

# **APX National Mentoring Committee**

as established by the 76<sup>th</sup> National

## **REPORT OF THE COMMITTEE To the 77<sup>th</sup> National Convention**

### **PROPOSED NATIONAL MENTORING PROGRAM Of Alpha Rho Chi Fraternity**

#### **MISSION STATEMENT**

To provide and foster an interactive means of increased interaction between junior and senior members of the Fraternity over the course of their professional and educational development through interpersonal exchange of knowledge regarding subjects of mutual interest.

#### **BACKGROUND**

I. Summary of Main Motion referred to a One-Year Committee

The Motion, as written, was to create an alumni mentoring program based upon individual member experience gained through their selected career paths and passed on to younger members of the Fraternity through shared common interests and knowledge.

II. Reasoning leading up to the decision to Refer to Committee

The considered underlying principle of the Motion calls attention to a deficit within the Fraternity having been discussed for an extended period of time without resolution regarding multiple areas: encouragement of increased interaction between alumni and collegiate members throughout the national organization; increased job opportunities and networking for all members; ability to provide insight into topics of interest to the membership not provided in an educational or professional setting; increasing level-of-clarity in individual member career goals through fraternal involvement; alumni collaboration of career skill-sets.

Given the complexity of the subject, time expended in discussion regarding the subject with no definitive resolution, length of the Motion, and time with which to consider the Motion during normal business of the Fraternity during Convention, it was mutually agreed to by both the Maker of the Motion and Office of the WGAA prior to the Convention being assembled, that referral to a One-Year Committee would provide ample time for full consideration of both the creation of, and mechanics for, a National Mentoring Program.

Consensus having been reached within the Grand Council in agreement with that of the Office of the WGAA following subsequent discussions, the subsidiary motion, 'To Refer to Committee,' was brought from the Floor during Debate of the Main Motion, seconded and passed.

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## INTRODUCTION

### I. Purpose & Structure of the Committee

Motions to Refer generally allow for small group careful investigation of a pending question and putting it into better condition for the assembly to consider (RR 13:1). As the Motion to Refer did not carry instructions to the Committee, the Committee chose as its purpose: to pursue feasibility studies regarding a national mentoring program, consider the mechanics necessary for program operations, identify potential positive and negative attributes of program interactions, and ‘any other interest of the Committee that might assist it in taking up the Main Motion for deliberation in preparation for returning it to the assembly’.

The Committee elected its Chair from within their members roster and decided to meet once per month; Committee members shared personal goals for the work of the Committee and from those goals, sub-committees were formed by common interest in areas of Calendar & Timeline, Survey & Contract, and Platform Research as being Critical Path Items for immediate and concentrated consideration with achievable results to return at the next convention. Secondary to these were evolving discussions regarding remaining goals of the members, program operations, mechanics, funding and a myriad of details as they arose during deliberations.

### II. Purpose & Scope of this Report

This Report’s purpose is to summarize the studies, considerations, and identified attributes consistent with the Committee’s findings and recommendations when putting into better condition the pending question for the Delegates of the 77<sup>th</sup> National Convention to consider.

Its scope encompasses every topic of discussion undertaken by the Committee when considering a national mentoring program specifically for our Fraternity over the course of our deliberations ranging from minutiae details to long-term goal setting. It is the intent of the Committee that this written account of our endeavors serves as the point-of-beginning for continued development of the Mentoring Program to provide a sense of continuity in the work undertaken.

### III. Overview of the evaluation process undertaken

The Committee initial meeting Agenda items for monthly teleconferences were centered on defining and reaching consensus on what a mentoring program was widely defined as being, what individual committee members perceived a fraternity based program might be, and what member goals for the Committee each would like to see achieved; the three sub-committees were created where similar interests overlapped and the bulk of the Work forward was concentrated in them. Subsequent Agenda items were added because of additional discovery by the three sub-committees while still others were

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added through continued deliberation over the various operations, methodologies and interactions considered necessary from prior and emerging commentary and reasoning.

The Committee established a Calendar for its Work planned backwards, from delivery of the Report to our first meeting forward, setting hard deadlines for achievable results that could be completed within the year; the remainder would be presented as being in-progress, recommendations, considerations, or short- and long-term goals. It is the intent of the Committee to demonstrate that use of the Committee Calendar proved invaluable to its time management and provides tangible metrics for benchmarking future development endeavors.

The Committee defined basic-building-blocks of a mentoring program including operations, mechanics, phased growth and cyclical perpetuation. The subject of Risk Management was referred to the Grand Council for policy inclusion regarding gender/authority misconduct; a neutral third-party oversight Facilitator role was identified as integral to moderating interactions. It began Financial Planning considerations with our current Greek Track resources and that of Foundation Grants. It is the intent of the Committee to demonstrate that the Mentoring Program is in a state of early development only.

The Committee queried the membership to determine degrees of interest, first locally within its own Chapter namesakes, and upon querying the Grand Council, the general membership, to confirm that the mentoring program is desirable by the membership and to quantify that interest. It created Surveys for future release to potential Mentor and Mentee program participants and began planning generalized Surveys querying membership ideas for the program. It is the intent of the Committee to demonstrate that use of recurrent interest and participation Surveys would provide both a barometer for membership interest and a benchmark for monitoring program growth and development.

The Committee evaluated requirements for program risk management participation and contractual relationship participation as both Mentors and Mentees, with considerations for identified activity durations, neutral third-party oversight/coordination, outsourcing Mentor training and provisions for in-house Mentee training, transparency & confidentiality in communication and Codes of Conduct. It is the intent of the Committee to demonstrate an inherent program requirement for addressing culpability.

The Committee identified a forum-based format for the program's Phase One Implementation and compared/contrasted various Platforms in addition to GreekTrack. It refined a considered program web page 'hub' vs. communication & topic/recordkeeping structure as having separate sources, using GreekTrack, LinkedIn and Google Drive in combination. It queried the Grand Council about a site portal for the Mentoring Program. It is the intent of the Committee to demonstrate simplicity and ease-of-use solutions for program implementation, on a small scale, and at little or no cost in its infancy of implementation.

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## **RESEARCH & DISCOVERY**

- I. Assessment of desirability on the part of the membership  
Successful implementation of a mentoring program takes interest and participation from mentors, mentees, and third-party supervision of these relationships. It has been observed that there has been a need for a mentoring program having been revisited for some twenty years.
- II. Analysis of mentoring deficiencies  
The Committee considered programming for both personal and professional matters, matching mentees with mentors who are knowledgeable on subjects of mutual interest.
- III. Analysis of mentoring needs  
The Committee reviewed potential asynchronous training programs (i.e. LinkedIn Certifications), online sharing forums (i.e. Reddit), and channel servers (i.e. Discord) as initial avenues for hosting a ‘forum like’ program as a ‘first phase’ of a mentoring program and as being most successful while easily achieved.
- IV. Analysis of mentoring implementation  
The Committee decided that the personal connections stemming from a well-structured mentoring collaboration would prove invaluable and develop as participation grows, determining that it should begin through our existing GreekTrack and LinkedIn accounts.

## **BENEFITS OF ESTABLISHING A MENTORING PROGRAM**

- I. Projected impact on membership  
It is the opinion of the Committee that: there will be a newfound connection between all membership classes of Alpha Rho Chi, that may not have connected otherwise. Alumni membership will be increased and sustained as a result of enacting the program.
- II. Potential for increased engagement in programming  
It is the opinion of the Committee that: more passion for the fraternity will be derived from personalized membership engagement through the mentoring program.
- III. Alignment with organizational goals  
It is the opinion of the Committee that: brotherhood can be a continued relationship throughout alumni years, and is a specific opportunity to provide direct aid in expanding professional knowledge beyond self attainable experience.

## **CHALLENGES & CONSIDERATIONS**

- I. Defining mentoring, general and specific
  - A. What Mentoring is:
    - advice, the benefit of someone else’s knowledge
    - resource sharing, filling life-experience gaps
    - ‘moving forward’ in one’s career
    - workshops about ‘how to’ topics
    - interpersonal Brother-to-Brother exchange

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- initially attuned to collegiate timeframes for greatest participation
- exists at our collegiate-alumni participation level today

## B. What Mentoring is not:

- Job related technical training (due to potential legal implications)
- Professionally limiting

## C. Committee Exercise: 5W's and an H of an APX Mentoring Program

Who: people who share knowledge/need assistance navigating their field of work/study; the alumni and those in their final year of collegiate membership; partnered mentors/mentees that set an objective of mutual interest; collegiate/alumni members wishing to share/have access to knowledge/experience.

What: a database/forum for mentees/mentors that might lead to matches; a dynamic 'mechanism' to broaden the base of alumni participation by giving them a reason to be involved, initially an online forum to share both interests and requests, monitored by the RD's and administered by the WGAA; survey the membership to determine 'true' interest; database or other form of information sharing, collection method for access, a means by which mentors/mentees paired.

When: forum style 'starts' with potential to grow into second phase matching mentees/mentors, incorporating google form profiling questions to create matches; objective oriented long term timeline energizing alumni association perpetuation; following mentor policy and training with verification for compliance; through less intrusive group settings prior to one-on-one interaction with test rounds and potential for sign-ups at conventions; phased development coinciding with conventions.

Where: online; at 'grass roots' level of new alumni and from older alumni having been involved in positions of fraternal leadership, transition activities between differing aspects of sharing, designed for a wide range of group-size related activities; locally preferred but could be online/face-to-face; virtual meetings likely, but in-person would be most beneficial.

Why: continued alumni involvement and benefits of association membership; to provide a framework of goals that establish and maintain relationships gained through shared experience, whether provided or received, bridge gaps between alumni and collegiates, senior and younger alumni; provide advice professionally and academically, a place to contribute knowledge and resources believed beneficial to others.

How: a new committee within APX that manages the program, using tiered rollout, beginning with a low maintenance database and gauging success by interest/activity; alumni association use as a 'vehicle' to draw and sustain interest in continued participation, with 'Directors at Large' to fill necessary leadership roles, with various grass-roots effort for fostering continued interest and

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involvement, regional and national effort for reclaiming involvement and concise pro-active planning by current and future leadership; first phase- set up, second phase- training/team structuring, third phase- small group formation, fourth phase- program assessment plan of development, with kick-off mentor/mentee game plans and committee follow-up, perhaps in 6-month start-ups, a convention break-out session for marketing the program, a help-line type where someone who has been there and can help you; phase one- ‘Reddit’ forum or database, establish mentoring chair(s), announcement of long-term plan at convention for marketing, phase two- test run, small group, assessment recap at convention, phase three – continue, expand, gauge mentoring volume against mentoring base, focus groups based upon interest, use of google forms to generate pressing issues, a ‘Big Brothers, Little Sisters’ group-type compliment but on a larger scale with rollouts, announcements at convention as a form of mass distribution for updating activity and progress; end-dates as beneficial and ‘less scary’ commitments, functionality rules and recommendations, a Contract and Code of Conduct, an establishment of expectations with risk management oversight, website use, blog opportunities, free database software, chat groups with limiting (closed group) participation.

## II. Identification of participant focus groups

The Committee identified the need to structure program components around three core participant focus groups: those members in the transition process of graduation while still in school; those members developing their chosen profession mid-career; and those members established in their careers.

## III. Establishment of program criteria & components

The Committee considered turn-over cycles, long-term development & implementation planning, large-document-of-knowledge attributes, methodology for canvassing/attracting participation, the role of third-party facilitators, and means for involving alumni as both mentors and mentees.

## IV. Sustainability in programming & participation

The Committee reviewed components of a Mentoring Introduction: starter topics, matching skill-sets, surveying ‘what’s missing’ needs of collegiates and emerging professionals; oversight maintenance of online interactions; outreach programming for collegiates during their year-of-graduation and leadership based alumni; incorporating practical applications; task delegated sub-committee programming; exploration of ‘forum-style’ approaches as a first ‘rollout’ and one-on-one interaction as a second ‘rollout’; facilitated filtering, tabbed topics, Q&A formats; annual, 5-, 10- and 20-year goal setting exercises.

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## SURVEY, RESULTS & ANALYSIS

### I. Intent, type & Participants

It is the intent of the Committee to demonstrate that use of recurrent interest and participation Surveys would provide both a barometer for membership interest and a benchmark for monitoring program growth and development. The initial 'Survey of Interest' was created to provide metrics for: prior participation in a mentoring program; current stage of career path; interested role(s) of program participation; industry interest/affiliation(s). It was conducted amongst committee-member Chapter namesake collegiate and alumni membership as being the most easily reached and likely to respond in a timely manner with a second release to the general membership rolling-out as soon as possible thereafter.

### II. Respondent Results as of March 19th, 2025

Of the initial member-namesake respondents: Nikon – 48.7%; Anthemios – 41.0%; Metagenes – 2.6%; Cleisthenes – 2.6%

### III. Assessments

On the question of prior participation in a mentoring program: 59% of respondents had no prior experience.

On the question of respondent current stage of career-path: Established Career (10+ yrs) – 2.6%; Career Building (5-10 yrs) – 2.6%; Early Career (2-5 yrs) – 7.7%; Recent Graduate (1-2 yrs) – 7.7%; Still in School – 79.5%.

On the question of interested role(s) of program participation: Mentee – 66.7%; Mentor – 5.1%; Both – 28.2%.

On the question of industry interest/affiliation(s): Architecture – 82.1%; Arts/Design – 43.6%; Environmental – 23.1%; Software/Technology – 12.8%; 10.3% or less – Accounting, Automotive, Education, Engineering, Financial Services, Healthcare, Hospitality, Interior Design, Landscape Architecture, Manufacturing, Military/Defense, Non-Profit, Retail, Sales, Transportation, Logistics.

On the question of sharing/receiving knowledge as a Mentor or Mentee: Pre Recorded videos- 30.8%; A Forum- 28.2%; 1 on 1 Mentoring- 76.9%; Virtual Group Mentoring- 53.8%; In Person Group Mentoring- 48.7%

Mentee requests for subject types: General knowledge of starting off in the field; ARE licensure, career paths, scholarship opportunities, career growth and development, firm visits; Internship opportunities, professional advancements, what softwares to know; To teach the student other basic skills in autocad or how to multitask within work and social life; Technical knowledge for software such as autocad and revit. How to make a portfolio; Process of licensing and getting a job; How to get a job, how to apply to grad school, how to apply to internships, how to improve a resume; Knowledge on real estate development. Whether it's someone who runs their own development firm or works for one.

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Mentor suggestions for subject types: Creative process Interview skills; Self advocacy, figuring out what interests you; How to get a job; Art and design focus mentorship. help with visually aesthetic represent projects. Expand knowledge in design softwares. how to be a successful furniture retailer; Educate on how to improve design thinking, Portfolio review, advice on design development on a comprehensive level, 1 on 1 mentoring on any subject related to architecture, group mentoring on any subject related to architecture; Project manager as an architect. Historic preservation as part of good design.

Any additional skills hoped to gain from program: Improve networking skills; teaching the aspiring architects about the career and what they can expect from it; more experience with other students and how I would handle it effectively; love for there to be concrete spaces to network with alumni, like routine in-person meeting sor events outside of just alumni meetings; learning various software, growing in professional skills; better and teaching and architecture; programming skills, communicating; managing a business at a high level; reconnect with brothers.

## PROPOSED STRUCTURE OF THE MENTORING PROGRAM

- I. Assets
  - A. Implementations, innovations and methods
  - B. Upload/download accessibility
  - C. Searchable, non-limiting contributions
  - D. Initial open-source server selection(s): GreekTrack, LinkedIn, Google Drive
- II. Methodologies
  - A. Mentoring subjects of interest
  - B. Sessions of shared knowledge: 6-month increments bi-annually
  - C. Topics chosen by both Mentors/Mentees
  - D. Questions mainly asked by Mentees
  - E. Goals jointly created/agreed upon in first session
  - F. Regular Session frequency: 2-week increments, bi-monthly
  - G. Periodic Facilitator oversight: monthly
  - H. Formats: independent database search, online forum, small/large group, 1-on-1
- III. Alumni Mentors
  - A. Periodic participation invitation/interest survey: annually
  - B. Established period of tenure: initially 1-year, intentionally for 2-year-overlaps
  - C. Staggered tenure periods of transition [*Future Development*]
  - D. Prepared Session materials
  - E. Risk Management Certification
  - F. Program Contract Execution
  - G. Mentor/Mentee matching by <Director, *pending*>



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- IV. Member Mentees
  - A. Periodic participation invitation/interest survey: annually
  - B. Established periods of participation: 6-months
  - C. Recurrent participation periods of transition [*Future Development*]
  - D. Risk Management Certification
  - E. Program Contract Execution
  - F. Mentor/Mentee matching by <Director, *pending*>
  - G. Prepared interest subject focus questions
- V. Mentor/Mentee Perpetuation
  - A. Referral outreach: Mentor recommendation of 1-2 other alumni
  - B. Interest outreach: Mentee session summary shared with own Chapter & Alumni
- VI. Funding Endowments/Exclusions
  - A. No monetary gain
  - B. Greek Track no-cost/plus-cost functionality
  - C. Foundation sponsored 'Professional and/or Educational Development'

## CONCLUSION

- I. Summary of key points supporting the recommendations
  - Phased approach; education and professional learning potential;
- II. Final thoughts on the value of a formal National Mentoring Program
  - Membership participation in the development of meaningful connections and knowledge through generations. Program means participation, and participation will be a catalyst for the program. Without involvement from all membership classes, and leadership, we will not have a successful mentoring program.

## RECOMMENDATIONS

- I. Committee's Final Recommendation on the Pending Question
  - On the Motion to create a National Mentoring Program, the Committee recommends adoption of the Motion as *Substituted* [RR Art. 10:30.3.b), the Motion's Maker having agreed to the substitution.
  - On the Main Motion being returned to the assembly, the Committee recommends adoption of two (2) supplemental Motions in support of the Main Motion: Creation of a Standing Mentoring Program Committee, and Election of a Committee Chair/Director {RR Art. 51:4}.
- II. Proposed Continued Development
  - Enact two-year committee member term of service staggered such that the Committee is never a 100% turnover from year-to-year;
- III. Potential Timeline for Long-term Implementation

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2025

- In-person briefing, administration, risk management
- Online implementation
- Outreach to graduating leadership, 34-40+ year leadership
- Independent, grouped topics of interest
- Program funding established
- Online platform published
- Begin alumni association perpetuation, mentor/mentee participation
- Decide on a term requirement for committee participation
- Send out interest and participation inquiries

2026

- Alumni association risk management
- In-person implementation
- Outreach to graduating leadership, 28-34+ year leadership
- In-person mentoring at convention
- Website maintenance
- Complete alumni association perpetuation, mentor/mentee participation
- 2-year staggered committee engagement
- Service cycle

2027

- Begin 1st mentor service cycle
- Outreach to graduating leadership, 21-27+ year leadership
- Mentoring service term, planning/implementation
- Begin AA perpetuation, complete AA coordination, mentor/mentee participation
- In-person implementation cycle, AA perpetuation

2028

- Begin 2nd Mentor Service Term Cycle
- Graduating Leadership, 14-20 Yr. Leadership
- Convention Event: Local Planning/Implementation
- Begin AA Reclamation, Complete AA Perpetuation, Mentor/Mentee Participation
- 1st Mentor Service Term Cycle; AA Coordination

2029

- Complete 1st Mentor Service Term Cycle

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- Graduating Leadership, 5-13 Yr. Leadership
- Convention Event: Regional Planning
- Begin Alumni Reclamation, Complete AA Reclamation, Mentor/Mentee Participation
- 2nd Mentor Service Term Cycle

2030

- Begin 5th Mentor Service Term Cycle
- Begin Transition: GC to AA programming/leadership
- Convention Event: National Planning
- Begin AA Transition, Complete Alumni Reclamation, Mentor/Mentee Participation
- 4th Mentor Service Term Cycle

2031

- Complete 7th Mentor Service Term Cycle
- Begin Integration: Academic & Professional Affiliates
- Convention Event: National Planning
- Begin AA Integration: Academic & Professional Affiliates, Complete AA Transition, Mentor/Mentee Participation
- Transition: GC to AA programming/leadership

2032

- Begin 10th Mentor Service Term Cycle
- Complete Transition: GC to AA programming/leadership
- Convention Event: National Planning
- Begin National Recognition, Complete AA Integration: Academic & Professional Affiliates, Mentor/Mentee Participation
- Integration: Academic & Professional Affiliates

## MOTIONS RETURNED TO THE CONVENTION

- I. Main Motion: Creation of a National Mentoring Program {RR Art. 13:20}

Mr./Madam President,

I move that:

The Office of the Worthy Grand Architect establishes, provides for, and maintains a mentoring program for Alumni and other membership classes of Alpha Rho Chi Fraternity to share, exchange and impart knowledge derived from experience gained through individual career-paths in architecture and the allied arts, professional and/or educational development.

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II. Supplemental Motions: Creation of a Standing Mentoring Program Committee {RR Art. 50:3-9}; Election of a Committee Chair/Director {RR Art. 13:17,18}

A. Mr./Madam President,

I move that,

The Standing Mentoring Program Committee is hereby created to act as the Mentoring Program development and implementation team, such that continuity of the Committee's Work be maintained, and charged with the responsibility of providing oversight for the Mentoring Program.

B. Mr./Madam President,

I move that,

The Standing Mentoring Program Committee elects from its current committee-member roster a Chair to act as Director under the Office of the WGAA, charged with the responsibility of facilitating the Mentoring Program as they see fit.

## APPENDICES

- I. Report Presentation Slides
- II. Contracts
- III. Instructions to the next Mentoring Program Committee

Herewith Submitted this \_\_\_\_ day of \_\_\_\_\_, 2025,

J. Scott MacKay, Secretary

Macy Sharp, Chair

Anthemios Chapter Delegate

On Behalf of,

The APX National Mentoring Committee of the 76<sup>th</sup> National Convention

{Note: RR Art 51:7-9 suggests that the written 'long form' be submitted due to its singularity of subject matter, while orally only two sections (Recommendations, I. and Motions Returned to the Convention) are necessary presentation items for action on the Motion referred to the Committee}

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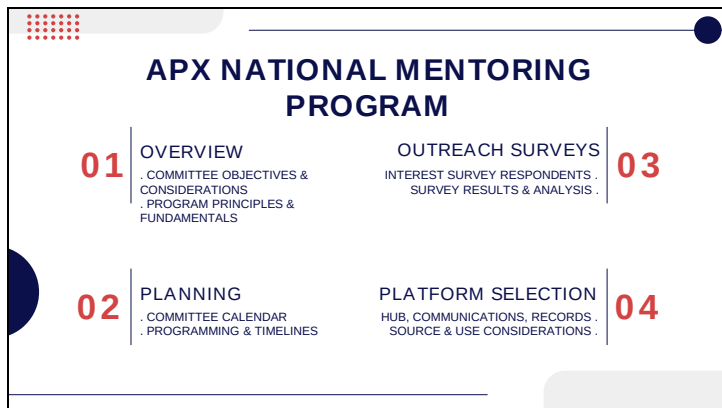
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## APPENDIX: SLIDE PRESENTATION

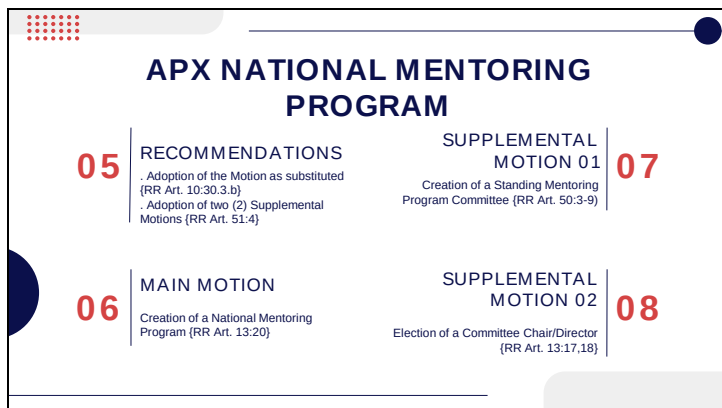
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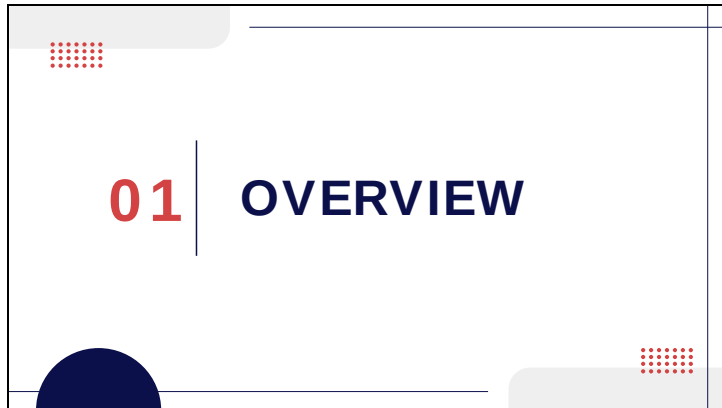
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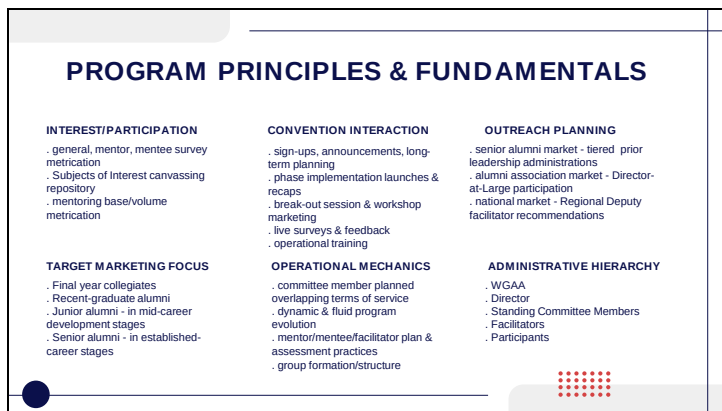
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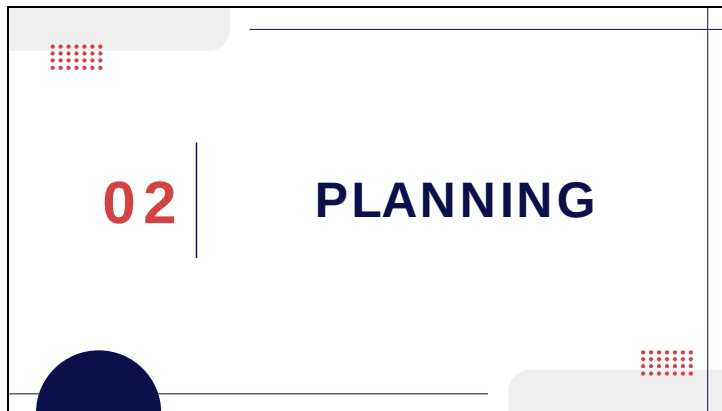
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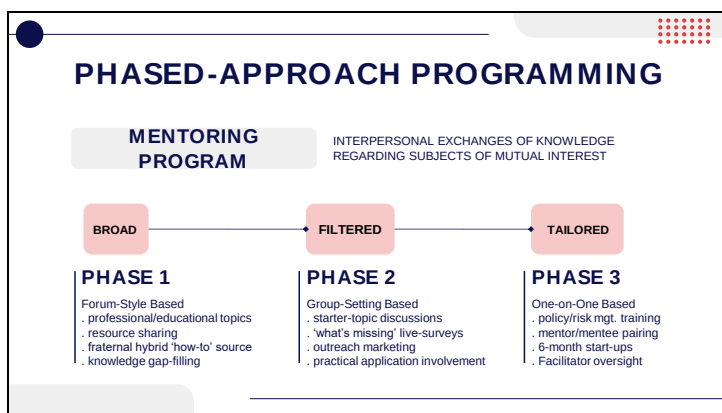
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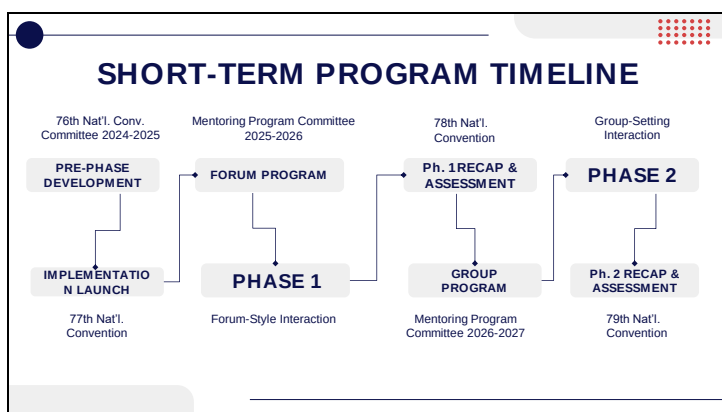
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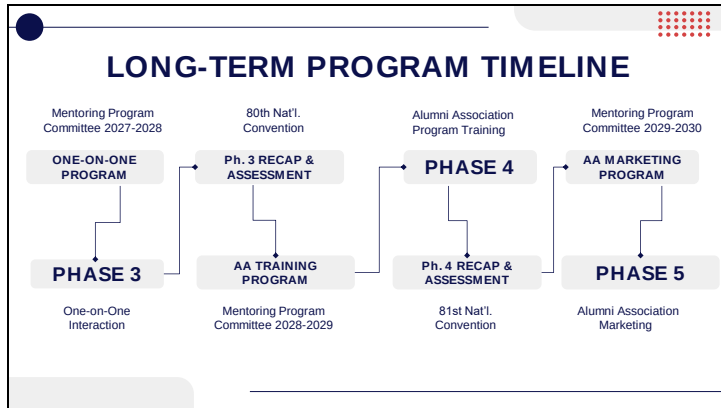
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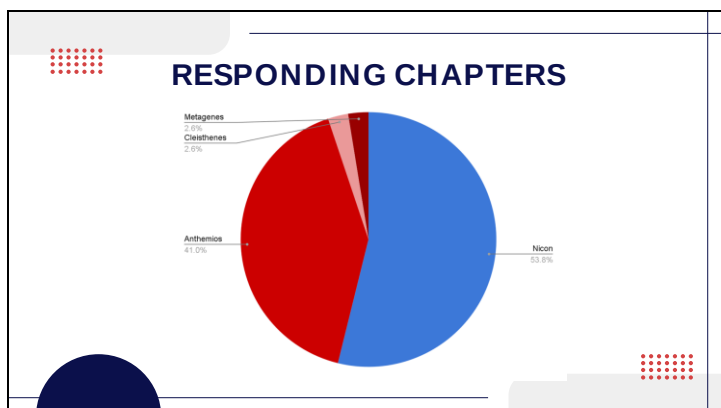
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## 03 | OUTREACH SURVEYS

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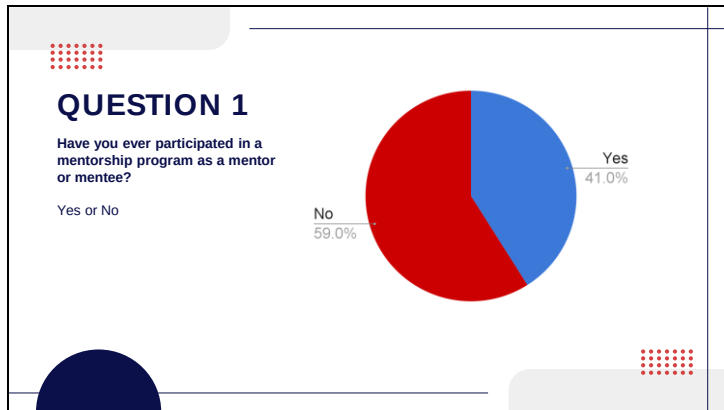




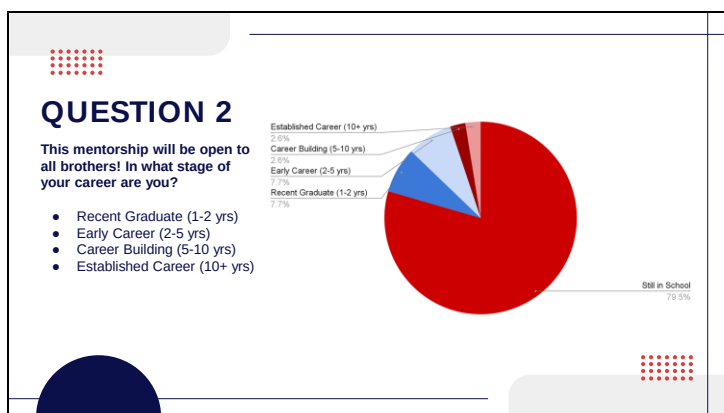
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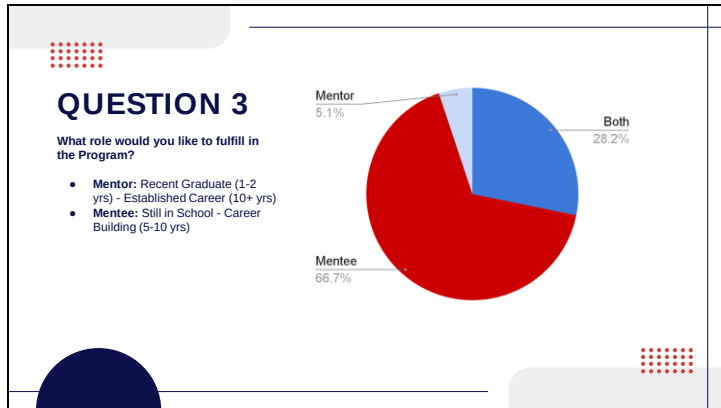
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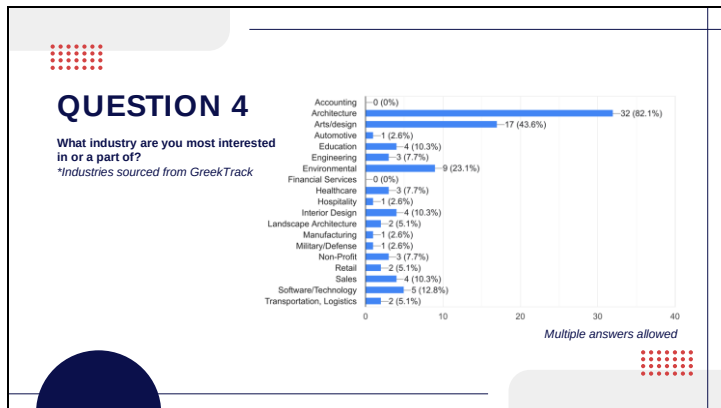
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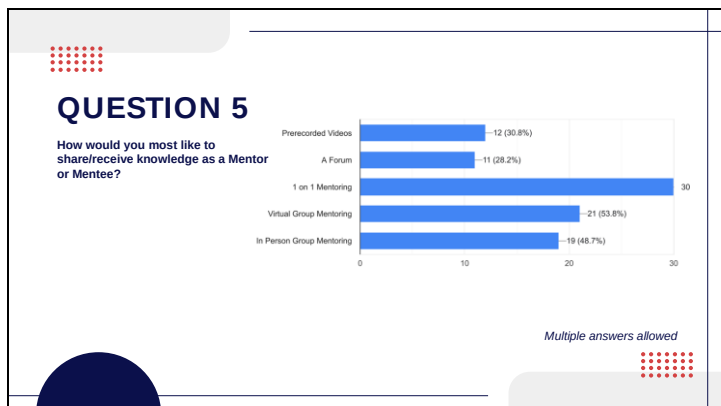
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## Slide 18

### QUESTION 6

**For Mentees:**  
Please type in any suggestions for the subject types you would like to see in a mentoring program.

|                                                                                                     |                                                                                                                                           |                                              |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| "How to get a job, how to apply to grad school, how to apply to internships, how to improve resume" | "Help or info on licensure and/or practice for the ARR."                                                                                  | "How to sell yourself and/or a project"      |
| "General knowledge of starting off in the field"                                                    | "Portfolio development, speaking in an interview or professional gathering, getting promoted in a firm, Rhino workshops, Revit Workshops" | "How to get a job, working in an actual job" |

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### QUESTION 7

**For Mentors:**  
Please type in any suggestions for the subject types you would like to share about in a mentoring program.

|                                                                                                                                                                                               |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| "Creative processes and Programs such as Rhino and Revit"                                                                                                                                     | "Interview skills" |
| "Art and design focus mentorship. Help with visually aesthetic represent projects. Expand Knowledge in design softwares (ex. Illustrator, revit). How to be a successful furniture retailer." | "How to get a job" |

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### QUESTION 8

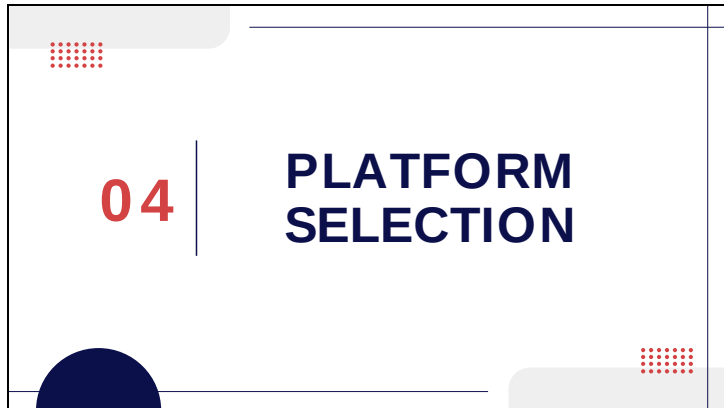
**Are there any additional skills that you hope to gain from the Mentoring Program?**

|                                                                                       |                                                                                                                                                                                          |                                                                                                   |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| "Teaching the aspiring architects about the career and what they can expect from it." | "Learning various softwares, growing in professional skills, etc."                                                                                                                       | "Software"                                                                                        |
| "The ability to network better"                                                       | "I would love for there to be concrete spaces to network with alumni, like routine in-person meetings or events outside of just alumni meetings, like spaces current brothers can join." | "Not sure yet. I'd like to see what types of learning programs will officially be offered first." |

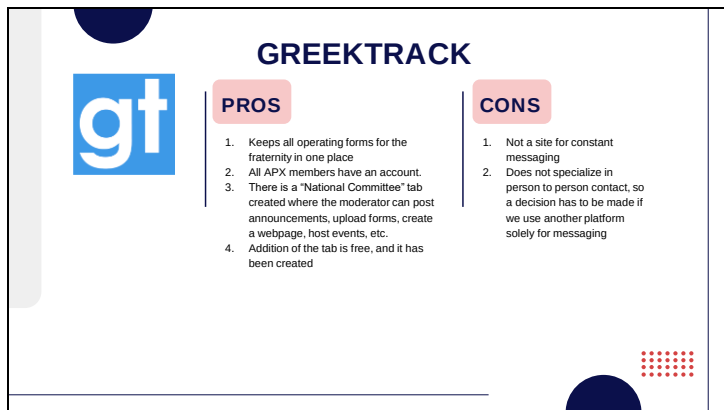
# APX National Mentoring Committee

as established by the 76<sup>th</sup> National Convention

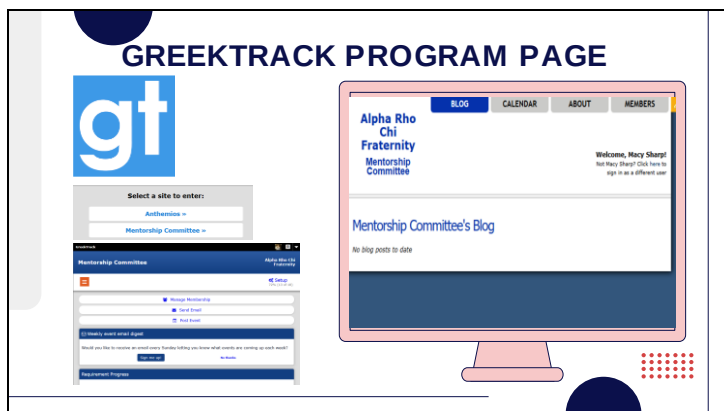
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# APX National Mentoring Committee

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## Slide 24



### LINKEDIN

#### PROS

1. Initiates further connections between brothers on the platform
2. Can develop a group under the current 'Alpha Rho Chi Members: linkedin group
3. Existing training videos exist on LinkedIn learning, which can provide you with a certificate after participating in the online training, but that comes in a subscription

#### CONS

1. Storage limitations
2. Topics may be more difficult to find
3. There is a cost associated with the LinkedIn Learning feature

## Slide 25



### GOOGLE DRIVE

#### PROS

1. The moderator can create folders for each mentor/mentee group or category that they are covering
2. Great for record keeping and supervision purposes
3. Separate folders for guidelines and resources that are always posted for reference
4. Could hold meetings over google meet

#### CONS

1. No direct communication abilities through the platform itself
2. Moderator would need immense organization to make the folders navigable

## Slide 26



### DISCORD

#### PROS

1. FREE!
2. Allows for the use "channels" which can be used for committees
3. Can be used to organize mentors into groups (regionally, by mentor/mentee, etc.)
4. Can be used for large groups
5. Allows for face to face meetings
6. Can record meetings
7. Screen sharing
8. Can save/send files to groups
9. Sub committees can be locked so only the "owner" of the discord channel can see whats inside (unless you are invited to the chat)

#### CONS

1. Need to have an account
2. Meetings of 25+ require a subscription
3. Not commonly used

# APX National Mentoring Committee

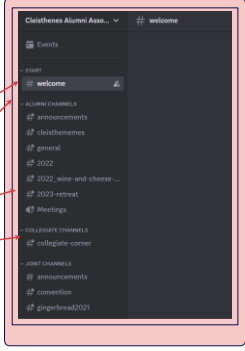
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## DISCORD

### EXAMPLE SERVER



OPEN SERVER (FOR ALL WHO WISH TO JOIN)

CHANNELS FOR DIFFERENT GROUPS

SUBCOMMITTEE CHATS

LOCK SYMBOL MEANS ONLY INVITED PEOPLE MAY JOIN

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## WHATSAPP

### PROS

1. Initiates further connections between brothers on the platform
2. Can develop a group under the current \*Alpha Rho Chi Members: linkedin group
3. Existing training videos exist on LinkedIn learning, which can provide you with a certificate after participating in the online training, but that comes in a subscription

### CONS

1. Storage limitations
2. Topics may be more difficult to find
3. There is a cost associated with the LinkedIn Learning feature

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|                                         | Greek Track | Google Drive | Discord  | Whats App | LinkedIn | Reddit |
|-----------------------------------------|-------------|--------------|----------|-----------|----------|--------|
| Cost                                    | FREE        | FREE         | FREE     | FREE      | XX       | FREE   |
| Ease of Use (Rated 1-5)                 | 4           | 5            | 3        | 4         | 3        | 2      |
| Face to Face Meeting Capabilities       | No          | No           | Yes      | Yes       | Yes      | No     |
| Able to Organize Groups                 | Yes         | No           | Yes      | Yes       | Yes      | Yes    |
| Multi-use Program (For future/training) | Yes         | No           | Possibly | No        | Yes      | No     |
| File Sending/Saving                     | No          | Yes          | Yes      | Yes       | Yes      | Yes    |
| Privacy/Safety of Program (Rated 1-5)   | 5           | 4            | 3        | 4         | 3        | 2      |

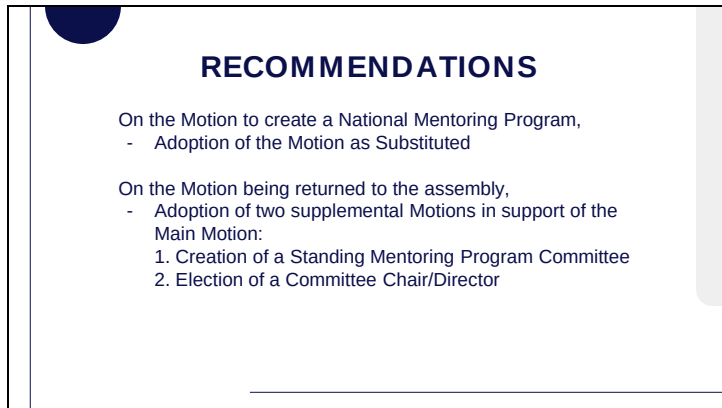
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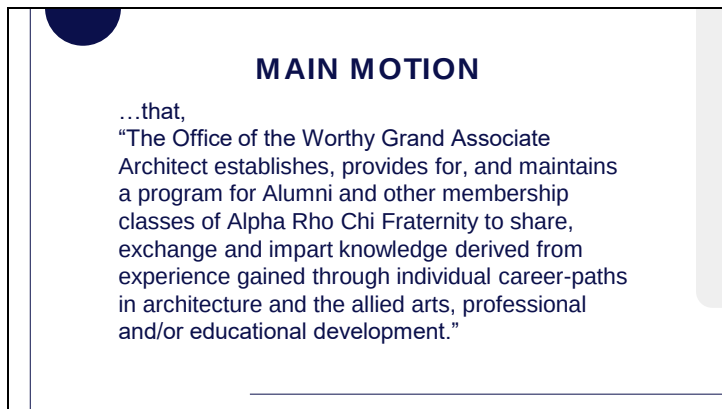
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# APX National Mentoring Committee

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## SUPPLEMENTAL MOTION

...that,  
"The Standing Mentoring Program Committee is hereby created to act as the Mentoring Program development and implementation team, such that continuity of the Committee's Work be maintained, and charged with the responsibility of providing oversight for the Mentoring Program."

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## SUPPLEMENTAL MOTION

...that,  
"The Standing Mentoring Program Committee elects from its current committee-member roster a Chair to act as Director under the Office of the WGAA, charged with the responsibility of facilitating the Mentoring Program as they see fit."

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## THANK YOU!

FOR CONTINUED PARTICIPATION, PLEASE CONSIDER:

1. Joining the program
  - a. As a mentor, mentee, facilitator, or committee member
2. Thinking about your personal needs in mentorship
3. Spreading the word!
  - a. Help us make the program known!
  - b. Find brothers interested in sharing or gaining knowledge, and/or involvement



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## APPENDIX: CONTRACTS

### Contract:

- Communication
  - Duration: 6 months
  - Mentor, Mentee are to be matched based on surveys matched, with at least 75% (insert metric), this is to ensure the best possible matches.
  - Mentor and mentee to be introduced by a neutral 3rd party, 3rd party to be established as contact.
  - Mentor and mentee will establish a method of communication that works best for both parties, and will mutually agree on when and how frequently to meet.
    - Minimum meeting amount should be once a month, and should take place over video chat, in person, or via a phone call.
  - Should a Mentee or Mentor 'ghost' they would be barred from further opportunities to be a Mentee and or Mentor.
    - This doesn't include just not being able to continue the responsibilities, and them giving notice.
  - Mentor & mentee decide on a messaging platform that works for both parties to maintain communication between face-to-face meetings, and to facilitate the scheduling of these meetings etc.
    - The messaging platform must not have auto-delete functions in place, such as platforms like Snapchat, to preserve interactions between Mentor & Mentee
- Conduct
  - The APX National Mentoring Program is focused on the professional growth of both Mentors and Mentees. To achieve this goal, interactions between mentors and mentees during the period during which the Mentor/Mentee relationship is officially active should be conducted in a manner that is professional, respectful and adheres to the mentee/mentor code of conduct. Any interactions that may be deemed inappropriate should be reported to the 3rd party.
    - Failure to adhere to the standards of conduct will result in the dissolution of the mentorship relationship, with possibility of being barred from any other mentor/mentee possibilities.
  - Conversations to be recorded (within legal means) at a minimum of once a month and distributed to neutral 3rd party to ensure goals are being met.
- Goals
  - To measure the success of the APX National Mentorship Program...
  - Mentee/Mentor were paired based on knowledge and or goals.
  - A goal, or set of goals, must be established at the beginning of the mentorship relationship by the mentor and mentee for the mentee to focus on during the duration of the program.
    - The goal of the mentorship may be altered at the mutual discretion of the mentor and mentee during the duration of the mentorship, alteration of goals should not be to far from original goal or intent
      - 3rd party should be made aware of altered goals.

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- The goal must be achievable to a certain degree within the 6 month duration of the mentorship relationship.
- The goal of the mentorship should be reported to the 3rd party after the first face-to-face meeting between the mentor and mentee.
- Written confirmation of the decided goal is required from both mentor and mentee to confirm both parties' approval
- Progress Checks
  - The progress of the mentorship can be measured against the goal(s) reported at the beginning of the mentorship by the mentor and mentee.
  - Updates to the progress of the mentee will be submitted to 3rd party after every monthly face-to-face meeting.
  - Monthly check ins to be conducted by a neutral party.
    - In case anyone is too timid to say what might be bothering them.
- Neutral 3rd party
  - The neutral third party serves as a mediator, monitor, and support system to ensure both the mentor and mentee are working toward the agreed goals, adhering to professional conduct, and maintaining clear and consistent communication.
    - **Introduction, Contact, Goal Setting**
      - **Responsibility:** Introduce the mentor and mentee and establish a channel of communication between them. Be informed of the goals set by the mentor and mentee at the start of the program and any adjustments made throughout the program.
      - **Goal:** Ensure that both the mentor and mentee understand how to contact each other and establish a reliable method for scheduling meetings. Confirm the establishment and alteration of achievable goals, ensuring they are feasible within the program's 6-month timeframe.
      - **Ongoing Task:** Be available as a point of contact for any administrative or communication issues that arise. Receive written confirmation of the goals from both mentor and mentee.
    - **Oversight of Communication, Meeting Minimum Requirements,**
      - **Responsibility:** Ensure that the mentor and mentee agree on a communication platform that meets the program's requirements, including not using auto-deleting messaging platforms (e.g., Snapchat). Ensure that mentor-mentee meetings occur at least once a month, and they are documented (video call, phone call, or in person).
      - **Goal:** Confirm that both parties are consistently communicating on a platform that preserves interactions for transparency and accountability. Monitor and confirm monthly meetings to ensure the relationship is progressing as per program guidelines.

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- **Monitor Conduct, Recording and Distribution of Conversations**
  - **Responsibility:** Be a neutral contact for reporting any inappropriate behavior or conduct that does not align with professionalism or respect. Ensure that conversations between the mentor and mentee are recorded at least once a month and submit them for review.
  - **Goal:** Mediate and investigate any conduct concerns, and enforce consequences such as barring from future opportunities, if necessary. Maintain transparency and verify that the goals of the mentorship are being met.
- **Progress Tracking, Monthly Check-ins**
  - **Responsibility:** Receive updates from both the mentor and mentee after each monthly meeting regarding progress toward the established goals. Conduct monthly check-ins with both the mentor and mentee to ensure that any issues, especially those that might not be voiced directly, are addressed.
  - **Goal:** Track progress, ensure goals are being worked on, and intervene if necessary to help address any challenges. Provide a safe space for feedback and identify potential problems early in the mentorship process.

## Mentor Code of Conduct

As a mentor, you play a critical role in the development, guidance, and support of your mentee. To ensure a positive and constructive mentoring relationship, the following Code of Conduct must be adhered to:

### 1. Respect and Professionalism

- Treat your mentee with respect, dignity, and professionalism at all times.
- Acknowledge and respect your mentee's opinions, values, and cultural differences.
- Maintain a supportive and non-judgmental attitude throughout the mentoring relationship.

### 2. Commitment and Availability

- Honor your commitment to the mentoring relationship by being available for scheduled meetings and communications.
- Communicate promptly if you are unable to meet or if your availability changes.
- Dedicate sufficient time and effort to support your mentee's development and goals.

### 3. Confidentiality

- Respect the confidentiality of any personal or sensitive information shared by your mentee.

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- Do not disclose any information about your mentee to others without their explicit consent, unless required by law.

## **4. Integrity and Honesty**

- Be honest and transparent in your communications and actions with your mentee.
- Provide guidance and feedback that is truthful, constructive, and aimed at helping your mentee grow.
- Avoid any actions that could be perceived as misleading or dishonest.

## **5. Boundaries and Relationships**

- Maintain appropriate boundaries in the mentoring relationship.
- Refrain from engaging in any form of harassment, discrimination, or inappropriate behavior.
- Avoid conflicts of interest that could compromise the mentoring relationship.

## **6. Continuous Learning and Improvement**

- Be open to feedback from your mentee and seek to improve your mentoring skills.
- Engage in self-reflection and continuous learning to enhance your effectiveness as a mentor.
- Encourage your mentee to take ownership of their growth and development.

## **7. Ethical Conduct**

- Uphold the highest ethical standards in all interactions with your mentee.
- Avoid exploiting your mentee for personal, professional, or financial gain.
- Report any unethical behavior or concerns to the appropriate authorities.

## **8. Termination of the Mentorship**

- If the mentoring relationship is no longer productive or beneficial, discuss the situation with your mentee and agree on an appropriate course of action.
- If necessary, terminate the mentorship respectfully and with proper closure.

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## **Mentee Code of Conduct**

As a mentee, your active participation, openness, and respect are crucial to a successful mentoring relationship. The following Code of Conduct outlines the expectations for all mentees:

### **1. Respect and Professionalism**

- Treat your mentor with respect, courtesy, and professionalism.
- Acknowledge and appreciate the time, effort, and expertise your mentor offers.
- Be open to feedback and constructive criticism from your mentor.

### **2. Commitment and Engagement**

- Honor your commitment to the mentoring relationship by being punctual and prepared for all meetings.
- Actively participate in discussions and activities, bringing your goals, questions, and ideas to the table.
- Take responsibility for your own learning and development by setting and pursuing clear goals.

### **3. Communication and Feedback**

- Maintain open, honest, and respectful communication with your mentor.
- Promptly inform your mentor if you are unable to attend a scheduled meeting or if your availability changes.
- Provide feedback to your mentor on what is working well and what could be improved in the mentoring relationship.

### **4. Confidentiality and Trust**

- Respect the confidentiality of any personal or sensitive information shared by your mentor.
- Do not disclose any information about your mentor to others without their explicit consent.
- Build and maintain trust by being reliable, respectful, and truthful in all interactions.

### **5. Willingness to Learn and Grow**

- Approach the mentoring relationship with a positive attitude and a growth mindset.
- Be open to new ideas, perspectives, and challenges presented by your mentor.
- Actively seek out and apply the knowledge, skills, and insights gained from the mentorship.

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## **6. Respecting Boundaries**

- Acknowledge and respect the professional boundaries set by your mentor.
- Refrain from making unreasonable demands on your mentor's time or resources.
- Avoid any behavior that could be perceived as inappropriate or intrusive.

## **7. Ethical Conduct**

- Uphold the highest standards of integrity, honesty, and ethics in all interactions with your mentor.
- Avoid any actions that could harm the reputation or well-being of your mentor, yourself, or the mentoring program.
- Report any concerns or unethical behavior to the appropriate authorities.

## **8. Termination of the Mentorship**

- If the mentoring relationship is no longer productive or beneficial, discuss the situation with your mentor and agree on an appropriate course of action.
- If necessary, terminate the mentorship respectfully and with proper closure.

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## **APPENDIX: INSTRUCTIONS TO THE NEXT MENTORING PROGRAM COMMITTEE**

In general:

- The first Order of Business for the next (and subsequent) National Mentoring Program Committee is to read the Report of the last Committee and determine a Committee Agenda of action items to be considered, discussed, refined and implemented over the course of their term(s) of service.
- Establish achievable goals that provide measurable results, can be reported to the next convention in expanding upon established program metrics and beginning new metrics of evaluating committee/program development.
- Separate large tasks into smaller, manageable goals achievable by the Committee in the time allotted between conventions.
- Chronicle all committee member thoughts, discussions, decisions and actions for future use by subsequent committees focused on the continued growth and development of the National Mentoring Program, to the benefit of the membership.
- Consider how to increase involvement and multi-medium marketing, thinking about how to get all membership classes involved to maximize benefits of the mentoring committee.
- Create multiple trial runs for the committee, or phases that are developed over time, to fully consider all outcomes or tactics of mentorship.
- Gauge community interest in the program via the survey created by the initial committee.
- Compile a list of people willing to participate, including their contact information for effective communication later in the process.
- Add onto existing research and compile new research regarding platforms for effective communication, then continue with trial runs.

In the next year:

- Finalize development for, and implement the planned program phase scheduled for initial release, with a means of gathering and measuring participation levels, individual participant inquiries, recommendations and responses about (and to) the program, its subjects of interest, methodology and mechanisms.
- Develop a means to assess program phase success/failure rates as reported by participants to identify program elements in need of refinement, repositioning and/or abandonment.
- Identify new building blocks of programming inherent to the next phase in development that the current phase can't supply or provide, using them in addition to the building blocks currently in place for easily achievable/measurable growth.
- Continue development of the next program phase as established by the Short- and Long-Term Program Timelines with thought towards adding to the prior phase focus (in this case, online implementation) in building a fully developed program, rather than transitioning from one to the next.
- Assess the work of the prior Committee (located in its Report) in preparing this

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Committee to undertake the program's continued development and growth, identifying items that were 'assistive', those considered 'cumbersome' and those in need of 'future attention'; provide descriptive narrative for measures taken regarding each and consider additional areas of future assessment by the next (and subsequent) committees.

- Compile the Report of the Committee to the next convention in similar fashion as that which was compiled for your use, adding/modifying/deleting headings as deemed necessary; be mindful that the Committee Reports should serve as the written record of the program's continued development and growth as reference material for the next (and subsequent) committees.
- Prepare original Instructions for the next Committee that may or may not include directions provided to this committee as deemed necessary.