

Mentoring Women in Construction:

A Best Practices Guide



Mentoring Women in Construction: *A Best Practices Guide*

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Using this Guide

This guide is a resource for tradeswomen, local leaders, contractors, and other trades-affiliated allies seeking to build mentorship programs for under-represented groups. It is not intended to be prescriptive but to support anyone looking to build a new mentorship program or enhance an existing one. Although we have written this guide with trade unions in mind, the lessons here can be adapted to other industries and organizations.

For any questions about this guide, please contact Dr. Marissa Baker at bakermg@uw.edu.

I. Introduction

What is in this guide?

Mentorship programs have gained traction in the construction industry as a strategy to improve recruitment, retention, and worker safety, particularly among under-represented groups. This guide provides a resource for those who are looking to build or enhance a mentorship program for women in the trades: we hope it can also be valuable for those looking to design mentorship programs for other under-represented groups. Here, we integrate lessons learned from a University of Washington study conducted in partnership with the International Union of Sheet Metal, Air, Rail and Transportation (SMART). **The goal of this study was to investigate how mentorship impacts a variety of gendered experiences for tradeswomen on the job, including mental health outcomes, injury risk, and intent to leave, with the long-term goal of helping tradeswomen feel supported to succeed in the trades.** While our population of interest was tradeswomen, many of the instructional design decisions and lessons from this study can be applied to broader populations within the trades. Our hope in making this guide widely available is that others feel better equipped to build and enhance mentorship programs, contributing to supportive programming for diverse worker populations.

Mentoring SMART Women Study

This was a 5-year, randomized control trial funded by CPWR—The Center for Construction Research and Training (CPWR) and the National Institute for Occupational Safety and Health (NIOSH). The study team for this project included Drs. Marissa Baker, Noah Seixas, and Hendrika Meischke at the University of Washington. We worked in partnership with leaders at SMART International to recruit SMART locals from across the U.S. and Canada to participate in the study. We trained journey-level mentors across 10 locals throughout North America in communication, goal setting, problem solving, and self-advocacy skills to support apprentice tradeswomen mentees. Over the course of two years, 28 mentors and 43 mentees participated in the study. In the first year, a cohort of 20 mentors were recruited, and a second cohort of eight additional mentors were trained a year later. All mentors received 15 hours of training over three months. Mentors had access to self-paced modules through an online learning platform that introduced them to the foundations of each mentorship, elucidated with sheet metal specific examples. After self-paced learning via the online modules, mentors were invited to participate in four live, online trainings of 1.5 hours each to learn about the program, ask questions, practice skills, and share insights from their earlier learning. Early in the training period, mentors were paired with mentees for a year. Pairs were expected to connect once a week or once every other week. Evaluation data showed that the mentor training itself advanced understanding of mentoring relationships and confidence in the ability to be an effective mentor.

In this guide, we have broken out the main elements for building and sustaining a mentorship program: set up, training, common problems, and sustainability. The appendices provide modified training documents, evaluation tools, and resources used in our study for you to adapt based on your needs. Along with describing what we did within the Mentoring SMART Women study, in each section we share lessons and what we would do differently if we were to conduct the study again. Some of our design decisions were driven by the context in which we launched the study (namely, the outbreak of COVID-19), the scope of the study (ours was a national program), and research study needs. Other suggested modifications come through experience. Our hope is that by sharing what we learned, you can use what is applicable for you and continue to strengthen mentorship in the trades.

II. Setting up the Program

Designing each element of a mentorship program ahead of time allows the program to function more smoothly down the road. While a grassroots approach can certainly work to launch small, localized programs, we recommend considering several key aspects of the program to set it on a successful trajectory: the people necessary to support a mentorship program, how to recruit participants, qualities to prioritize in mentors, and the process of matching mentors and mentees.



1. Programmatic Design Decisions

Overview

If you are building a mentorship program from the ground up, it is vital to assess the level of interest, capacity, resources, and financial support there may be for your program. For example, can your local provide funding, certification or recognition for mentorship, or promote the program? While we go into greater detail on all these points in future chapters, considering these elements early on is helpful in visioning the work required to make your program sustainable, and it can help you outline how you want to allocate your own time and resources. Below, we highlight key factors that can influence the set-up of your mentorship program.

Program Considerations

1. Support for Mentorship

Assessing who might support the mentorship program can help you identify potential collaborators for promoting the program when recruitment begins. It can also be useful to determine if your local has any funding (stipends for mentors who complete the training, or a stipend for your Mentorship Coordinator and other support roles) to support the program. Understanding resistance to mentorship in your community is equally important to consider. Are there tradeswomen who are wary of participating in women-centered programming? If so, take these perspectives into account as you craft the program's scope and messaging.

2. Eligibility

Consider who is and is not eligible to participate. Even if your program is geared at women at your local, do all mentors have to be women, or are interested male mentors welcome? Do all mentors need to be journey-level or have reached a specific level of expertise in the trade? Are only apprentices eligible to be mentees in your program, or can non-apprentice members (such as pre-apprentices) participate? There are no right or wrong answers to these questions but considering the goals of your program can help you clarify eligibility, create a targeted recruitment message, and avoid confusion among those interested in participating.

3. Integration with existing programs

Understanding how your program aligns with the existing support roles in your local can help you build on existing structures. If your local already has a women's committee or other committees, consider how mentorship can fit into—or remain distinct from—this part of your local. Perhaps your mentorship program could be embedded within your women's committee or a health and safety committee. Or, depending on the eligibility criteria for your mentorship program, it could be helpful to involve your apprenticeship coordinator and determine if there are existing meeting structures where mentorship could fit in.

2. Support Roles

Overview

To sustain the logistical elements of your mentorship program, we recommend identifying and assigning key support roles. While the individuals who fill these roles may vary depending on the size of your program, having the following elements covered is important for sustained success.

The Essential Roles

Mentorship Coordinator

A Mentorship Coordinator is the person most responsible for making the mentorship program function. The person in this role promotes the program, recruits participants, and matches mentors and mentees. The coordinator keeps track of participation and answers questions about the program from interested members. This person also oversees the day-to-day work of responding to messages from mentors or mentees, addressing any immediate concerns from participants or other key allies, coordinating trainings, and hosting in-person meet-ups to build community among mentors and mentees. Ideally, this role is filled by an experienced tradeswoman or local leader who is familiar with local-level resources and leadership roles. This person may be an existing women's committee chair, an active tradeswoman, or an apprenticeship coordinator.

Trainer/Facilitator

Your Trainer/Facilitator delivers the live educational components of the training program to participants. This individual may be internal to your local, including an experienced and respected tradeswoman, apprenticeship coordinator, or other leader who feels comfortable conducting and facilitating discussions about the training content. While it is beneficial for this person to have experience with group-based training or education, ensuring that they are trusted by program participants and can lead serious discussions are the most important considerations.

Senior Mentor

The Senior Mentor provides confidential support to participating mentors and mentees for concerns that may be unusually sensitive. Distinct from the Mentorship Coordinator, the Senior Mentor she gives mentors and mentees support that the coordinator may not be able to provide because of the latter's central, logistical role in administering the program. The Senior Mentor may participate in the training and offer stories from her own experience that relate to the training content. When a participant has a concern about the mentee or mentor they are matched to or is dealing with a situation at work or home that is impacting their ability to participate in the program, the Senior Mentor's separation from co-workers and the Mentorship Coordinator creates more privacy and enables the sharing of sensitive information. For example, the Senior Mentor might help a mentor who feels a true personality mismatch with a mentee and is unsure how to

address the situation, or they may support a mentee who is considering leaving the trades and wants to be connected with more resources to determine if the field is the right place for them. The Senior Mentor may be a retired member, an administrator, or someone who is less involved in the day-to-day work of apprentices and journey-level workers. It is important the Senior Mentor be able to listen to participants without judgment, offer emotional support, and handle sensitive situations with discretion. This role works closely with the Mentorship Coordinator, especially in instances when re-matching a mentor and mentee is needed.

Extra Role

1. **Data Collector**

The Data Collector works closely with the Mentorship Coordinator, collecting mentor biographies, conducting regular check-ins with mentor/mentee pairs, and administering any surveys that evaluate the program. This person also supports the monitoring and tracking of participation, collecting information on why members choose to drop out of the program. Candidates for this role include women's committee chairs, women's committee members, and apprenticeship coordinators. Especially in smaller programs, the data collector may be the mentorship coordinator—although, if possible, it can relieve some burden to have someone separate assume this role.

Reflections from our mentorship study

Make sure you have at least one Mentorship Coordinator and one Senior Mentor: While it's not essential to have a Data collector, especially for smaller programs, we did find that prioritizing the Senior Mentor and Mentorship Coordinator roles was key to ensuring mentors and mentees had someone to turn to if they were uncertain of how to handle a sensitive situation. Although we list the Trainer/Facilitator as distinct from the Senior Mentor, in smaller programs this role could be filled by the same person.

Compensation for support roles: When possible, compensation for your Coordinator, Trainer/Facilitator, and Senior Mentor can go a long way in promoting your program's sustainability. Often, those taking on mentorship work at the local level are doing so on top of multiple responsibilities and a busy schedule. Recognizing these roles are added to an already full-time job that benefits your membership can make the individuals performing them feel more valued.

3. Finding Mentors and Mentees

Overview

Recruitment is one of the most important stages of a mentorship program as it marks the beginning of your participants' experience. Messaging during this phase sets the tone—such as empowering tradeswomen or building camaraderie—for your program. Therefore, how you communicate with prospective mentors and mentees can directly impact willingness to participate and set expectations.

Action Steps

1. Create a targeted recruitment message

When beginning to recruit, consider the goals of your mentorship program. Are you trying to empower the women at your local? Build general social support mechanisms for first-year apprentices? Create more camaraderie between older and younger workers? Whatever your motivation may be, make sure your goals are clear when starting to create communications for recruiting participants.

a. *Messaging for mentors*

When reaching out to potential mentors, consider emphasizing the leadership skills they can gain through mentorship, as well as their opportunity to provide a more supportive space for mentees. Mentors may be motivated by personal skill development, the opportunity to provide support they wish they had received in their early career or “pay it forward” support they received as an apprentice that made a difference for them.

b. *Messaging for mentees*

When developing messaging to recruit mentees, it can be helpful to emphasize the benefits of having a mentor. These might include having access to one-on-one support, building their professional and social network, becoming more aware of local resources they can take advantage of, building confidence in their work, and/or feeling equipped to take on more leadership roles.

2. Create Recruitment Materials

When creating recruitment materials, keep your audience in mind and consider a variety of pathways to reach them. Most common recruitment methods include emails, texts, posters, and blurbs in union-sponsored newsletters. Whatever the method, include the following information:

- a. *What is the program? Why is this happening here and now?*
- b. *Who is it open to?*
- c. *What is the commitment?*

- d. *What do participants stand to gain?*
- e. *How can people participate on top of a full-time work schedule? How flexible is the program?*
- f. *Who should participants contact if they are interested or have questions?*

3. Craft an In-person Pitch

Word of mouth can also be a powerful recruitment method—whether informal or, for example, formally announced during a union or women’s committee meeting. Writing up a basic “pitch” allows for others besides the Mentorship Coordinator to share program information comfortably and accurately. While written materials can be more detailed, a pitch is better if it emphasizes broad points and directs interested participants where they can learn more details. Similar to the outline above for written material, in a pitch, highlight the benefits to participants, who can participate, the commitment level, how confidentiality is handled, and whom to contact for more information.

4. Hold Mentor and Mentee Info Sessions

As you generate interest for the program, determine a way for individuals to learn program details so they can decide whether to participate. We recommend setting up at least one mentor informational session and one mentee informational session for potential participants. Although these may not be necessary if your program is small or there are a small number of people interested, info sessions can deliver details to efficiently. They can be held by the Mentorship Coordinator in person, over video conferencing, or hybrid style that allows an online option for an in-person event.

While interested participants may have some information about the program before the information session, it will be important to recap basic details. If possible, develop a handout they can review during and after the session. It should include the following details:

a. Mentor Info Session

- i. Goals of the program
- ii. Benefits to mentors personally and professionally
- iii. The mentor experience
- iv. Expectations of mentors
- v. Training overview
- vi. Matching process (e.g., number of mentees to support)

b. Mentee Info Session

- i. Goals of the program
- ii. Benefits to mentees personally and professionally
- iii. Mentee experience of mentorship (including confidentiality)
- iv. Mentee expectations and program commitment
- v. Matching process (include how mentee preferences are considered)
- vi. What supports mentors may provide, and what is outside of the program scope

At the end of the info session, tell those who came that you’ll reach out to them to determine if they want to participate. Let them know to contact you with any questions.

Reflections from our mentorship study

In-Person Recruitment Efforts: Because we recruited from across the United States and Canada during the pandemic, all our recruiting efforts, including info sessions, were conducted online. In-person pitches for the mentorship program simply weren't an option—but we feel that in contexts where it is possible, announcing the mentorship program at in-person events is an excellent way to build awareness.

Timing of Recruitment: While we recruited mentors and mentees at the same time, we would recommend recruiting mentors first before recruiting mentees. This would have given us a sense of approximately how many mentors we had to best gauge the number of mentees we could recruit for the program.

Appendix I: Sample recruitment materials and program design documents can be found in Appendix I.

4. What Makes a Good Mentor

Overview

While there is no single quality that makes a successful mentor, there are certain attributes to consider during recruitment, particularly for mentors who are new or have not held other mentor-adjacent roles in the trades or other areas of life. Keeping these in mind as you help potential participants determine if they would be a good fit for the role can help you screen for candidates who will be successful. The following list is not exhaustive but intended as a guide when putting together a mentor cohort.

Mentor Qualities

1. Desire to support future tradeswomen

Look for mentor candidates who talk about their interest to either “pay it forward,” similar to support they received early in their career, or to improve the culture of support they wished they had when entering the trades. Because many mentorship positions are unpaid and require added labor on top of full-time jobs and demanding personal lives, finding mentors who can sustain a commitment to the program is critical. The desire to reduce barriers for those earlier in their career and make the trades a more welcoming and supportive space for new tradeswomen is often an excellent motivation and can be predictive of longer-term success and satisfaction in the program.

2. Strong Communication

While communication skills can be enhanced, it is ideal for mentors to enter the program with these skills and the ability to readily connect with mentees. This quality is particularly important in mentorship programs where a majority of the communication does not take place in person. A mentor’s ability to successfully build connection and support to mentees via phone, text, and/or video chat can require an extra degree of skill. When recruiting, it might be helpful to assess mentors’ communication skills in a variety of ways through an email or text exchange, informal in-person conversation/interview, and/or a video or phone call.

3. Experience in the Trades

Ensuring mentors have ample experience in the trades (ideally 4-5 years) is important to ensuring that they have a wealth of experience to draw on in their mentoring role. While not all mentors need to be journey-level, this allows mentors to draw on their personal lived experience when working with mentees. Entering the role with lived experience also helps the mentor, especially those who are taking on the role for the first time. This provides a greater sense of confidence that comes from their real-world experience and supports their success as a mentor.

4. Willingness to Learn

Successful mentors often show a willingness to learn from their mentees and the ability to broaden their own ideas of what it means to be a tradeswoman. This can include mentors shifting their own perspectives based on experiences and viewpoints shared by mentees. Generational and cultural differences in, for example, how to handle harassment and how to advocate for oneself can look very different. Mentors who are willing to accept differences and approach their mentees' viewpoints with curiosity often feel a sense of growth and satisfaction.

5. Knowing when to seek support

It's important that mentors know when a situation with a mentee is beyond the level of support they can and should provide. Especially if a mentee is dealing with any serious physical or emotional threat, mentors may need to guide the mentee to support systems within the local or community, to people who are trained to handle these high stakes situations. Particularly with issues pertaining to mental health, it is important that mentors don't feel like they need to fill the role of a trained counsellor.

Reflections from our mentorship study

Successful mentors wanted to pay it forward: With our cohort of mentors, the common denominator across fully engaged mentors was a desire to make the trades a more welcoming space for new tradeswomen. Every mentor had stories that illustrated their own journey toward "making it" in the trades as successful journeywomen. These involved strategies to overcome discrimination, harassment, and tokenism that comes with being a woman in the trades. While mentors often shared that there is a mentality in the trades of putting up with harassment or aggression on the job as a kind of rite of passage, many mentors expressed desire to break this cycle through more supportive programs for tradeswomen, like mentorship.

Gender: While we did not require all mentors to be women, only one male participated. Having each mentor share the gendered experience of the mentee creates a sense of camaraderie and common experience. However, trust is often the biggest factor in determining the success of a pairing: men can be excellent mentors for the right tradeswoman mentee. If you decide to open the mentor role to all genders, we recommend having mentees give their preference about whether they would like a tradeswoman mentor, or if they are open to working with a tradesman. This helps participants feel comfortable with their matches.

Mentees to Mentors: Mentees can also graduate into mentor roles; in our study, we had one apprentice who participated in the first round of the study as a mentee but journeyed out and became a mentor for the program in the second round. Mentorship programs can be an excellent way to give recent journey-level workers a sense of belonging, community, and purpose as they navigate the new phase of their career.

5. Matching Mentors and Mentees

Overview

No matter how you go about the mentor-mentee matching process, there are a few important principles that can set you up for success. The most important is ensuring that mentors and mentees feel comfortable and excited to engage with each other. There are multiple ways to facilitate this, including mentor biographies, social gatherings that include a kind of “speed dating” process for participants to get to know each other, and making sure both mentors and mentees know they have options. A good match sets the tone for quality interactions, which is crucial to the success of the program. Included below are different ideas to facilitate successful matches.

Strategies to Facilitate Matching

1. Mentor Biographies

Ask mentors to answer a brief set of questions about their experience in the trades, their personality, communication style, and what they hope to get out of the mentor role. Having them reflect on their approach to mentoring relationships will distinguish the different styles and experiences of those in your cohort, giving mentees an idea of what kind of mentor they would like to work with. Once compiled, you can share these attributes with your mentee cohort and have them select qualities they feel would be a good match for their interests. (For a complete mentor biography template with example questions, see Appendix I.)

2. Social Gathering

A natural way to facilitate matching is to bring your mentors and mentees together for a mixer. This could be at your local union or offsite at another location. Providing some guiding questions—either ahead of time or at the event itself—about why they are participating in the program, what they hope to get out of it, and what they want in a mentor or mentee—can help mentors and mentees determine who they may work well with. You may have mentees reach out to you after the event with a list of mentors they are interested in working with.

3. Speed Dating

Like the social gathering option above, “speed dating” is a way to provide more structure to an in-person event designed to help mentors and mentees get to know one another. In this model, questions like those proposed in the mentor biographies can be distributed to a series of tables, where a mentor or two is sitting. Various groups of mentees (2-5) rotate through these tables at different times, moving based on a specific time period. During this period, mentors can elaborate on their answers to the questions while mentees listen. Mentees can also offer their answers to the same questions. Once the timer is up, mentees can rotate to the next table, and so on, until all mentors have met all mentees. At or after the event, mentees can reach out to you with a list of mentors they are interested in working

with. This approach could also be accomplished over video conferencing software using breakout rooms.

Making Matches

Once you have a sense of who mentees are interested in working with, strive to match as many mentees as possible with mentors they are excited to work with, to enhance engagement. Once the matches are ready, you may choose to email each mentor-mentee pair, including contact information for both.

Summary of Best Practices

1. **Strive to match as many mentees as possible with top mentor picks**
2. **Be clear with mentors and mentees that you will do your best to accommodate their desires, even if you're not able to match them with their top choice**

Reflections from our mentorship study

Consider geographic spread: Because we matched mentees and mentors from across SMART locals in the U.S. and Canada, all our matching activities were conducted online. We also gave the option for mentors and mentees to be matched with someone not from their local. Considering the locations of your participants will help inform your matching process.

Prioritize mentor/mentee availability: While a mentee may be really excited about working with a particular mentor, we recommend having mentors and mentees share their weekly availability at matching events and using this information to make matches. Even if a mentor and mentee are excited to work together, if they do not have time overlaps in the week, it's unlikely they'll be able to meet regularly and build a strong connection over time.

Be flexible to make changes: Sometimes mentor/mentee matches do not work out. We recommend checking in with each mentor and mentee within the first two weeks of being matched—asking if they've met their mentor/mentee yet, how the connection is feeling, and letting them know you are available if questions or concerns arise. This can help you identify mismatches early and make changes swiftly.

Consider Group Mentorship Models: While the design of the Mentoring SMART Women study followed a one-on-one mentorship model, group-based mentorship models are worth considering, depending on the needs of your mentors and mentees. In a group model, two mentors can be matched with four to five mentees. This may provide more support to new or inexperienced mentors, who can learn alongside another mentor, building confidence. This model may also help mentors and mentees get a sense of what style of mentorship resonates with them by working with multiple people and personalities. It also creates flexibility if there is a period where one mentor has less capacity to meet with mentees; the other mentor can step in to provide more support.

III. The Mentor Training

While lived experience, interest in the mentoring program, and capacity are essential components to an individual's ability to mentor effectively, there are specific skills that are important to introduce and/or review with mentors in your training program. The support gained through engagement with other mentors through training can also provide additional confidence to those mentoring for the first time.

In this section, we will discuss suggestions for both the content of the training, instructional design considerations, and lessons learned from our training approach for the Mentoring SMART Women project.



1. The Training Program

Overview

Mentoring relationships can look vastly different in various workplaces. Even within the trades, there is a wide range of mentorship styles: while some focus on building hard skills on the jobsite, mentorship among tradeswomen may focus more on how to navigate and support each other in the challenging social dynamics of the trades. In this section, we will focus on a variety of communication and leadership skills that can give tradeswomen the confidence, skills, and support they need to navigate the jobsite. This program includes more information about these topics—See Appendix I for program design details and Appendix III for live training guides. Below, we summarize topics you may consider including in your mentorship program.

Training Module Ideas

1. Building the Relationship

Relationship building is one of the most important skills for mentors. We recommend reviewing with mentors how they will establish meeting and communication norms with their mentees. It is often helpful for mentors to think through their own capacity and what they'll realistically be able to offer their mentee in terms of meeting cadence, what medium they'll communicate through (e.g. text, phone call, in person meet-ups, etc.). They can also prepare some proactive questions to cover with their mentee—for instance, how will they communicate if life gets busy and rescheduling is needed? This section can provide a foundation for the relationship and help set up the pair for success over the mentorship period. See Appendix I for a list of common questions to help build the relationship.

2. Setting Goals

Training mentors on how to help their mentees set achievable goals can provide a foundation for discussion in mentor-mentee check-ins. While many goal-setting systems focus on achievement—potentially leading to a sense of failure or disappointment if a goal is not met—we recommend framing goal setting as the process of establishing small, actionable, and achievable daily practices that may build toward a larger goal. This creates more opportunities to feel accomplished (for example, studying three times per week for 15 minutes at a time), instead of something that may be outside the mentee's control, such as getting the top grade in a class.

3. Active Listening

Strong communication skills may be the most important skillsets to develop in a mentorship training program. Teaching mentors how to actively listen to their mentees is crucial for building a relationship built on trust and understanding. Especially in a world where our attention is pulled in multiple directions every day, learning how to pause, focus, and fully listen to another person becomes even more powerful.

4. Problem Solving

There is no single way to go about problem solving. However, giving mentors a framework to break down the process of problem solving and talk through it with their mentee can be helpful, especially if a mentee is facing an issue that a mentor themselves may not have faced before.

5. Self-Advocacy

Self-advocacy on the jobsite can demand a delicate balance and depends in many cases on the social dynamics at play in the given context; knowing who to advocate to, how to advocate, and when to advocate for maximum positive impact is not always clear. Providing mentors with a framework for teaching self-advocacy can be helpful in situations where a mentor may not have her own experience to draw upon when guiding her mentee. For mentees who may be reluctant to self-advocate, a step-by-step framework can make the process less daunting.

6. Navigating Challenges

Certain challenges can arise within mentor/mentee pairs, and understanding that these challenges are normal and often resolvable can help mentors find a successful path forward. These challenges can include lack of communication from mentees, mismatched schedules, personality mismatch, and mentees expecting a level of support from mentors that is outside the scope of the relationship. Providing mentors with an overview of this kind of issue upfront can help them know what to look for as they head into a mentoring relationship and how to set up strong communication to mitigate challenges.

Reflections from our Mentorship Study

Pandemic context: In the Mentoring SMART Women project, we delivered our mentor training in the middle of the COVID-19 pandemic. This caused us to scale back and reframe its content to accommodate vastly different training circumstances and reduced capacity among mentors. Sections we did not include in our training included history of mentorship in the trades, how to deal with harassment, and how to cope with microaggressions. These topics may be worth including in your mentorship program.

Importance of Confidence: Overall, the skills we focused on in the training were secondary to the confidence-building and peer support that our training sessions fostered among all mentors. Encouraging mentors to trust their intuition, see their own experience as an asset to their mentee, and recognize that they largely already have the tools to be an effective mentor were important elements in helping mentors feel prepared and confident to work with their mentees.

Appendix III: For or more in-depth information about the training curriculum, see Appendix III for the live training guides that supplemented the self-paced online training.

2. Designing Your Training Modality

Overview

As you are determining your training content, you'll also want to make decisions regarding the best delivery method(s). There are multiple aspects to consider, including remote versus in-person and live versus self-paced. These approaches can be combined to create a unique program that responds to the needs of your participants and makes mentorship training accessible and effective. Here, we will discuss these instructional design options in more detail.

1. Live vs. Self-Paced Training Delivery

When deciding whether training should be conducted live (either in person or online via video conferencing platforms) or self-paced (pre-recorded online modules or hard copy paper handouts or a workbook) your learning objectives for your program can help guide your choices. Below, we discuss the benefits of live and self-paced training options.

a. *Live training*

Live training provides interaction between instructors and learners, which is ideal for content that requires active participation, immediate feedback, and discussion. Learners can ask questions and receive answers on the spot, and live training fosters a sense of community and collaboration, which can enhance motivation and engagement.

b. *Self-paced training*

Self-paced offers greater flexibility, allowing learners to access and engage with the material on their own schedule. This format is particularly effective for learners who need to balance training with other commitments, such as work or family. It is also suitable for content that can be learned independently through videos, readings, and self-assessments. Self-paced training can enable learners to spend more time on challenging areas and less on familiar topics, which can be helpful in a cohort with a range of skill levels. For self-paced training to be successful, materials need to be relevant to tradeswomen and reflect the cultural norms of the work. Ensuring there is support to address learners' questions (via the Mentorship Coordinator or Senior Mentor) is important. If self-paced training is a good option for your program, we recommend combining it with in-person training options to add depth and discussion to the learning experience.

2. Training Modalities

Live and self-paced training delivery models described in the paragraphs above can be applied to the three training modalities discussed below.

a. *In-Person*

If the only consideration is the quality of the learning experience, in-person training may allow for deeper engagement, discussion, and learning. It allows the facilitator to pick up on small cues from participants and better adapt to their needs in the moment. In-person training can also facilitate relationship building, allowing for more in-depth conversations. If your participants are within a relatively small geographic area, in-person training may be a good option for building rapport among your mentor cohort, particularly if sessions can be held a convenient time and location for most participants. In-person training can also be a way to stimulate engagement and participation for other programming at your local. For example, if you have women's committee meetings at a regular time each month, scheduling a training session directly before or after is one way to build on existing tradeswomen-supportive activity.

b. Mixed (hybrid)

Mixed or hybrid training combines the accessibility benefits of online training with the increased potential for rich conversation and rapport-building that comes with in-person training. If you have a mentor cohort with greater geographic spread or members who are not able to attend local events in person all the time, this may be a good option. Mixed training models could include some in-person sessions (for example, the first and last mentor training sessions) but prioritize video conferencing for the second or third sessions.

c. All Remote

At locals covering wide geographic regions or with many mentors, all-remote training may be the most realistic for engaging the most mentors possible. This may be holding all training sessions as video conferencing at a mutually agreeable time for the most participants. If it is too challenging to hold just one training session, you may consider two times for each session to accommodate as many mentor schedules as possible, if your coordinator has the capacity.

Reflections from our mentorship study

In the Mentoring SMART Women project, we wanted take into consideration that mentors had many competing demands for their time. The COVID-19 pandemic necessitated an all-online training delivery. Because we worked with mentors from across the US and Canada, the remote program allowed for more flexibility and higher attendance. The aim was that mentors, especially those new to mentoring, could study content through our online module-based training at their own pace. Since mentors came into this program with a range of mentoring expertise, it was valuable to have a learning resource mentors could return to throughout the study period. While we encouraged all mentors to review the self-paced online materials, approximately half of mentors completed the full self-paced training. We would employ a similar design in the future, as the self-study portion of the training provided a subset of mentors the ability to build confidence and understanding about the training topics before we came together as a group to practice skills.

We used a “flipped” classroom approach, asking mentors to complete self-paced modules before attending live online sessions where we practiced skills covered. We conducted three live trainings for mentors, enabling them to meet one another and the trainer, ask questions, and apply what they were learning through paired activities. The Coordinator, Senior Mentor, and trainer attended and supported all the live sessions. Given busy schedules, not all mentors were able to attend every live sessions. However, many of the mentors reported that they found value not only being able to ask questions and apply the content through role play and other activities, but they also appreciated the time to build relationships with each other and receive peer-to-peer support. We limited meetings to 1.5-hour sessions, knowing it is harder to stay engaged online, especially at the end of a long workday. While the live sessions met the overall aims, we were aware that in-person programming may have enhanced the quality and depth of the discussion. Particularly when discussing sensitive topics like harassment or aggression, creating a safe space may have been more easily facilitated in person.

3. Lessons and Recommendations

Overview:

In this section, we will discuss what we learned from conducting the mentor training for the Mentoring SMART Women program. Our hope is that what we learned can guide the decision-making process for creating or enhancing your mentorship program, tailored to your membership's needs. As noted above, the development and delivery depended in great part on what was feasible given pandemic restrictions. Some of the reflections offered here integrate lessons learned that are specific to an all-remote setting.

Lessons from the Self-Paced Training

1. *Mentor training content can benefit mentees, too*

In our curriculum, the main modules in the training were broken up into four distinct sections: an introduction, a “mentor toolbox” that included mentor-specific skills, a “mentee toolbox” that included mentee-specific skills, and a concluding section synthesizing all skills covered. The introduction provided a foundation for the mentoring program, the study, and why mentorship is worthwhile to pursue. The mentor toolbox included skills such as relationship building techniques, strategies for active listening, and approaches to goal setting. The mentee toolbox, topics for mentees to practice, included problem-solving and self-advocacy approaches. The concluding section included how to navigate challenges and how to use a combination of mentorship skills.

The choice to label skills as “mentor specific” or “mentee specific” was made with the thought that certain skills would be more useful for mentors to learn for themselves as they prepared to work with their mentees, versus skills mentors would directly teach their mentees to build mentees’ confidence and ability to demonstrate skills. With hindsight, we realized that all these skills can be beneficial for mentors and mentees both to learn. **Instead of bracketing skills for mentors and mentees, we recommend pointing out how they can be applied by both groups.** For instance, mentees can benefit from learning active listening and relationship building techniques, even though it was originally part of the mentor training.

2. *Review and teach some of the online, self-paced content in person*

Under different circumstances, teaching some of the skills covered in the self-paced training in person may have enhanced learning and facilitated deeper discussion. For instance, practicing active listening in person (because certain elements of active listening require physical presence, like body language) could have created a richer training experience.

Lessons from the Live Training Sessions

1. *Include mentees in one (or more) training sessions*

The design of the Mentoring SMART Women study specifically targeted mentors for training, with the goal of them delivering skills learned in the training to their mentees. **We**

recommend having mentees take part in some portion of the live training with their mentors, so that not all the responsibility of imparting skills from these sessions rests on the mentors. Given that mentee engagement in the study waned as the year proceeded, engaging mentees more directly in the training process may have sustained participation throughout the program. While we would focus on training mentors separately for most live sessions, joint mentor and mentee sessions could focus on problem solving and self-advocacy where mentees can practice these skills live with support from the facilitator.

2. Keep participants consistent for each session

For each of the three live training sessions, we held three training time slots. Given that we were working across time zones in the U.S. and Canada, offering multiple time options felt necessary to maximize participation. This ensured that almost all mentors could attend at least one of the three session times. However, mentors did not always attend the same sessions each round, resulting in slightly different combinations of mentors at each meeting. This made it more difficult for each group to build rapport over the course of the training. With hindsight, we may have asked participants to commit to one consistent timeslot for all three sessions. At the local level, we would recommend holding one time for each live training session to encourage more rapport-building over the training period.

3. Have your Senior Mentor present

In each live training session, our Senior Mentor was a former tradeswoman and mentor herself. She attended each session, providing stories from her own experience to complement the skills being discussed in that day's session. **Her willingness to share her experience—and provide feedback to other mentors as they navigated challenges with their mentees—was reported by participating mentors to be a particularly valuable element of the training.** If possible, we recommend having a Senior Mentor at your local (a retired member, for instance) present at training sessions to provide this insight.

IV. Addressing Challenges

In this section, we discuss issues that may arise in mentoring pairs, including lack of communication, mismatched personalities, and concerns outside the scope of a mentor's role. We provide suggestions for how to anticipate and mitigate these issues and how to navigate them when they do arise.



1. Challenges in Mentorship

Overview

Mentoring relationships rarely evolve exactly as the mentee and mentor intend. Despite best efforts to meet regularly, communicate with a certain frequency, and work toward the intended goals, most mentoring relationships find that the demands of each person's life will require shifting to accommodate unforeseen challenges. We recommend encouraging mentors and mentees to expect and prepare for problems. Below, we outline a few of these challenges and propose strategies for mitigating them.

Challenges

1. Lack of Communication

Communication challenges were the most frequently cited issues among participants in the Mentoring SMART Women project. The busy schedules of tradeswomen--both mentees and mentors—complicates attempts to meet and discuss important topics.

To reduce or prevent this kind of problem, we recommend providing a communication contract for each mentor/mentee pair to fill out upon being matched. It should outline intentions for communication, giving each pair the chance to set the norms in their relationship. The contract might address question such as: *Through what channels will we communicate? With what frequency?* This document also provides guidance for when things do not go according to plan: *If we don't meet, how will we communicate about that ahead of time? What will we do to get in touch once we are able to meet again?*

2. Mismatched Personalities

Sometimes mentor-mentee pairings simply don't work out. While a mentor does not necessarily need to be a "friend" to their mentee, a certain amount of synergy in personalities can help pairs feel comfortable and engaged. Whether an individual mentee, mentor, or the pair is not happy with the match, they should know that they can come to the Mentorship Coordinator or the Senior Mentor in confidence to seek support for a rematch. Depending on the situation, pairs can be reshuffled so each mentee has a mentor who can fully engage with them, and vice versa.

3. Bigger Problems

Sometimes, mentees are dealing with challenges that require support outside of the scope of mentorship. Particularly if a mentee is coping with mental health challenges or anything that puts them at risk at home or at work, a mentor cannot adequately provide support. In these cases, it's important that both mentors and mentees know that they can come to the Mentorship Coordinator or the Senior Mentor about how to make sure anyone in need gets

help, whether through their local or community-based resources. Mentors should not feel pressured to try to handle a situation they are not trained to address.

4. Lack of capacity: how and when to step back

In general, tradeswomen have many competing demands on their time, so it's natural that some mentors or mentees will need to step away from the program to prioritize taking care of themselves. If this happens, it's important to support mentors and mentees fully in their decision. If a participant chooses to leave, work with the remaining member from the pair to find them someone they would feel good working with for the remainder of the program. Offering to connect the departing participant with resources can also be valuable.

V. Program Sustainability

In this section, we will discuss elements of sustaining your mentorship program long-term, including how to think about incentives and recognition for mentors, strategies to support mentors and mentees over the course of the mentorship, and approaches to evaluating your program.



1. Incentives and Recognition

Overview

Participating in a mentorship program often comes in addition to full-time work responsibilities. Those who step into mentorship roles typically do so out of a desire to help other workers and improve experiences for new workers. Given that mentorship is often less formal and conducted as an extra, volunteer role, it's rare that mentors receive formal compensation or recognition for, despite the time and labor that the role requires. **When possible, meaningful forms of recognition can go a long way in honoring mentors' extra labor.** In this section, we will discuss strategies for recognition and compensation to mentors.

Strategies to provide recognition

1. Local certification

To provide mentors with an incentive for taking the time to participate in mentorship training and work with mentees, one idea for recognition is providing local-level leadership certification for their mentorship training. It can be included on a resume or job application and give mentors a way to showcase their training in social support, leadership, and community-building.

2. Payment

If it is a possible, an additional strategy to recognize mentors is to pay them a stipend at the conclusion of the mentor training period. Given that mentorship has historically asked underrepresented workers to perform more labor without additional pay, some financial compensation can help mentors feel valued and seen for their work with mentees.

Reflections from our mentorship study

In the Mentoring SMART Women project, mentors routinely discussed wanting to perform the mentorship role out of a desire to support new tradeswomen facing a challenging work environment. Many mentioned wanting to make their mentees' experience as apprentices better than their own. It was clear that mentors were not signing up for the program for any kind of personal gain, but rather to give back to their community of tradeswomen.

Regarding pay, there is no hard and fast rule for an amount to offer, if there are funds to support a stipend. In our study, we offered mentors a \$200 stipend for completing the mentor training and participating for two years of the program. Mentors and mentees received \$20 gift cards for completing each survey related to the program.

The tradeswomen who participated in our study were exceptionally busy; the time they took to check in with their mentees was often sandwiched between commuting from home to the jobsite, picking up children from daycare, or taking care of other family members. In addition to the stipend, we also wished for an additional way to recognize mentors' efforts, such as a leadership certification from the International or an additional certification from their local union. If possible, we recommend providing mentors both with compensation for their hours of work and some form of recognition for their leadership.

2. Supporting Mentors and Mentees

Overview

Ongoing support for mentors and mentees is important to maintaining program momentum, including identifying any barriers to participation that may inevitably arise. Supportive check-ins can be conducted by the Mentorship Coordinator, Senior Mentor, or both. We recommend checking in regularly with both mentors and mentees to see how they are doing in the program and for feedback on their experience. Below, we outline check-in schedules for both mentors and mentees.

1. Checking in with mentors

After conducting the mentorship training and matching your mentors and mentees, set a regular check-in interval with mentors (to be conducted by the Mentorship Coordinator) throughout the program. Depending on the capacity of your local and the length of the mentorship, these check-ins could be monthly, bi-monthly, or quarterly. The goal is to make mentors feel supported, identify if they are on track with their mentee, and to troubleshoot any challenges.

a. *The first check-in:*

The first check-in is a time to ask mentors generally about how they are settling into their mentorship role and how the match with their mentee is feeling so far. This should take place within one month of matching mentors and mentees. Asking about the mentorship training, possibly by using the questions below, will also help you get a sense of how mentors perceive the utility of the training as they enter their role.

1. *Do you feel that the mentorship training prepared you for your role as mentor?*
 - a. *If yes: What was most helpful?*
 - b. *If not: what more was needed?*
2. *Have you met with your mentee? If not, how are things progressing? (If yes, go to questions 3 and 4. If no, skip to question 5.)*
3. *How are things going so far?*
4. *How often do you meet with your mentee?*
5. *Is there anything you need at this point to feel supported as a mentor?*

b. *Subsequent check-ins*

In later check-ins, you can follow a similar model, with some modifications. While the first check-in poses more qualitative questions and seeks to make sure that mentors and mentees are meeting and getting off to a good start, later check-ins focus on specific questions about the quality and quantity of interactions.

1. *Now that you have settled into your role as a mentor, is there anything you would change about the mentorship training?*

2. *How often do you meet with your mentee?*
3. *What mode of communication do you use most frequently to connect with your mentee?*
4. *How would you describe the quality of your interactions with your mentee?*
5. *What can we do to better support you right now?*

2. Checking in with mentees

Ensuring mentors and mentees feel supported and connected to the program may help enhance their participation. Regular check-ins may also help you identify any issues in mentoring pairs early on so they can be more easily remedied. While these check-ins may not need to happen as often as check-ins with mentors, we would recommend conducting them at least twice throughout the mentorship period, once shortly after matching and once at the mid-program mark.

c. The first check-in

As with the first check-in with mentors, this is designed to ensure that communication with mentors is going smoothly, and any major communication issues can be addressed early.

1. *Have you met with your mentor? If no, do you need help reaching them?*
2. *How are things going so far?*
3. *Is there anything specific you want out of mentorship?*
4. *Do you have any questions about your role as a mentee, or your mentor's role?*
5. *Is there anything we can do to make you feel more supported right now?*

d. Subsequent check-ins

Here, the focus is to see how the mentoring relationship is going for the mentee and identify areas that could improve their experience in the program. It is also an opportunity to remind mentees what they can expect from their mentors (listening, problem solving support, goal setting support) and what they cannot (constant communication, someone to “fix” a problem, someone to provide extensive mental health support).

1. *How are things going with your mentor since our last check in?*
2. *Is there anything specific you're still hoping to get out of your mentorship experience?*
3. *What can we do to make you feel more supported as a mentee?*

Reflections from our Mentorship Study

In the Mentoring SMART Women study, we conducted three quarterly check-ins with mentors over each yearlong period of the program. These were designed to evaluate mentor and mentee engagement, troubleshoot any issues that arose, and to assess the utility of the mentorship training as mentors settled into their role.

We did not conduct any formal check-ins with mentees throughout the mentorship period, aside from a midyear survey. If we were to conduct the program again, we would conduct more frequent surveys or occasional phone check-ins with them. We found that throughout the year, engagement from mentees waned, in part due to individual circumstances. This impacted the overall momentum of the program throughout the year. However, as mentioned above, we feel that if we had more directly engaged mentees throughout the year, we may have encouraged more engagement throughout the study period.

3. Evaluation: Why do it?

Overview

Evaluation helps you understand your mentorship program's impact, value, and how it can be improved to better serve the local, participants, or both. It also supports the sustainability of your program. Specifically, evaluation can give you concrete, **meaningful data about your program, which can be helpful when communicating with individuals or groups who are not familiar with mentorship or its benefits and can support a case for expanding the program at your local or beyond.** While formal evaluation is not critical to administering a successful program, it helps you learn about the ways your program is succeeding and how it can improve. This section will give you an understanding of different evaluation tools that can support communicating the impact of your program. You may choose to use one or a combination of the tools described below. **Examples of all surveys described below can be found in Appendix II.**

Evaluation Tools

1. Entry and Exit Surveys

Entry and exit surveys are distributed at the beginning and end of participation in the program, with the goal of capturing data that measures change over the course of a person's time in the program. This could include measuring things like how the participant's view of health and safety on the job has changed, whether they are more or less likely to leave the trades, changes in mental health, injury risk, or changes in confidence to perform skills such as self-advocacy and problem solving. When deciding what to measure, think about how the questions you want to know the answer to. (*i.e., does participation in the program mean mentees are more likely to stay in the trades? Do mentors gain more confidence or leadership skills from working with mentees?*) Getting clear on the information you want to learn helps you identify what questions to ask. Depending on the goals of your program, you may choose to distribute entry and exit surveys to mentors, mentees, or both. These may look different depending on what you are interested in learning from each group.

2. Mentorship Training Survey

The goal of the mentorship training survey is to assess the value and utility of the training experience itself, separate from experiences with your mentor or mentee after being matched. This can apply to anyone who participates in some degree of direct training to prepare them for working with a mentor or mentee. Here, you might ask questions about how useful the different parts of the training were to participants, which they think they'll use most in their mentor/mentee role, and what they would change about the training experience. This survey can ask questions about the specific skills taught in the training, asking mentors or mentees to rate how much they learned about each skill.

3. Mentor/Mentee Check-ins

Regular check-ins provide the chance to meet with participants and see how the program is going for them. These check-ins could be held quarterly or more frequently if requested. These may involve a survey or a brief interview where the Mentorship Coordinator or Data Collector asks each participant specific questions about their experience, including how often the participant meets with their mentee/mentor, through what channels, if there are any issues that need to be addressed, and how the program can better support them. This gives you the chance to course-correct more swiftly if challenges among participants arise, as well as the opportunity to gather data on the mode and frequency of communication among pairs, which can help guide future cohorts.

4. Qualitative Interviews

Qualitative interviews with participants can help you answer the “how” and “why” of trends revealed in your baseline and endline surveys, adding context and subtlety to the participants’ experience. If you are seeking to better understand how and why your mentorship program worked (or in what ways it didn’t work), we recommend conducting these interviews shortly after participants conclude their participation, so the experience is fresh in their minds. The interviews can also be a chance to discover what other supports are needed among participants at your local, and how these may connect with mentorship.

Reflections from our mentorship study

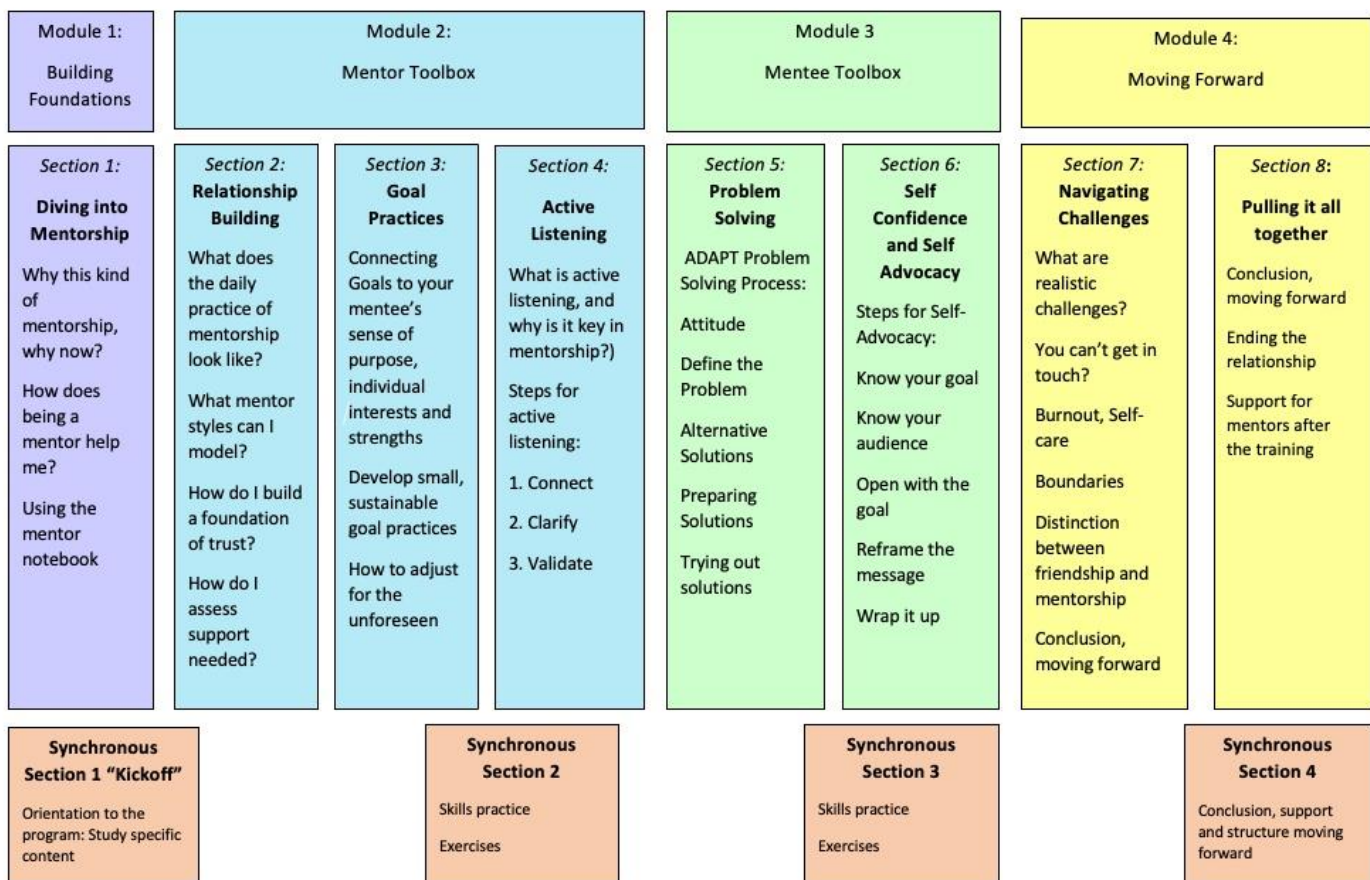
Because the Mentoring SMART Women project was a research study, evaluation was integral to its design and execution. In local-level settings, particularly if resources are limited, some of the evaluation tools outlined above may not be as important to integrate into your program.

Consider how you will use the results of your evaluation, and let your practical needs guide your decision-making. If you want to understand how and why mentorship works, qualitative interviews may be a good idea. To track participation and engagement throughout the program period, quarterly check-ins would be most useful. To provide overall data on change in confidence, social support, or perceptions of health and safety, baseline and endline surveys can support you in answering those questions with data. You can pick and choose which evaluation tools best serve your program’s needs and be of value to your local leadership. Our mentor training evaluation survey can be found in Appendix II.

Appendix I: Resources for Program Planning and Support

Schematic showing self-paced and live training components:

SMART Mentorship Curriculum Framework



Step by step Mentoring SMART Women program goals:

Mentoring SMART Women: Program Goals

The aim of this study is to impart leadership and communication skills on mentees through the social support of experienced, journey-level mentors like you. Our goal is for mentees to feel more empowered on the job, and in the long term, make the trades a more inclusive space for women. Below is a visual diagram that represents how we envision this process, from mentor to mentee.



Fact Sheet for Mentors

How long does the program last?

This program lasts for _____. We are asking you to participate for _____.

What is my role?

Your primary role will be participating in our mentorship training program and mentoring ____ women apprentices at a time. This training will involve live and self-paced online training components. After being trained, you will be matched with your apprentice-level mentee(s), whom you will work with for _____. The online training will give you the tools to support your mentees through periodic check-ins. Mentorship Coordinator and other support staff will also be available to support you in any way throughout your mentorship experience.

What if I join, but decide I want to drop out later?

Participation in this program is voluntary. You can stop your participation as a mentor in this program at any time.

What are the risks of participating?

The primary risk involved in participating is the financial cost to you. You may feel that meeting with mentees takes a lot of time, which can feel burdensome. You may feel uncomfortable being asked to interact with mentees you don't know very well. Know that you may reduce the number of mentees you have at any time.

What are the benefits of participating?

You receive the direct benefit of our mentorship training program, designed to give you a range of skills to support apprentices entering the trade. Indirect benefits of participating include contributing to the effort to improve retention of women in the sheet metal trade, improving gender equity in the field, learning alongside other mentors, and increasing the quality of life for women entering the trades.

What kinds of things will I be asked to do as a mentor?

If you choose to participate, we will ask to maintain contact with you for up to _____. You will be asked to complete an 8-10-hour mentorship training course, as well as a short questionnaire (approximately 15 minutes) every three months, as well as a phone check-in with program leadership. You will be matched with no more than ____ mentees at a time and will be encouraged to meet regularly with your mentee (once a week, or once every two weeks) throughout the year.

What if I don't want to answer certain questions on questionnaires?

All questions are optional and you may refuse to answer specific questions.

What will happen with the information I provide?

All information you provide will be kept confidential. Your information will be used to assess the impact and efficacy of mentorship to support apprentice women in the trades. Information from this study will be *[outline how any information from the program will be shared with the local or beyond.]*

Who are the program leaders?

The Mentorship Coordinator who runs the program is [insert role at local.]. Other support staff include _____.

Why are you interested in following me?

The information you provide will help the Research Team understand how mentorship impacts the retention, work stress and injury, and job satisfaction of tradeswomen entering the field. Following you in your mentorship role will allow us to measure the impact of the mentorship training program.

Am I eligible to be a mentor?

To participate as a mentor, you must be a journey-level member of a SMART local and have an interest in supporting women apprentices.

Ok, I want to join. Now what?

Please contact your Mentorship Coordinator at _____.

Do I get paid to do any of this?

You will receive _____ for completing the mentorship training program. Funds will be available to mentors to support the time and effort involved in mentorship duties on an as-needed basis.

Fact Sheet for Mentees

What is the program time commitment?

This program runs for _____. We are asking you to participate for up to _____ as a mentee.

Is this program open to all tradeswomen apprentices?

This program is open to all tradeswomen apprentices who have at least one year of apprenticeship remaining *[or insert other eligibility criteria here.]*

What do I have to do as a mentee?

Your primary role will be participating in our mentorship program as an apprentice mentee, meeting every _____ with your mentor. You will be asked to complete _____ questionnaires/check-ins over the course of your participation. Your communications with you mentor, as well as the questionnaires, will focus on health and safety risks you encounter at work, your feelings of stress, and strategies you may use to address workplace challenges. Questionnaires will also ask you about _____ *[insert topics asked in questionnaires if applicable.]*

If I join, can I still drop out?

Participation in this program is voluntary. You may stop your participation as a mentee at any time.

What are the risks of participating?

You may feel uncomfortable being asked to interact with a mentor you don't know very well, and being asked to share your thoughts in check-ins. Your standing in the union and benefits you receive from the union are not dependent on your participation in this program.

What are the benefits of participating?

The direct benefit of participating is your access to a mentor who can help you navigate the challenges of being a woman in construction. This program seeks to help make participation in the trades more accessible, safe, and fulfilling for all workers regardless of gender.

What if I don't want to answer certain questions?

All questions on the questionnaire or otherwise posed by the research team are optional, and you may feel free not to answer questions you are uncomfortable with.

What kinds of things will I be asked to do?

You will be asked to meet and communicate approximately once a week with your mentor, and fill out _____ questionnaires about you work experience over the course of your one-year participation.

Who are the program leaders?

The Mentorship Coordinator who runs the program is *[insert role at local.]*. Other support staff include _____.

What will happen with the information I provide?

All information you provide will be kept confidential. Your information will be used to assess the impact and efficacy of mentorship to support apprentice women in the trades. Information from this program will be *[outline how any information from the program will be shared with the local or beyond.]*

Do I get paid to do any of this?

There will be funds available to support your efforts on an as-needed basis. You will receive _____ for each questionnaire you complete as a thank you for your participation.

Who can I contact with more questions, or to sign up for the program?

You are welcome to reach out to the mentorship coordinator at _____.

Questions to guide first three mentor/mentee meetings:

First Meeting: Getting to Know Each Other

Once you and your mentee are matched, you will want to set up your first meeting with an objective to get to know one another. The questions below can guide your conversations and are designed for both you and your mentee to answer. You do not need to ask them all, and you can ask them in any order as makes sense to the flow of your conversation.

Getting to Know You Questions

1. How would you describe yourself? How would your workmates describe you? How about a family member?
2. What do you like to do in your free time?
3. What would you like me to know about you?

Professional Questions

1. Why did you decide to go into the trades?
2. What do you like most about your job?
3. What work-related skill would you like to improve on?
4. Where do you see yourself in 5 years professionally?

Mentorship Questions

1. Why did you join this mentor-mentee program?
2. Have you ever been a mentor-mentee before?
3. **(mentee only)** What questions do you have? What are you wondering about regarding the program/your roles?
4. **(mentee only)** What are you looking forward to? What might you have concerns about?

Second and Third Meetings: Establishing Expectations

Your second and third meetings are a great time to set the tone and establish expectations for your communication with each other. This document is designed to guide you through establishing communication norms. You can also use this as a reference point to review and modify as your relationship and schedule evolve over time. Below are some questions for you to review with your mentee. To note: if you have more than one mentee, you may find your answers may differ for different partnerships based on each person's unique schedule.

1. What are our shared communication goals?

Mentors: how will you show your support?

Mentees: What kind of support do you want from your mentor?

Both of you: What is most important to us in this relationship?

2. When will we touch base?

At the beginning of your relationship, we ask that you touch base at least once a week. Find a check-in time that works for both of you.

Day of the week: _____ at _____ (time of day).

Back up time:

Day of the week: _____ at _____ (time of day).

3. What are our preferred modes of communication? (If more than one, list them in order of preference.)

Over the phone, in person, text, email...rank your top three.

4. How do we each prepare for the check-ins to be successful?

Mentees: this might look like reflecting on your week before you check in, writing down your thoughts or and either writing down or making a mental note.

Mentors: this could look like striving to find a check-in time when you will be most able to listen openly and give your mentee your attention.

5. If a time conflict or unforeseen situation arises and one of us is unable to make the scheduled check-in time, how do we want to communicate with each other?

If a conflict arises, giving one another some notice is important—both of you may want to agree upon a general amount of time you feel is appropriate by which to give each other notice, if possible.

Mentor Biography Template

Please answer the questions below to help us match you to your mentee(s). Your answers can be brief—1-2 sentences per question, or longer as desired.

1. Tell us a little about yourself: how long you've been in the trades, and what you enjoy most about your job, how you came to be here.
2. What particular skills, interests, or experiences do you have that may be helpful to a mentee?
3. Describe your communication style. *For example: Are you direct? More passive? Brief and to-the-point, or more elaborative?*
4. What is your preferred mode of communication? *(i.e., phone call, video call, text, or in-person meet up.)*
5. What days/hours during the week are you generally available for checking in with your mentee(s)?
6. Why do you want to be a mentor?
7. Is there anything else you would want your future mentee to know about you?

Program Introduction Email Template

Hello Local ____ Sisters!

I am reaching out because you are eligible to participate in Local ____'s mentorship program for tradeswomen! We would love to have you on board!

This program is based here at local ____, and the goal of this work is to better understand how mentorship can provide support to tradeswomen apprentices. My name is ____, and I am the coordinator for this mentorship program. I am your point person for all program logistics, questions, and support. We look forward to having you on board as we strive to promote a mentorship program that empowers tradeswomen. A few details about the program:

In this mentorship program, we are hoping to give apprentice women more tools to navigate the social dynamics of the trades, and in the long run, improve retention rates for women in the _____ trade more widely. Mentees will work with journey-level mentors who will provide social support and help to navigate the workplace with the goal of improving wellbeing, health, and safety on the job. At this time, we are looking for mentors and mentees to participate.

As a mentee, your role will consist of two major parts:

1. *Meet regularly (once a week) with a journey-level mentor for _____*
2. *Complete _____ questionnaires/check-ins throughout the mentorship period. You will receive a \$20 gift card for each survey you take*

As a mentor, your role will consist of two major parts:

1. *Meet regularly (once a week) with your mentee for _____*
2. *Participate in a live and online mentorship training that covers skills related to active listening, goal setting, problem solving and self advocacy to teach your mentee(s)*
3. *Complete _____ questionnaires/check-ins throughout the mentorship period. You will receive a \$20 gift card for each survey you take*

I have attached a fact sheet that answers more questions about the program. We will be holding an information session on _____ for you to learn more about the program in person. Please feel free to reach out to me with any questions here in the meantime. I am happy to discuss any details of the program with you! Our goal is to make this program as flexible and sustainable as possible, as we know tradeswomen are already balancing demanding schedules. We are happy to work with you on an individual basis to make this program work for your needs.

If you are interested in participating, please let me know by responding to this email by _____, or as soon as possible.

We are excited to work with you!

In Solidarity,

Incoming Match Email Template

Hi Mentors!

I am writing to let you all know that I will be sending out your mentee matches today via email. I will send you and your mentee a group email and include you and your mentee's phone number so you can more easily reach each other once you are matched.

I have attached a digital copy of the "first 3 meetings" sheets in your handbook as a guide to building the relationship with your mentee. These sheets have some questions you can use to guide your meeting time as you begin to get to know your mentee-- from conversation topics to intentions for your communication.

Once you get your match email, I encourage you to reach out to your mentee via email, phone, or text to introduce yourself and set up a time to meet within the next couple of weeks. Your mentee may also reach out to you to initiate a meeting.

Heading into this year of mentorship, ideally, **we would love for you to meet with your mentee approximately once a week for 15-20 minutes.** We understand that sometimes the week gets hectic, and this isn't always possible, so definitely do what works best for you and your mentee. Our hope is that you will be able to stay in regular touch throughout the next year, even if there isn't always a "problem" that your mentee needs support with—mentorship can also be an opportunity to help your mentee set goals and to build meaningful relationships with other women working in the sheet metal trade.

If you have difficulty reaching your mentee over the next week, please do not hesitate to let me know and I can assist in connecting you. If you feel like you need a refresher on any elements of the training, please let me know and we can always set up a refresher training session, too!

have any other questions or need any kind of support as you begin building your relationship, don't hesitate to reach out to me via text, email, or phone call.

Hope you all are having a wonderful start to your week!

In Solidarity,

Mentor/mentee match email template

Hi _____ and _____!

I am reaching out to introduce you as a mentor and mentee match! [mentee's name], [mentor's name] is a journey level worker here at _____ who has been here for _____. [Mentor's name], [Mentee's name] is an apprentice member at Local ____ as well in her ____ year.

This email kicks off the beginning of your relationship as mentor and mentee for the next [state time frame]. Please do reach out to one another here via email to set up a time to meet via phone, video chat, or in person if it's feasible and you would prefer that. Here are each of your phone numbers in case it's easier to get in touch this way:

_____ 's Phone: (---) 000-0000

_____ 's phone: (---) 000-0000

Our hope is that you will check in with each other regularly (about once a week for 15-20 minutes) to discuss any goals you have, [mentee's name], and address any challenges you may be encountering, but also just to get to know one another and create an additional avenue for support and solidarity. You both really get to set the terms for your relationship, and I'm available to support you however I can along the way!

Please let me know if you have any questions or need any assistance in reaching each other. We're so excited to have you both participating in the mentorship program and appreciate all you are doing to bring it to life!

In Solidarity,

Appendix II: Evaluation Tools

Survey Outlines

Note: We have included all questions that we asked in our surveys for the Mentoring SMART Women study. Many of these questions were driven by the needs of this program as a research study and were adapted from validated scales that are used to formally measure mental health outcomes. We recommend using selected sections or specific questions from these surveys based on the needs and interests of your program, and adapting questions as you see fit.

For groups of questions with the same multiple-choice answers, the answer scale is included at the top of the group of questions. For questions with unique multiple-choice answers, these are included in parenthesis following the question.

Entry and Exit Survey

*Question is only asked on entry and exit survey for mentors.

Previous experience with mentorship:

1. As an adult, have you had experience with mentoring relationships (either as a mentor or as a mentee?) This can be either a formal or informal relationship.
(yes, no, not sure)
2. If yes, have you been a mentor, mentee, or both?
(mentor, mentee, both)
3. *We understand that there are many reasons why someone might become a mentor. Please select the primary motivator for you to join this program:
 - a. want to encourage more women to stay in the trades, and/or increase diversity
 - b. enjoy teaching and sharing my experiences with others and/or I've had a mentor and want to give back
 - c. want apprentices to have a better experience than I had myself
 - d. want to reenergize my passion for my career and/or develop new skills
 - e. my local/employer offered a reward/encouragement to participate
 - f. other
4. Have you ever had formal training in mentorship skills before?
(yes, no)
5. If yes, have you had training in any of the following skills?
 - a. Active listening
 - b. Goal setting
 - c. Relationship building
 - d. Problem solving

- e. Self-advocacy
- f. None

General health

Answer scale: poor, fair, good, very good

1. In general, how would you rate your overall health?
2. In general, how would you rate your overall mental health?
3. During the past month, how would you rate your sleep quality overall?
4. Have you sought professional help for your mental health in the past 12 months?
(yes/no)
5. How many days in the past 6 months have you gone to work even though you were feeling sick? (none, 1, 2-5, 6-10, more than 10)
6. In a typical week, how many days do you get at least 30 minutes of physical activity, outside of work activities?
(no days, 1-2 days, 3-4 days, 5 or more days)

Answer scale: never, rarely, sometimes, often, very often

Over the last month, how often:

7. Were you too tired to carry out your daily activities?
8. Did you have problems getting to sleep (it took you an hour or longer before you could fall asleep)?
9. Did you have problems staying asleep (when you woke up in the night it would take you an hour or more to get back to sleep)?
10. Did you have problems waking too early (you woke up at least one hour earlier than you wanted to)?
11. Did you feel sleepy during the day?

Mental Health

Answer scale: not at all, several days, more than half the days, nearly everyday

Over the last two weeks, how often have you been bothered by the following problems?

1. Little interest or pleasure in doing things
2. Feeling down, depressed or hopeless
3. Trouble falling asleep, staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself- or that you are a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed? Or so fidgety or restless that you have been moving a lot more than usual?
9. Feeling nervous, anxious or on edge
10. Not being able to stop or control worrying
11. Worrying too much about different things
12. Trouble relaxing

13. Being so restless that it is hard to sit still
14. Becoming easily annoyed or irritable
15. Feeling afraid as if something awful might happen

Answer scale: never, almost never, sometimes, fairly often, very often

In the last month, how often have you:

1. Been upset because of something that happened unexpectedly?
2. Felt that you were unable to control the important things in your life?
3. Felt nervous and stressed?
4. Felt confident about your ability to handle your personal problems?
5. Felt that things were going your way?
6. Found that you could not cope with all the things you had to do?
7. Been able to control irritations in your life?
8. Felt that you were on top of things?
9. Been angered because of things that happened that were outside your control?
10. Felt difficulties were piling up so high that you could not overcome them?

Stress

1. How hard is it to take time off during your work to take care of personal or family matters?
(not at all hard, not too hard, somewhat hard, very hard)
2. How often do the demands of your job interfere with your family life or personal life?
(often, rarely, sometimes, never)
3. How often do the demands of your family interfere with your work on the job?
(often, rarely, sometimes, never)
4. Do you have dependents (children or other relatives) that you take care of on a regular basis?
(yes, no)
5. How many dependents do you have?

Sources of Support

Answer scale: never, rarely, sometimes, often, always

Outside of work, how often do your family and/or friends:

1. Look out for your overall wellbeing?
2. Be relied upon to help you when a difficult situation arises?

At your current or most recent jobsite, how often does your immediate supervisor:

1. Look out for your safety at work?
2. Be relied upon to help you when a difficult situation arises at work?

At your current or most recent jobsite, how often do your male coworkers:

1. Look out for your safety at work?

2. Be relied upon to help you when a difficult situation arises at work?

At your current or most recent jobsite, how often do your female coworkers:

1. Look out for your safety at work?
2. Be relied upon to help you when a difficult situation arises at work?

Job Demands and Job Control

Answer scale: strongly disagree, disagree, agree, strongly agree

Please rate how much you agree with the following statements:

1. My job requires that I learn new things.
2. My job involves a lot of repetitive work.
3. My job requires me to be creative.
4. My job allows me to make a lot of decisions on my own.
5. My job requires a high level of skill.
6. I get to do a variety of different things at my job.
7. I have an opportunity to develop my own special abilities.
8. My job requires working very hard.
9. My job requires working very fast.
10. I am not asked to do an excessive amount of work.
11. I have enough time to get the job done.
12. In my job, I have very little freedom to decide how I will do my work.
13. I have a lot of say about what happens on my job.

Answer scale: never or almost never, less than half the time, about half the time, more than half the time, always or almost always

1. At your current jobsite, how often do you push yourself past your physical comfort to get the job done?
2. How often do you worry that you will get injured on the job?
3. How often do you find ways to work around problems involving physical strength?

Job Satisfaction

Answer scale: strongly disagree, disagree, agree, strongly agree

1. The chances for promotion are good.
2. My fringe benefits are good.
3. Promotions are handled fairly.
4. The job security is good.
5. I am proud to be working for my employer.
6. How likely is it that you will leave the construction trades in the next year? (not at all likely, somewhat likely, very likely)

Gendered experiences at work

1. How often have you been subjected to bullying at work during the last 6 months?

(I have not been subjected to bullying at work in the past 6 months, once or twice, now and then, about once a week, many times a week)

Answer scale: yes/no

2. At your current or most recent jobsite, do you feel in any way discriminated against because of your age?
3. At your current or most recent jobsite, do you feel in any way discriminated against because of your race or ethnic origin?
4. At your current or most recent jobsite, do you feel in any way discriminated against because of your gender?
5. At your current or most recent jobsite, have you been sexually harassed by anyone?
6. At your current or most recent jobsite, were you threatened or harassed in any other way by anyone?

Answer scale: strongly disagree, disagree, agree, strongly agree

1. I feel I have to represent all women at my job (Please skip if you do not identify as a woman).
2. I feel accepted by my male colleagues.
3. Discrimination against women is no longer a problem in the United States.
4. Women often miss out on good jobs due to sexual discrimination.
5. On average, people in our society treat men and women equally.
6. Society has reached the point where women and men have equal opportunities for achievement.

Injuries at Work

1. How many times have you been injured at work in the past year?
2. What type of medical care did you receive for your worst injury at work in the past year? (none, first aid, treatment from a doctor or healthcare professional in a clinical setting, treatment at emergency room, other)

Your local

1. To the best of your knowledge, does your local have a women's committee? (yes/no)
2. If yes, how involved are you in your local women's committee? (not at all involved, involved very little, involved somewhat, involved quite a bit, very involved)
3. How long have you been involved in your local women's committee? (less than 6 months, 6 months to a year, 1-2 years, 2-5 years, more than 5 years)
4. Do you have an informal support person or mentor figure through your union? (yes/no)
5. Does your SMART local have a formal mentorship program? (yes/no)
6. How involved are you in your local mentorship program? (not at all involved, very little, somewhat involved, involved quite a bit, very involved)
7. There is adequate representation of women in my local union. (strongly disagree, disagree, agree, strongly agree)
8. Do you feel there is support for women to enter leadership positions at your local?

(no/somewhat/yes)

Skills

In this section we will ask you a few questions about goal setting, problem solving, and self-advocacy and communication skills.

Answer scale: yes/no

1. Have you set goals for yourself in your professional life?
2. Do you feel you are making progress toward your goals?
3. Do you feel like you can advocate for your own needs on the jobsite?
4. Do you feel like you are able to effectively solve problems when they arise on the jobsite?
5. Do you feel you are effective in communicating your message?
6. When you talk to your co-workers, how often do you feel your message is clearly understood? (not often, sometimes, most of the time)

Demographics

1. Which age range best describes you?
(18-25, 26-34, 35-44, 45-54, 54+)
2. What category best describes you?
(American Indian or Alaska Native, Asian, Black or African, Hispanic, Latinx, Spanish origin, Middle eastern or North African, Native Hawaiian/Pacific Islander, White, not listed, prefer not to answer)
3. What sexual orientation best describes you?
(straight/heterosexual, lesbian/gay, bisexual, other, prefer not to answer)
4. What gender best describes you?
(female, male, trans-female, trans-male, other, prefer not to answer)
5. What is your marital status?
(married, single, divorced, widowed, domestic partnership, prefer not to answer)
6. What is your household's yearly income level?
(less than \$25,000, \$25-34,999, \$35-49,999, \$50-74,999, \$75-99,999, \$100-149,000, \$150+, prefer not to answer)
7. What is the highest level of formal education you have completed?
(less than high school, finished high school or GED, trade/vocational school, some college, finished college, masters or advanced degree, prefer not to answer)
8. How long have you been in the construction industry?
(0-4 years, 5-9 years, 10-14 years, 15-19 years, 20+ years)

Quarterly Check-in

Note: This survey was written for mentors only.

**Asked only in the first quarterly check-in.*

Please answer the first question below about your experience as a mentor in general.

1. *Now that you have settled into your role as a mentor, do you feel that there is any content missing from the training that would have been helpful?
2. What aspects of the zoom training sessions were most valuable to you?
(connection with other mentors and/or the UW team, skills practice, discussion, other)
3. If you answered "other" please explain:

Fill out the following questions for each of your mentees.

1. What is your mentee's name?
2. How many times have you met with or checked in with your mentee since being matched?
3. What method did you use most frequently to connect with your mentee?
(phone calls (non-video), in person, video call, text messaging, social media)
4. Approximately how many minutes did your average interaction with them last?
5. In your opinion, what was the quality of your average interaction with them?
(very good, somewhat good, somewhat poor, very poor)
6. Would you like to receive a phone call from the program coordinator to discuss any challenges you are facing as a mentor? If so, please describe so we can better assist:

Mentor Post-Training Survey

Please rate your level of agreement with the following statements:

Answer scale: strongly disagree, disagree, agree, strongly agree

1. After receiving the training my overall confidence as a mentor has increased.
2. This training series was effective in advancing my understanding of mentoring relationships.
3. I was satisfied with the training overall.
4. I intend to use the skills taught in the training to help my mentoring relationships.

How has the training changed your confidence in the following skills?

Answer scale: not at all, a little, somewhat, very much

1. Understanding the benefits f and need for mentoring skills for women in the trades/
2. Understanding the role of trust, boundaries, and confidentiality in a mentor/mentee relationship.
3. Understanding the importance of goal setting for supporting mentee growth.
4. Understanding how to use active listening skills to support my mentee.
5. Understanding the process of problem solving (using the ADAPT model) and feeling like I can use it to help my mentee.
6. Understanding strategies that I can use to navigate challenges In mentorship.
7. Understanding how to use a combination of mentoring skills.

How often do you think you will use the following skills with your mentee?

1. Communication skills
2. Goal setting skills
3. Problem solving skills
4. Self-advocacy skills

How much did the following training components help you learn?

Answer scale: not at all, a little, somewhat, very much, didn't use

1. Self-paced online training
2. Workbook
3. Live training sessions

Additional help:

4. After taking this training, do you know who you can contact to get additional help while you're a mentor?
(yes, no, unsure)
5. After taking this training, do you know who you can contact to find more information about mentorship related problems or issues?
(yes, no, unsure)

Improvements:

6. What was the most valuable part of taking this training?
7. Please provide any suggestions for how the overall training could be improved:
8. Did you encounter any technical problems with the online training? If yes, please explain:

Mini Post Training Surveys

After each live training session, we sent out a brief online survey to each participant to gauge what went well, what we could have done better, and overall recommendations and highlights for the session. This allowed us to adjust training sessions as we went and respond more swiftly to participant feedback for future trainings.

1. How valuable was today's session for you? (not at all valuable, a little bit valuable, somewhat valuable, quite valuable, very valuable)
2. What could we do to make this session more worthwhile?
3. What would be helpful to focus on in the next training session?

Appendix III: Training Materials

Agendas for live training sessions:

Training Session 1: Kick Off Live Training Agenda

Goals:

- To personalize the program experience and help mentors make live connections with the Mentorship Coordinator and the Trainer.
- To review with support and context the expectations for the mentors throughout the whole program with specific emphasis on the educational component (training schedule).
- To connect mentors to one another and begin to create a feeling of a community cohort
- To lightly review information in Self-paced training introductory section (purpose of the program, need for mentorship for women in the trades, benefits to mentors)
- To review Zoom skills

Timeframe:

- 1.5 hours (with option of signing on 15 minutes early if anyone needs extra Zoom support)

Materials:

Participants:

- Notebook
- Pen

Trainer:

- Notebook (hard copy and PDF)
- Access to mentorship training site to do a tour of the online training site
- A (very short) PPT slide deck

Role for Mentorship Coordinator

- Attendance tracking
- Monitor Chat (ensure they can't private chat one another but they can chat the group and Mentorship Coordinator)
- Zoom technical support
- Set up and manage break out rooms as well as timing reminders when in break out rooms

Agenda

20 min Welcome

- Brief hello from Trainer (with a nod to Mentorship Coordinator explaining their role)

- PPT slide with Zoom etiquette and meeting norms (e.g., okay if other things are going on in the background, please stay on camera (if possible), how to rename, how to mute, etc.). Remind that this isn't a "class". It's to support mentors and part of that support is recognizing real life is happening too so if they need to take a break or deal with something in real life, please do. Also, please chat Mentorship Coordinator at any point if they have needs that aren't being addressed and we'll adjust as we can or follow up afterwards.
- (PPT) Show Zoom screen grab of where chat is. (Mentorship Coordinator to share screen with PPT)
- Have them send a chat to Mentorship Coordinator to practice. Then one to the whole group.
- Mentorship Coordinator can support for anything technical (provide phone number if they get frozen or have connectivity issues over time?). While little is likely to be sensitive in this meeting, reminder of not using other's names (if relating a story about something that happened in the field) and confidentiality based on what's said at this meeting.
- (Who is in the room?. Go around the room saying name, location, specifics about their current work, what they love most about being part of the trades(from hands on to training to managing, etc.). Have them practice going off mute by using space bar.
- Word Cloud Activity--Brief warm up with goal of planting the seed for the impact they are going to have-- ("Pick a time when you could have benefitted from mentorship (or did benefit from have a mentor). What are ways that mentor could have or did support you? What words come to mind about how you would have felt. (Have them add it to the word cloud generator). Make general comment that we have a common goal and bringing about this for tradeswomen is one part of that. Thank them for being there.
- (PPT) The goals for the meeting, brief agenda review. Reminder to put any questions in the chat.

5 min Resources (*How much of this Do I have to Remember?*)

- Brief review of the notebook and explanation that more info will come over time. Let them know that everything covered today will be in the notebook or sent after the fact. Point out where they can take notes for today's meeting if they are note takers.

15 min Program Overview and Purpose and Structure (*What's This All About Anyway*)

- Zoom skill—Poll—Send a two to three question live anonymous poll asking them to rate (their opinion) how hard the trades are for woman.
- Briefly review the background of mentorship programs and why the local/organization feel mentor approach is important
- Note the expertise of mentors being a critical factor
- Briefly review previous mentorship programs or experiences and theory about the importance of mentorship,
- Trainer to call out she's learning but not an expert about the trades (if applicable). Note the need for "data" so plug the importance of filling out surveys, note how the outcomes of the program can do good for this profession and other trades overall (from practical immediate impacts to impacts through publications, funding streams etc.).

15 min Benefits to Mentors (*What's in This For Me*)

- (PPT) Screen shots of how to use a breakout room to practice Zoom skill of breakout rooms. Note that while part of being a mentor is altruistic, there are also benefits to

mentors as part of mentoring. One of those is getting to know other colleagues, especially women, and across locals, for support, camaraderie, insights, etc. They'll have an opportunity for that throughout the program. Let's kick that off by giving a little time to meet others. Move to breakout rooms of 3 or 4 (size of group dependent) and ask them to share the following 1) Their name, 2) where they are from, 3) how they got into the trades initially, 4) why they joined the program, 5) what benefit they are hoping to get out of mentorship. If there is additional time after everyone has shared, can add to why they think there should be mentorship in the trades.

- After breakout rooms, ask for sharing (and Mentorship Coordinator can take visual notes on benefits they listed).
- Mentorship Coordinator and Facilitator to add any benefits not listed.

10 min Expectations (*What Do I need To Do? What Can I Expect from the Program Staff*)

- (PPT) Review expectations of mentors with degrees of freedom to make this work for them (asynchronous offerings, synchronous offerings, surveys, commitment to mentee support, commitment to try out the skills they have learned, commitment to fill out surveys)
- Review expectations of program staff for what Mentors can expect of them (making this doable, support if they are having any challenges, regular communication from UW Staff, training, etc.)

10 min—Next Steps for Mentor Training (*How Do I navigate the Learning and How Much is This Asking of Me*)

- How to log on to self-paced training and navigate around; how to enroll in the program.
- Give a deeper dive into the self-paced training and synchronous sessions, show the online platform and how to navigate. Show how the pages look, explain that there aren't quizzes, it's self-paced, and emphasize that it's been designed to be supportive versus evaluative (with a reminder that it's a compliment to their expertise that they already bring to the work).
- Talk through the expectations of the synchronous sessions and what that will look like (chance to practice skills and go deeper)

15 min Wrap Up and Final Questions (*I'm excited about. . . I have concerns about*)

- Short break out rooms (introduce themselves, share what they are excited about, share what they have concerns about. If there is time and there is interest, they can popcorn ideas for concerns (not sure I'm sold on this yet—otherwise will come up with another “if there is time”)
- Full group share out about concerns (make sure there is time for this)—address short ones ASAP and for more specific ones, take off line and be transparent this is the plan. For anyone who has concerns they don't want to make public they can connect with program staff directly by chat and we'll follow up.
- Wrap up with full group share about what they are excited about
- Close out survey link in the chat for them to answer 3 questions about how the training went, what could be improved for the next live session.

Training Session 2: Mentor Toolbox Live Training Agenda

Goals:

- To continue to personalize the program experience.
- To briefly touch base about any logistical issues (to be addressed offline by Mentorship Coordinator)
- To address any questions/gaps of understanding for mentors after reviewing sections 2-4 in the asynchronous online content (and/or briefly summarize and deliver content to mentors who didn't watch the async)
- To practice skills for relationship building, goal setting, active listening
- To provide opportunity for mentors to feel prepared for the first few meetings
- To introduce the topics of harassment and aggression and what to do about them (Part 1)
- To connect mentors to one another and continue to create a feeling of a community cohort

Timeframe:

- 1.5 hours

Materials:

Participants:

- Notebook
- Pen

Trainer:

- Mentor Handbook (hard copy and PDF)
- A (very short) PPT slide deck

Role for Mentorship Coordinator

- Attendance tracking
- Monitor chat
- Zoom technical support
- Set up and manage break out rooms as well as timing reminders when in break out rooms
- Lead logistics section and respond to program logistical challenges (mostly to follow up offline)

Role for Senior Mentor (optional)

- Provide input/feedback at any time as relevant
- Model goal practice setting with a mentor (to be selected ahead of time) modeling setting a work-related goal of the mentor.
- Provide initial sharing of past experiences regarding harassment and aggression on the jobsite either personal and/or that of other colleagues (anonymous) and what strategies were employed—both successful and if appropriate, not successful.

Agenda

5 min Welcome (*Hello and Let's Make This Feel Supportive and Personalized*)

- Chat—Who is in the room—Go around the room saying name, location, specifics about their current work
- Ask for mentors to contribute a brief word or two in chat to describe how each are feeling in that very moment (tired, overwhelmed, interested, etc.) in chat. Note: however they are showing up is accepted and supported. Note that some will have done the self-paced training, some maybe haven't, some have other competing priorities, stressors, etc. Thank them for showing up and for being in the program.

25 min Relationship Building and First 3 Meetings

- 3 minutes set up from facilitator. Ask Mentors to pull out the relationship building review sheet and first three meetings page from the workbook. Point out the first three meetings page is more like a worksheet versus the relationship building module is more like reference info.
- 10 minutes real world example from Senior Mentor (if available). She demonstrates establishing a relationship (following first three meeting worksheet) with a volunteer mentor.
- 7 minutes debrief led by Facilitator
- Quick goodbye from Senior Mentor
- and one piece of advice they wish they could have given their younger self—or to a newly incoming tradeswoman if the mentor is a man--about working as a tradeswoman in sheet metal

20 min Active Listening (*What do I really need to know about Active Listening*)

- Ask Mentors to pull out the active listening review sheet and take a quick skim over it. Mentorship Coordinator to screen share.
- Note that active listening is a skill and not a directive. Note that more than all the “signs” of paying attention if they really are paying attention, that goes a long way. Also note the potential of adding mindful techniques as part of paying attention (breathing, body awareness, smell/sound).
- Breakout rooms—groups of 2 or 3. Active listening activity where each takes a turn being the speaker telling a small problem at work or home and the other takes a turn as the active listener. –5 minutes each round (speaker, listener, observer).
- Debrief

20 min Goal Practices (*What do I really need to know about setting goal practices*)

- Ask Mentors to pull out the goal setting review sheet (from mentor handbook) and take a quick skim over it.
- Ask them first if they had any questions/things that didn't make sense, or they didn't agree with (chat or raise hand).
- Note that the idea of goal practices (versus just goal setting) might be new to them and/or their mentees.
- Senior Mentor (or trainer) to model setting goal practice with a volunteer mentor (to be chosen ahead of time) using a real work-related goal.
- Debrief
- Ask them if/what they found valuable and what they could see using with a mentee.

10 min Training and Logistics Touch base (*What's Not Working So We Can Correct It?*)

- Brief review of the process to date (ideally, they have connection to a mentorship coordinator, have filled out surveys, have reviewed self-paced training etc.)
- Ask them if anything is not working or they are having struggles, to directly chat Mentorship Coordinator. She'll likely follow up offline, but we wanted to reach out to know how we can be of a support.
- Brief review of how the self-paced is going for them and if they are having any challenges (group brainstorm if challenges are identified). Remind that the next step is to review the Mentee Toolbox section.

5 min Closing

- Wrap up: Thank you for being here, what to expect in the next month, what to do between now and then.
- Reminder: who to contact with questions/issues as they arise
- Close out survey link in the chat for them to answer questions about how the training went, what could be improved for the next sync session and if they would like more support for their first few meetings to indicate so.

Training Session 3: Mentee Toolbox Live Training

Goals:

- To continue to personalize the program experience.
- To briefly touch base about any logistical issues (to be addressed offline)
- To address any questions/gaps of understanding for mentors after reviewing sections 5-6 in the asynchronous online training (and/or briefly summarize and deliver content to mentors who didn't watch the asynchronous training)
- To practice skills for problem solving and self-advocacy
- To provide opportunity for mentors to share how their first few meetings went
- To introduce the topics of harassment and aggression and what to do about them (Part 1)
- To connect mentors to one another and continue to create a feeling of a community cohort

Timeframe:

- 1.5 hours

Materials:

Participants:

- Notebook
- Pen

Trainer:

- Mentor Handbook (hard copy and PDF)
- A (very short) PPT slide deck

Role for Mentorship Coordinator

- Attendance tracking

- Monitor chat
- Zoom technical support
- Set up and manage break out rooms as well as timing reminders when in break out rooms
- Lead logistics section and respond to program logistical challenges (mostly to follow up offline)

Role for Senior Mentor (optional)

- Provide input/feedback at any time as relevant

Agenda

10 min Welcome

- Brief hello
- Ask for mentors to contribute a brief word or two in chat to describe how each are feeling in that very moment (tired, overwhelmed, interested, etc.) in chat. Note: however they are showing up is accepted and supported. Note that some will have done the self-paced training, some maybe haven't, some have other competing priorities, stressors, etc. Thank them for showing up and for being in the program.
- Who is in the room—Go around the room saying name, location, specifics about their current work (acknowledge they have shared this before), and what aspect of mentorship are they most looking forward to honing their skills (from finding the time to connect with mentees to supporting a mentee to strengthen self-advocacy skills).
- The goals for the meeting-brief agenda review. Reminder to put any questions in the chat.

5 min Training and Logistics Touch base (*What's Not Working So UW Can Correct It?*)

- Brief review of the process to date
- Brief review of how the self-paced training is going for them and if they are having any challenges (group brainstorm if yes). Remind that the next step is to review the Moving Forward section.

30 Min Connection time

- Set up like an affinity group
- Groups of 3s and 4s—How is it going for you, for your mentoring—have a study person check in on each breakout room
- Breakout for 20 minutes
- Share “ah-has” for 5-10 minutes in large group

5 Min Break (Let mentors know to skim problem solving and self-advocacy review sheet from Handbook)

35 min Problem Solving and Self-Advocacy Review

- Ask Mentors to pull out the problem Solving and Self-Advocacy review sheet
- Ask them first if they had any questions/things that didn't make sense or they didn't agree with (chat or raise hand).
- In breakout rooms, at minimum, each will choose to be in the mentor role once and mentee role once. If possible, the “mentee” can select a real situation they'd like

coaching on for either problem solving or self-advocacy. Otherwise, use a pre-determined scenario from the self-paced training.

- Breakout rooms—groups of 2.
- Debrief

5 min Closing

- Wrap up
- Close out survey link in the chat for them to answer questions about how the training went, what could be improved for the next synchronous session and if they would have liked more support for their first few meetings.

Training Session 4: Final Live Zoom Training Session

Goals:

- To continue to personalize the program experience.
- To address any questions/gaps of understanding for mentors after reviewing all online training sections
- To provide opportunity for mentors to feel prepared for the first few meetings with their mentee
- To introduce the topics of harassment and aggression and what to do about them (Part 1)
- To connect mentors to one another and continue to create a feeling of a community cohort

Timeframe:

- 1.5 hours

Materials:

Participants:

- Notebook
- Pen

Trainer:

- Notebook (hard copy and PDF)
- A (very short) PPT slide deck

Role for Mentorship Coordinator

- Attendance tracking
- Monitor chat
- Zoom technical support
- Set up and manage break out rooms as well as timing reminders when in break out rooms
- Lead logistics section and respond to program logistical challenges (mostly to follow up offline)

Agenda

5 min Welcome: in the chat, rate how you're doing on a scale of 1-10

- 5 min Review of the session
- not much binder/training specific content tonight: this is a time to reflect on your experience in the training, zoom out and think about the big picture of mentorship, and discuss what kind of support you would like from here.
 - if there is anything they would like for this, reach out to your Mentorship Coordinator for a 1 on 1, or an optional Zoom get together for review of content as there is interest.
- 10 min What do we want the future of women in the trades to look like?
- Quiet think time for a few min
 - Add ideas to the chat
- 20 min Breakout rooms
- How is it going so far?
 - Report back
- 45 min Surviving vs. Thriving
- Setting the current day scene for tradeswomen
 - When are we as mentors in a “surviving” mode?
 - o Harassment/aggression (Senior Mentor story of what this looked like for her)
 - Example situation of scenario in which mentee is surviving
 - When are we as mentors in a “thriving” mode?
 - o What elements need to be in place for us to thrive—and if they aren’t, what’s doable?
 - o Example situation of scenario in which help them move toward thriving
 - Where do we as mentors sit on this continuum?
 - o Self-care: what does this look like for you?
- 10 min Looking ahead
- Last formal training session
 - Optional future sessions: is this of interest?
 - Post training survey to be sent out: what to expect and when to complete it by

Optional Live Zoom Mentor Support Session

1. Intros (15 min)
 - a. Brief introductions from each mentor (local, name, what work you’re doing now) when/how did they participate in a mentorship program?
2. Impact (30 min)
 - a. Overview stats of impact: reach: top level accomplishments and highlights from any evaluation data collected during the program (Mentorship Coordinator). Examples from the UW program follow below:
 - i. We reached 45 mentees over the two rounds, with 30 of those sticking with the program through the full year
 - ii. We trained 32 mentors with 22 completing at least 1 round

- iii. In initial data analysis, we see that control local apprentices report higher likelihood to leave trades in the next 6 months compared to mentees
 - b. Impact of Program on Mentee: how do you feel the program went from your mentee's perspective? Did you see growth/change in them?
 - c. Impact of Program overall: what did you see at your local? In combination with other programs at your local?
 - d. Impact on You: how has it changed your trajectory? Career wise, personally?
3. Goals (15 min)
- a. Where to go from here, how can we best support you?
 - i. What do you want to carry forward as a mentor? Leave behind?
 - ii. Take a quiet minute to think
 - 1. Put your reflection in the chat
 - iii. Connecting with each other: Mentorship Coordinator will send out contact info to everyone, with your explicit consent