICATIONS

As the Architect, write a letter to the restaurant owner's insurance explaining your company's position in this matter.

As the Architect, prior to specifying the tiles, write a letter to the tile manufacturer requesting additional information.

As the Architect, write a specification for exterior paving tiles for discussion with other mentors & protégés.

CASESTUDY #2

A client has seen a market for a trendy new nightclub and has hired an architect to design one. The client and Architect have worked together on several previous projects and seem to work well together. A contract is signed but it contains no specific project deadlines. The client indicates that he is anxious to complete this project as soon as possible to begin to see some return on his investments.

Due to an unexpected illness of one of the architect's critical employees and an unusually high workload in the firm, the length of time that the Architect spends performing work on the project's construction documents stretches out to almost twice that which they had previously spent on similar projects.

As the Architect is finishing construction documents, a similar trendy nightclub opens, shocking both the architect and the client. Because of this unexpected competition the client no longer believes that his trendy nightclub is economically viable. The client tells the Architect that because of the Architect's delays the project can not go forward. The client states that he does not intend to pay the Architect's latest invoice. Although the client does not intend to press legal action against the architect, he indicates that he has lost a significant amount of money on what should have been a great business opportunity. The client makes it clear that he expects to recover additional money from the architect or he will look for another architect for his upcoming projects.

Discuss.

CASESTUDY #3

An unsuccessful electrical contractor on a recent public works project bid has telephoned you to discuss the bid. He tells you that he suspects that the project's electrical specifications, written by your electrical engineer, contain altered model numbers. He believes that an extra letter has been added to the end of the model number of each specified light fixture. He is concerned that the light fixture supplier and your electrical consultant have devised the system to confuse bidders intending to bid equal products.

You are aware that the project Owner currently uses the specified light fixtures and has expressed a desire to standardize hardware and equipment wherever possible.

Discuss.

CASESTUDY #4

You have been hired to design an outpatient surgical center. The owner has a limited budget and has stressed the importance of an efficient design. You have worked hard to design the building to meet the State required minimum sizes for each space but limit excess area.

During construction you receive a telephone call from the project framer. He is furring around ductwork installed on the face of a load bearing wall and has discovered that the furring intrudes into the required clear floor area of the surgical room. The design-build HVAC contractor had informed you of the duct size during the design process.

Unfortunately, required fittings, and attachments have increased the duct's installed width by 3 inches. If the non-bearing wall on the other side of the room is moved, the clear width of the corridor on the opposite side of the wall will not meet the required code width.

Discuss.

CASESTUDY #5

You are the Project Architect responsible for managing an important multi-building project. You have been assigned a staff of twenty-five technical employees. One morning you smell what you believe to be alcohol on the breath of one of the architects on your staff. You have given the employee responsibility for one of the more critical buildings in the project. The employee has been with the firm for many years and his/her prior behavior has always been professional. You are aware that the employee has recently experienced a traumatic event in his/her personal life.

Discuss.

Meeting Log and Other Activities

1st Introductory Meeting

Date	Time	Location
------	------	----------

Topics to be discussed

Suggestions

Objectives and Purpose; Define Expectations (for example: cost of meetings, appropriate forms of contact: home vs. work)

Impressions following meeting

Length of Time of Mentoring Relationship (minimum) From
To

Constraints to Meetings

Frequency of Meetings

Development plan with measurable goals. At the conclusion of this relationship we will have accomplished:

1.

2.

3.

4.

5.

Meeting#_____

Date Time Location_____

Topics to be discussed

Impressions of Meeting

Action Plan

Meeting#_____

Date Time Location_____

Topics to be discussed

Impressions of Meeting

Action Plan

photocopy this form as needed

Participant Profile Questionnaire

This form is used by both mentors and protégés to assist in matching expectations. All information will be shared with both parties before meeting to provide a general overview of qualifications and experiences.

AIACHAPTER _____

NAME _____

FIRM _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE _____ FAX _____

EMAIL _____

EDUCATION

SCHOOL(S) ATTENDED _____

DEGREESHELD _____

YEAR(S) GRADUATED _____

EMPLOYMENT EXPERIENCE CURRENTPOSITION _____

FIRMSPECIALITY _____

AREASOFPERSONALINTEREST _____

What specific objectives do you hope to reach in participating in this program? (list three)

1. _____

2. _____

3. _____

The most valuable contribution I can make to this relationship is:

Please indicate any preferences regarding ethnicity, gender, race, sexual orientation you might have in this relationship.

ONLINE RESOURCES

AIA National's Mentorship Resources:

<http://aia.org/mentorship>

AIA Knowledge Communities: sign up through your membership profile to stay informed of the opportunities that exist within the AIA.

<http://network.aia.org/home>

NCARB – Mentorship related to IDP:

<http://ncarb.org/Experience-Through-Internships/Supervisors-and-Mentors.aspx>

Also see the AIA's companion publication

AEP:

Architect Licensing Advisors - <http://aep.aiacc.org/>

Facebook -

<https://www.facebook.com/groups/121038738279/>

Twitter - <https://twitter.com/aiacc>

MISCELLANEOUS RESOURCES

IDP Firm Award

<http://aia.org/careerstages/resources/AIACo75023>

A Call to Mentor

Sample letter to Fellows to Encourage Mentorship
(from AIA Fellowscope 2011)

