



**DIVAIRCITY**

*The power of Diversity & Inclusion for Climate Neutral Cities*

# Thought Leadership and Mentoring Toolkit

## Deliverable 7.6

**Lead beneficiary:** EQN Ltd

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**Disclaimer:**

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## List of Acronyms

Acronym	Meaning
<b>EQN</b>	The Equilibrium Network ( <a href="http://www.equilibrium-network.com">www.equilibrium-network.com</a> )
<b>Five Cs</b>	Challenges, Choices, Consequences, Creative Solutions, Conclusions
<b>GROW model</b>	Goals, Reality, Options, Will



## Executive Summary

This mentorship toolkit is focused on gender diversity: enabling women to become influential, senior players in how our cities are designed and managed. The toolkit focuses on helping individuals to embed gender diversity in their working practices, organisations and the projects they undertake.

Mentoring that focuses on diversity delivers an alternative support mechanism for mentees, where the emphasis is on behavioural and experiential issues, helping underpin their individual approach to respecting and listening to others, while also helping them to find their own voice and make that voice heard.

This toolkit offers a framework for mentoring around diversity, with practical guidance and tips on setting up and then developing successful mentoring relationships. It defines the skills needed of a good mentor and lays out a methodology for exploring key issues, with the aim of supporting diversity and inclusion at senior levels within the workplace.

The toolkit is not intended to train people to be mentors. It is intended to support both male and female mentors, while they provide mentoring around diversity and inclusion to their nominated mentees – regardless of their gender.



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## Format of this mentoring toolkit

This toolkit is presented in three parts:

1. A synopsis: designed to be an easy reference tool that anyone can consult when deciding whether to use the tool.
2. The detailed mentoring toolkit: which includes a greater level of detail for someone who is actively using the toolkit.
3. Appendices: with supporting information.

## Introduction

The world we live in should be designed for everyone: those that are powerful and those that are less well represented. To achieve this, the needs of everyone must be embedded in the ways we plan, design and deliver the environments in which we all work, live and relax. This sentiment is core to the aims of DivAirCity.

Thankfully, diversity is increasingly recognised as an important factor in creating societal wellbeing and corporate wealth. However, we also know that senior levels within the cities and other organisations that create and manage the places we inhabit, remain male dominated, as do the processes that determine how we all engage. It is vital therefore to encourage the next generation of women to step up to senior roles and influence the ways we design and deliver our cities.

This mentorship toolkit is focused on gender diversity: enabling women to become influential, senior players in how our cities are designed and managed. The toolkit focuses on helping individuals to embed gender diversity in their working practices, organisations and the projects they undertake. It is not intended to train people to be mentors. It is intended to support both male and female mentors, while they provide mentoring around diversity and inclusion to their nominated mentees – regardless of their gender.

This mentoring toolkit is founded on the EQN Code of Ethics see Appendix A. **This Code aims to promote behaviours that treat everyone equally and fairly, without discrimination.** It is expected that mentors and mentees alike will sign up to the Code and that it will frame the aspirations of the mentoring process.

In addition, the toolkit references the DivAirCity Ethical Code (DELIVERABLE D1.7), see Appendix B. This includes helpful guides to establishing a culture of diversity, both within the workplace and with external organisations, as well as guides on marketing and business activities, recruitment, reward and other HR issues.



## The synopsis

### Who should use this mentoring toolkit?

The toolkit has been designed to help organisations that are creating cities to deliver diversity and inclusion within their working processes and in the places they create. It is for both individuals and organisations.

### What is mentoring?

The purpose of mentoring is to encourage and empower personal development. Mentoring helps a younger less experienced individual get from where they are now, to where they need to be, through conversations with someone who has experienced similar situations, challenges and opportunities.

Mentoring usually takes the form of 1:1 regular face to face or virtual meetings between the mentor and the mentee. Meetings might take place every four to six weeks and usually last around one hour.

The best mentoring arrangements enrich both the mentor and the mentee, through shared knowledge and experiences.

### Why is mentoring around diversity useful?

Mentoring that focuses on diversity delivers an alternative support mechanism for mentees, where the emphasis is on behavioural and experiential issues, helping underpin their individual approach to respecting and listening to others, while also finding their own voice and having that voice heard.

The many benefits to both the mentees and mentors are listed in the Detailed Mentoring Toolkit.

### What makes a good mentor?

#### Having relevant experience

The mentor will need to be someone with significant relevant experience. This may be because they have themselves faced the typical challenges and difficulties associated with gender diversity in the workplace, or because they have put in place structures and methodologies to help address those challenges.



### Attitudes and behavioural skills

A good mentor should combine compassion, adaptability, and resilience. They will be open-minded, non-judgemental, willing to admit mistakes, willing to learn, to encourage and to inspire people. A good mentor will be an active listener, establishing goals for the mentee through constructive feedback, building a trusting environment and celebrating success.

Because a mentor will be seen as an expert by the mentee, a good mentor will also recognise their own limitations, and not stray into giving advice on areas beyond their own competence, knowledge or experience.

### The EQN Ethical Code

Any mentor using this toolkit should be striving to abide with the EQN Ethical Code, see Appendix A.

## **Before starting**

A mentoring relationship should begin with clear communication between mentor and mentee about the goals, expectations and anticipated level of engagement of both people.

### Confidentiality

Confidentiality is essential in any mentoring relationship and it should be discussed early in the initial meeting to dispel any anxieties and establish a basis for trust.

### Clarity and commitment

The clarity of aims and commitment to the mentoring process need to be agreed at the outset. The Detailed Mentoring Toolkit includes a list of topics and questions that might be discussed to help agree both aims and commitments.

### Kick-off meeting

Set up a kick-off meeting to establish that the personal chemistry will work and create a baseline for the mentoring relationship.



## Making it happen

### Making time

Scheduling is the single factor most likely to lead to the breakdown in a mentoring partnership, whether it is a failure to make time to meet or allowing sessions to be deferred or cancelled.

### The first session

The mentee needs to articulate what they hope to achieve through the mentoring process. It may be they need help on a personal level, navigating a particularly gender-biased working environment for themselves or their colleagues, or it may be that they are trying to develop working methods that enable diverse voices to be heard in the design and delivery of the built environments that they are helping to create.

To help articulate these aspirations, the mentor will need to understand the environment within which the mentee is working and the mentee's own commitment to diversity and inclusion.

The Detailed Mentoring Toolkit contains some questions to help this understanding, under the following headings.

- About the mentee
- About the working environment the mentee is facing
- Questions to help frame the mentoring relationship

During initial discussions the mentee and mentor should identify a series of goals that the mentee wishes to accomplish. Use the EQN Ethical Code, see Appendix A, as a checklist, to help define what it is that the mentee really wants to address in the mentoring sessions.

A list of suggested topics is included in the Detailed Mentoring Toolkit, the importance of each topic will vary, depending on personal circumstances. It would be beneficial to both the mentor and the mentee, if these can be written down and agreed for future reference. See Appendix C.

### Ensuring progression

Keep a record of the mentoring meetings to ensure clarity of goals and action points – this should be the responsibility of the mentee. See Appendices C and D for useful templates.





At the start of each meeting, review progress since the last session: celebrate successes and discuss areas that still need work. Be sure to set assignments for review at the next session.

### Useful Models

Consider using the classic 'Five Cs Model' as a framework for the sessions; in addition, the GROW model maybe appropriate, especially if there is to be a coaching element to the mentoring discussion. Both these Models are included in the Detailed Mentoring Toolkit.

### Some topics to consider

1. Getting buy-in – from whom, and why?
2. Being a champion and supporting others
3. Creating change not noise – self-awareness and use of language
4. Sharing knowledge – from the mentor and other sources

Each of these topics are expanded in the Detailed Mentoring Toolkit.

### Practical actions to consider

Using the EQN Ethics Code as a template, and the DivAirCity Ethical Charter as a useful tool (see Appendices A and B), there are a number of practical actions that a mentor might like to suggest to their mentee:

1. Embracing the needs and aspirations of the women who will use the places and processes that the mentee helps create.
2. Evaluating projects through the lens of the women.
3. Sharing inspirational knowledge, research, working methods and case studies.
4. Supporting those within their organisations and across the industry to respect the needs and aspirations of the women.
5. Being accessible role models, promoting gender diversity both within their own organisations and through external networks.
6. Advocating the business and social benefits of designing and delivering places and processes that respect the needs and aspirations of women.
7. Advocating the business and social benefits of gender balance at senior level.
8. Enabling women – including the mentee – to achieve their leadership potential.
9. Collaborating with others to develop new ways of enabling women to engage.

Each of these points are expanded in the Detailed Mentoring Toolkit.



### In addition to the mentoring sessions

1. Attend conferences, seminars, workshops or networking events together – such as those organised by EQN – and follow up with lessons learnt.
2. Arrange mutual job shadowing, where the mentee follows the mentor through the day – either in real-time or virtually, and vice versa.
3. Use the mentor's network as a resource for the mentee.

### Bringing the relationship to a close

Eventually, even the most successful mentoring relationships simply run their course. Don't be afraid to say goodbye. If the need is no longer there, the mentoring relationship has succeeded.

However, not all mentoring relationships work out. If after a series of meetings the mentee feels that the relationship is not going to be as beneficial as they hoped, or the mentor feels they are not able to help the mentee, then this needs to be acknowledged by both parties.



## The detailed mentoring toolkit

### Who should use this mentoring toolkit?

The toolkit has been designed to help organisations that are creating cities to deliver diversity and inclusion within their working processes and in the places they create. It is for both individuals and organisations.

Specifically, this toolkit is a helpful tool for the cities that are involved in the DivAirCity consortium, as they seek to create diverse teams and inclusive processes through which they will deliver their tasks, events and participatory engagement activities. It also outlines a clear ethical stance for the Diversity and Inclusion Working Groups that are a key deliverable of the DivAirCity project.

### What is mentoring?

Research has shown that mentoring is a compelling tool that can help achieve diversity at senior level within a working environment, encouraging both job retention and promotion for those that have been mentored.

In simple terms, mentoring helps a younger less experienced individual get from where they are now, to where they need to be, through conversations with someone who has experienced similar situations, challenges and opportunities. The purpose is to encourage and empower personal development. Both the mentor and the person being mentored must be willing participants in the process.

Mentoring might not cover a formal syllabus and, especially when dealing with issues of gender bias, conversations may well be spontaneous in response to the current challenges and opportunities the mentee is facing. There is an expectation that most of the mentoring will draw on the mentor's experiences in similar situations to those experienced by the person they are mentoring.

Mentoring usually takes the form of 1:1 regular face to face or virtual meetings between the mentor and the mentee. Meetings might take place every four to six weeks and usually last around one hour.

Especially when dealing with behavioural issues around diversity and inclusion, it is important to define the boundaries and the purpose of the mentoring arrangement: mentoring is not counselling or therapy. Equally it is not simply sharing experiences or giving advice; it is about motivating and empowering the mentee to identify their own issues and goals and helping them to find ways of resolving or reaching them. It is not about 'doing it for them' or expecting them to 'do it the way I did it' but about



finding a solution that understands and respects the current situation for the person involved.

The best mentoring arrangements enrich both the mentor and the mentee, through shared knowledge and experiences.

## **Why is mentoring around diversity useful?**

Traditionally mentoring in the workplace has focused on the job in hand: how to do the job better. Mentoring that focuses on diversity delivers an alternative support mechanism for mentees, where the emphasis is on behavioural and experiential issues, helping underpin their individual approach to respecting and listening to others, while also finding their own voice and having that voice heard.

Unconscious bias is endemic in many organisations and it therefore goes without saying that mentoring around diversity will be that much more effective if the structural biases in the workplace have been reviewed, and a programme of change – including awareness raising – have been put in place.

### Benefits to mentees

- A safe forum to articulate their concerns around gender bias and entrenched unconscious bias, a safe sounding board outside their usual work area.
- Advice from someone who has experienced similar issues around diversity and been instrumental in creating solutions; i.e. support to find solutions to challenges.
- Guidance on how to become champions of gender parity in their working environments, and so help instigate change.
- Guidance on how to become role models for gender parity in their working environments.
- Senior insight into how best to enable gender parity within their working environments and their working practices.
- Help with defining, setting and clarifying goals and aspirations, and advice on how to achieve them.
- Support for career and professional development, including advice in relation to embedding diversity within new professional challenges and roles.
- Support, empathy and encouragement, resulting in increased confidence, improved performance and motivation.
- Independent feedback to enhance performance.
- Help to fill knowledge gaps.



- A greater understanding of the industry and an insight into what is needed to grow professionally within it.
- Access to a network of expertise to draw on and develop, securing introductions to key people in the industry.
- Empowerment.

### Benefits to mentors

- Gain respect and recognition and develop their own roles as gender equity champions.
- Impart a legacy of knowledge and experience.
- Develop interpersonal and communication skills.
- Satisfaction from helping another person grow and develop.
- Gain insights into the emerging ideas in their field, and time to reflect on their own working practices.
- Build important relationships with younger people, who may prove useful professional contacts as they rise through their career ranks.
- Build leadership and coaching skills.
- Build on existing networks.
- Experience new perspectives.
- Develop leadership skills.
- Enhanced self-perception.
- Fill knowledge gaps they might have about new trends/technology/modes of communication.
- Mentors on a career break might find it useful to stay in touch with mentees who are continuing to practice.

## **What makes a good mentor?**

### Having relevant experience

The focus of the mentoring outlined in this toolkit is embedding gender diversity in the mentee's working practices.

The mentor will need to be someone with significant relevant experience. This may be because they have themselves faced the typical challenges and difficulties associated with gender diversity in the workplace, or because they have put in place structures and methodologies to help address those challenges. Challenges might include



dealing with, or correcting institutional processes that are biased, or managing relationships with peers, more senior, or more junior colleagues that are overtly, or unconsciously biased.

### Attitudes and behavioural skills

To be truly effective, the mentor has got to want to be a mentor and enjoy helping others to develop. A good mentor will be open-minded, non-judgemental, willing to admit mistakes, willing to learn, to encourage and to inspire people. A good mentor should combine compassion, adaptability, and resilience. Sometimes, the mentee's questions will spur a mentor on to gain more knowledge – or to reflect on past experiences – so as to better help the mentee in a subsequent meeting. Whilst not a prerequisite, if mentors can draw on simple academic frameworks to support their experiences, or find helpful resources or networks for their mentees, then so much the better.

Mentoring is not the same as coaching: a mentor is someone who shares their knowledge, skills and/or experience, to help another to develop and grow; a coach is someone who provides guidance to a client on their goals and helps them reach their full potential. However, coaching skills can be extremely useful in helping a mentor recognise when to offer information or advice, and when to ask open questions to prompt a line of thought to help the mentee find their own solutions.

A good mentor will be an active listener, establishing goals for the mentee through constructive feedback, building a trusting environment and celebrating success. Key behavioural skills for a mentor who is helping to embed the benefits of gender diversity include:

- Authenticity founded on a belief that everyone deserves to be treated equally, and an ability to ensure that this underpins the relationship with the mentee.
- Having the confidence to communicate believed values about diversity, that expose and then deal with discrimination.
- Active listening: being able to hear what is not being said as well as what is being said, picking up important cues from what others say, reflecting back the relevant issues to minimise assumptions, unconscious bias and prejudices.
- Careful use of language: always being respectful and in tune with how people from different backgrounds and cultures might interpret specific words or phrases.
- Good questioning skills, to explore issues in a way that empowers the mentee to explore their own issues around diversity, however sensitive these may be.
- Empathy and compassion: being able to walk in the other person's shoes, to build a trusting relationship around issues that may be personal and difficult to articulate.



- Non-judgemental: supportive whatever the circumstances.
- Humility and transparency: acknowledging that it is OK not to know.
- Emotional Intelligence: self-awareness and empathy with others.
- Being discreet, reliable, honest, trustworthy and able to maintain confidentiality.
- Willingness to share and pass on knowledge and expertise.
- Patience and flexibility throughout the entire learning/guiding process.

Because a mentor will be seen as an expert by the mentee, a good mentor will also recognise their own limitations, and not stray into giving advice on areas beyond their own competence, knowledge or experience.

### The EQN Code of Ethics

Any mentor using this toolkit should be striving to abide with the EQN Ethical Code, see Appendix A.

## **Before starting**

A mentoring relationship should begin with clear communication between mentor and mentee about the goals, expectations and anticipated level of engagement of both people.

### Confidentiality

Confidentiality is essential in any mentoring relationship and it should be discussed early in the initial meeting to dispel any anxieties and establish a basis for trust. Typically, the only exceptions to confidentiality would be where the mentor felt that a mentee represents a threat to themselves or others; and/or where the mentee's circumstances suggest that they should be referred to a professional counsellor, therapist or medical practitioner. If the mentoring sessions are being supported by the mentee's employer, the rules of engagement around confidentiality must be established with the employer as well as the mentee, to ensure that the agenda remains focused on the mentee not on the needs of the wider organisation.

Where mentor and mentee are in the same organisation, the mentor wouldn't normally be part of the mentee's line management chain. This helps to maintain impartiality and avoid conflicts of interest, and it encourages trust, frankness and openness in the discussions.



## Clarity and Commitment

Similarly, clarity of aims and commitment to the mentoring process need to be agreed at the outset:

- Is the mentee both willing and able to be mentored?
- Where is the mentee now – in terms of knowledge and experience and their capacity to create an environment where diversity and inclusion can flourish?
- Does the mentee want to make changes to their own situation and are they interested in understanding how they might enable change to happen?
- What is the mentee likely to need to learn about enabling diversity and inclusion in the working environment?
- Are these learnings best achieved through mentoring?
- What would 'good' look like, and how will success be measured?
- Is the mentor well placed to help the person who needs mentoring?
- In terms of their experience of personally dealing with diversity issues and their knowledge of finding solutions – what issues are they able to address?
- In terms of their inter-personal skills, attitudes, and behaviours – are they likely to be empathetic?
- Would someone with different experiences or from a different cultural background, or gender be better placed to mentor this person?
- Does the mentor need training? After all, dealing with diversity is quite a specific and complex issue.
- What issues would the mentor be expected to cover in the mentoring sessions?
- How do the mentee and mentor want to deal with confidentiality and privacy issues, or conflicts of interest?

Questions to ask might include:

1. What does success look like at the end of the mentoring relationship?
2. What are the goals needed to deliver this success, and are they:
  - Things the mentee can achieve through their own efforts?
  - Things that require actions from others, whether procedural or behavioural?
3. Can these goals be described in a SMART way? (Specific, Measurable, Achievable, Relevant, Timebound).
4. What are the Blocks that are preventing the mentee from achieving these things, and what are the Drivers that they have at their disposal to make them happen?
5. What is the 'low hanging fruit'?





## Kick-off meeting

Set up a kick-off meeting to establish that the personal chemistry will work and create a baseline for the mentoring relationship. Also, agree practical issues like:

- How often will the mentoring sessions take place?
- Where should the sessions take place – bearing in mind privacy, noise, distractions and convenience for both parties?
- How much warning should be given if either party wish to cancel or postpone a session?

## **Making it happen**

### Making time

Scheduling is the single factor most likely to lead to the breakdown in a mentoring partnership, whether it is a failure to make time to meet or allowing sessions to be deferred or cancelled. Knowing this in advance can make a big difference.

### The first session

The mentee needs to articulate what they hope to achieve through the mentoring process. It may be they need help on a personal level, navigating a particularly gender-biased working environment for themselves or their colleagues, or, it may be that they are trying to develop working methods that enable diverse voices to be heard in the design and delivery of the built environments that they are helping to create.

To help articulate these aspirations the mentor will need to understand the environment within which the mentee is working and the mentee's own commitment to diversity and inclusion. Some questions might help this understanding:

About the mentee:

- What can the mentee say about themselves and their experiences of diversity to help the mentor to get to know them better?
- In terms of diversity and inclusion, what have been the most significant learning experiences in the mentee's career?
- What are the mentee's career goals?
- Does the mentee have a preferred way of learning?
- What does the mentee believe their key strengths to be, and how might a more diverse working environment allow them to play to these strengths?
- Currently, what does the mentee believe their main weaknesses to be, and how might a more diverse working environment allow them to assuage these?



- What needs to change, right now, today, if the mentee is to achieve their aspirations in terms of a diverse working environment?

About the working environment the mentee is facing:

- What are the most important things the mentee should be accomplishing in their role, and how might a more diverse and inclusive working environment allow them to achieve these?
- Does the mentee feel successful in their role at this time? If not, how do they think a lack of understanding of the benefits of diversity and inclusion, or unconscious bias in themselves or others, is preventing them from succeeding?
- In terms of diversity and inclusion, what does the mentee like best about their job?
- In terms of diversity and inclusion, what are the things that the mentee thinks hinder their success?

The mentor can then ask some questions to help frame the mentoring relationship:

- What are the mentee's hopes for this mentoring relationship?
- What knowledge, skills and abilities does the mentee feel the mentor possesses that would most benefit them?
- What does the mentee think needs to happen to make this mentorship work?
- How can the mentor better understand what the mentee needs, and how can the mentor best help?
- What is the best way to give the mentee feedback?

During initial discussions the mentee and mentor should identify a series of goals that the mentee wishes to accomplish. Use the EQN Ethical Code, see Appendix B, as a checklist to help define what it is that the mentee really wants to address in the mentoring sessions. For example, what is needed to enable the mentee to:

- Achieve their own leadership potential by championing a more diverse working environment.
- Be themselves an accessible role model, promoting and supporting others to achieve gender diversity both within their own organisations and through external network.
- Advocate the business and social benefits of gender balance at senior level within their own organisations and other organisations that help create the built environment.
- Establish working methods that embrace the needs and aspirations of the women who will use the built environments they create, and evaluate these projects through the lens of these women.



- Collaborate with others to develop new ways of enabling women to engage with the design and delivery of the built environment, sharing knowledge, research, working methods and case studies so that as a professional, the mentee can learn from, and inspire others.
- Advocate the business and social benefits of designing and delivering a built environment that respects the needs and aspirations of women. Support those across the industry in their efforts to deliver a built environment that respects the needs and aspirations of the women who use it.
- Mentor and support women into senior roles, to enable them to achieve their leadership potential.

The importance of each topic will vary, depending on personal circumstances. It would be beneficial to both the mentor and the mentee, if these can be written down and agreed for future reference. See Appendix C.

### Ensuring progression

It is important to refer back to the previous session, to ensure progress as the mentoring relationship develops:

1. Keep a record of the meetings to ensure clarity of goals and action points – this should be the responsibility of the mentee. See Appendices C and D. The use of notes should be discussed along with confidentiality in the initial session. Will both parties take notes? Will they get to see each other's notes?
2. Review progress since the last session: celebrate successes and discuss areas that still need work.
3. Set assignments for review at the next session.

### The Five Cs Model

Consider using the classic 'Five Cs Model' as a framework for the sessions:

1. Challenges - what are the challenges facing the mentee?
2. Choices - what possible options are available to overcome these challenges?
3. Consequences - the consequences of taking each of the choices?
4. Creative Solutions - this is an opportunity for the mentor to share their wisdom and experience and offer the mentee some further solutions.
5. Conclusions - the mentee decides what they will do next, making a commitment to action.



## The GROW Model

Another good framework for the discussion is the GROW model, especially if there is to be a coaching element to the mentoring discussion. GROW stands for:

- Goals
- Realities: what's really going on?
- Options: what could you do to overcome the problem or situation?
- Will: if the mentee lacks commitment, the goals must be redefined.

Whilst these four stages are shown in intended chronological order, it is highly likely that the discussion will revisit some stages several times. For many mentees, the unconscious bias that they are facing can make it hard to define specific goals, if this is the case, a lengthy discussion of 'Realities' and 'Options' will be necessary before suitable 'Goals' can be defined.

Some topics to consider:

## Getting buy-in

1. Who does the mentee need buy-in from, to achieve their goals, both in terms of creating a working environment that respects diversity and inclusion, and in terms of creating places and processes through their work, that respect diversity?
2. Are the people that the mentee needs to influence generally sympathetic to the mentee's desires?
3. What might be done to get that buy-in?
4. Consider role play, where the mentor helps the mentee prepare for a presentation or difficult conversation.

## Being a champion and supporting others

1. What does it mean to be a champion for gender diversity at senior level within the workplace?
2. How might the mentee champion diversity in their working environment?
3. What support does the mentee need to become a champion, and how might this be achieved?
4. How can the mentee use their own influence to instigate and garner support for change?
5. Are there others in the mentee's working environment who are diversity champions already, that the mentee could support?



### Creating change not noise

1. To make change happen the mentee will need a level of self-awareness, to understand how others view them and why. Things that will influence others, and that are worthy of discussion include their ability to:
  - Instigate and engage in reasoned debate and conversation.
  - Listen to what others say and respond with rational and unemotional responses.
  - Communicate through a common language, whether verbal, visual or written.
  - Develop their emotional intelligence, to help them understand themselves and their colleagues.
  - Develop a strong and confident attitude that is also warm and welcoming.

### Sharing knowledge

1. What does the mentee need to know to support their arguments for change?
2. Where might the mentee find this information?
3. Does the mentor have any examples from their own experiences that might help?
4. Discuss relevant news or events from the wider world to underpin the fact that the issues faced by the mentee are not unique and that others may have solutions.
5. Read books together, that explore the issues that are being addressed through the mentoring sessions.
6. Consider inviting people from the mentor's or the mentee's network to join a mentorship meeting, to discuss a topic of interest.

### Practical actions to consider

Using the EQN Ethics Code, see Appendix A, as a template, and the DivAirCity Ethical Charter, see Appendix B, as a useful tool, there are a number of practical actions that a mentor might like to suggest to their mentee:

1. Embracing the needs and aspirations of the women who will use the places and processes that the mentee helps create:
  - At the start of projects define the needs and aspirations of the women who will use the places and processes that the project will create.
  - If required, undertake project-specific research to enable this to happen: listen to women, draw out their lived experience, and recognise that sometimes there will be a requirement to go to them rather than expecting them to join in voluntarily. Bespoke/targeted methods may be required.



- Explore how best to meet these needs and aspirations, and if there are specific gender-related issues that need to be addressed.
  - With colleagues and collaborators, agree how success will be evaluated both during the project delivery and after the project has finished.
2. Evaluating projects through the lens of the women who will use the places and processes that the mentee helps create:
    - Post occupancy evaluations and user group analysis.
    - Lessons learnt reviews.
  3. Sharing knowledge, research, working methods and case studies so that, as a professional, the mentee can learn from, and inspire others:
    - Write up case studies, during and after the project – including lessons learnt.
    - Share these case studies in-house and through EQN ([www.equilibrium-network.com](http://www.equilibrium-network.com)).
    - Speak at conferences and networking round tables, to disseminate knowledge and share best practice.
  4. Supporting those within their organisations and across the industry to respect the needs and aspirations of the women who are affected by the places and processes that are created:
    - As the project advances ensure that the needs of women are being monitored and delivered.
    - Help others on the project team understand what this means.
  5. Being accessible role models, promoting gender diversity both within their own organisations and through external networks:
    - Read, attend events and generally become informed to understand the issues.
    - Find a voice – that is rational and well informed.
    - Speak to diverse audiences whenever the opportunity arises – in-house and externally across the industry.
    - Set up or join an in-house network.
  6. Advocating the business and social benefits of designing and delivering places and processes that respect the needs and aspirations of women:
    - Read, attend events and generally become informed to understand the issues.
    - Use case studies and personal experiences to demonstrate business and social benefits.



- Set up in-house seminars to bring the issue to the fore within the mentee's own organisation.
7. Advocating the business and social benefits of gender balance at senior level within the mentee's own organisation:
    - Read, attend events and generally become informed to understand the issues.
    - Be able to argue the case for diversity at senior level within an organisation.
  8. Enabling women, including the mentee, to achieve their leadership potential:
    - Understand the skills and experiences needed for leadership roles.
    - Evaluate the mentee's own position against these skills and request project roles that allow the mentee to gain the required experience and expertise.
    - Undertake appropriate leadership training and business training.
  9. Collaborating with others to develop new ways of enabling women to engage:
    - B2B networking, through EQN and other networks.

### In addition to the mentoring sessions

1. Attend conferences, seminars, workshops or networking events together – such as those organised by EQN – and follow up with lessons learnt.
2. Arrange a mutual job shadowing, where the mentee follows the mentor through the day – either in real-time or virtually, and vice versa.
3. Use the mentor's network as a resource for the mentee.

### Bringing the relationship to a close

Eventually, even the most successful mentoring relationships simply run their course. Don't be afraid to say goodbye. If the need is no longer there, the mentoring relationship has succeeded.

However, not all mentoring relationships work out. If after a series of meetings, the mentee feels that the relationship is not going to be as beneficial as they hoped, or the mentor feels they are not able to help the mentee, then this needs to be acknowledged by both parties. Review the situation to understand what is going wrong and see if there is room to improve going forward. If these concerns are still not resolved, agree to bring the relationship to a close. Remember the need to respect confidentiality and privacy on both sides.



## Appendix A: The EQN Code of Ethics

The Ten Point EQN Code of Ethics forms the basis of this mentoring toolkit. It is expected that mentors and mentees alike will sign up to this Code; it should form the framework for the aspirations of the mentoring process.

1. On a personal level, to achieve leadership potential through championing a more diverse working environment.
2. Be an accessible role model, promoting gender diversity both within our own organisations and through external networks.
3. Advocate the business and social benefits of gender balance at senior level in the organisations that we work with.
4. Mentor and support women into senior roles, to enable them to achieve their leadership potential.
5. Establish working methods that embrace the needs and aspirations of the women who will be affected by the places and processes we create.
6. Collaborate with others to develop new ways of enabling women to engage with the design and delivery of the places and processes we create.
7. Evaluate the work we undertake through the lens of the women who will use the places and processes we create.
8. Share knowledge, research, working methods and case studies so that as professionals we can learn from and inspire each other, as we strive to create places and processes that are equally influenced by women and men.
9. Support those within our organisations and across the industry in their efforts to deliver places and processes that respect the needs and aspirations of the women who use them.
10. Advocate the business and social benefits of designing and delivering places and processes that respect the needs and aspirations of women.





## Appendix B: The DivAirCity Ethical Charter

DivAirCity Deliverable D1.7

### Setting the scene

DivAirCity focuses on the 6+1 elements of diversity that have been identified as 'protected categories' by the UN international human rights legal framework:

- Gender
- Age
- Ethnicity/race
- Sexual orientation
- Economic/social standing
- Disabilities (mental/physical)
- Intersectionality between the above

This Charter is written to help organisations within the consortium embed diversity in the way in which they deliver their work on DivAirCity.

### Cultural and ethical commitments of the Consortium

#### Championing diversity within your team

- Agree diversity targets for the 6+1 categories at all levels within your team.
- Put in place a plan for achieving these targets with actions, commitments, milestones and a timeframe.
- Appoint a Diversity Champion (or Champions), who is a member of your leadership team, to be responsible for encouraging diversity delivering the plan.
- Instigate formal debate and discussions within your team, to communicate and develop your approach to diversity, particularly at senior level.
- Develop initiatives to help your team achieve this Charter.
- Regularly request feedback and new ideas for improving diversity within the team.
- Include this Charter in your Office Manual.
- Actively monitor and report progress against your defined diversity targets.
- Challenge the notion that lead roles have to be full-time appointments and develop methodologies for allowing part-time involvement.



### Working on the project

- Encourage a listening environment, in which everyone can have a voice, not just those who shout the loudest.
- Use inclusive language, whether verbal, visual or written.
- Develop working methods and communication tools that allow those who are less used to taking leading roles to have a voice, whether verbal, visual or written.
- Consider candidates from diverse backgrounds to take the lead role on each element of work.
- All working groups with more than three people to include diversity in leadership, for example: both male and female members.
- Record, and review the diversity balance in each working group.

## **External relations**

### Working with organisations outside the consortium

- Actively encourage collaborators to put forward people with diverse voices as their representatives and spokespeople on the project.
- Actively question the diversity of all supplier organisations, especially at senior levels.
- Where possible, engage with organisations that promote diversity at senior levels.

## **Marketing and business activities**

- Ensure that all marketing or PR material you create actively promotes equality both across the consortium and to the outside world.
- Assuming that they are attended by more than one person, ensure that all external interviews include diverse representatives from your team, while ensuring that nobody's role is tokenistic.
- Encourage people to attend networking events together, for example: male and female.
- When organising panel events or speaking events, aim for a diverse panel, for example a 50:50 gender mix, and challenge others who create panels that are not diverse.



## HR and behaviours

### Recruitment

- Ensure that job descriptions and entry criteria are fair and not biased across any of the 6+1 protected categories.
- Ensure that assessment metrics and skills requirements for new recruits are not biased across any of the 6+1 protected categories.
- Brief head-hunters and recruitment agencies to offer diverse candidates for each job opportunity.
- Review external perceptions of your team, to ensure that it attracts diverse talent, consider communicating a formal strategy for encouraging diversity across the 6+1 categories.
- Aim to consider diverse candidates for each new position in the team, record reasons if this is not achieved.
- Ensure that selection panels include diversity amongst the interviewers.
- Record reasons why each candidate is not selected.

### Salary and promotion

- As a matter of urgency, review and address any pay inequalities across all levels of your team.
- Ensure that bonus criteria and assessments are not biased across any of the 6+1 categories. Record reasons why bonuses vary between individuals.
- Review the pipeline of younger staff members and ensure that staff from across the 6+1 categories are receiving encouragement to grow and develop.
- Ensure that assessment metrics and skills requirements for promotion are not biased across any of the 6+1 categories.
- When making a promotion, record reasons why any candidate is not promoted and consider appropriate training.

### Flexible working

- Promote shared parental responsibility, through HR policy and through your team's culture.
- Explore options for 'soft landings' for those returning from maternity / paternity leave.
- Given the success of Working from Home during COVID-19, develop flexible working arrangements at all levels in the team.
- Identify roles and activities that can be undertaken on a part time basis, including those at senior level.
- Aim to schedule important meetings and conversations within the core of the day – between say, 10.00 and 15.30.



## Training and mentoring

- Introduce training (for all) that addresses communications skills, behaviour, confidence, team working and unconscious bias.
- Encourage debate and discussion within your team, to instil a diverse perception of what a good senior manager should look like.
- Give training to senior managers, to help them prepare candidates across each of the 6+1 categories for promotion to each level.
- Give training to potential candidates for promotion, to help develop their leadership skills. Aim for groups of diverse delegates to take part in this training.
- Encourage senior individuals within your team, who themselves reflect diversity within one or more of the 6+1 categories, to become mentors in-house; encourage cross fertilisation in any mentoring, for example ask men to mentor women and vice versa.
- Ensure that any training needs identified through mentoring are acted upon.
- Encourage staff from across each of the 6+1 categories to take up secondments within your organisation and the industry, to help build networks.



## Appendix C: The mentoring agreement

<p><b>PURPOSE</b> (Expectation, roles, anticipated topics)</p>
<p><b>MEETINGS</b> (Duration, frequency, venue, who is responsible for arranging them)</p>
<p><b>CONTACT DETAILS</b> (Email, phone)</p>
<p><b>GROUND RULES</b> (Confidentiality and privacy, 'no go' areas, responsibilities, record keeping)</p>
<p><b>ANYTHING ELSE?</b></p>
<p><b>SIGNED</b> (Mentor and Mentee)</p>
<p><b>DATE</b></p>



## Appendix D: Summary of the mentoring session

DATE:	DURATION:	SESSION NUMBER:
ISSUES COVERED IN THIS SESSION		
SUMMARY OF THE CONVERSATION		
ACTION POINTS		
ANY OTHER COMMENTS FROM THE MENTOR?		
ANY OTHER COMMENTS FROM THE MENTEE?		



## Appendix E: Useful references and links

- Dillon M. and **Moncaster A.M.** (2017) *Women, boards and the UK built environment: investigating the business case for improved gender diversity on the boards of built environment firms* Report for the Equilibrium Network. Available online from <https://equilibrium-network.com/research-and-information/>
- Ragins, B.R., Clutterbuck, D., & Matthewman, L. (2001). *Mentoring and Diversity* (1st ed.). Routledge. <https://doi.org/10.4324/9780080496559>
- Moncaster, A., & Morris, C. (2019). Editorial: Gender and Intersectionality in Engineering. *International Journal of Gender, Science and Technology*, 11(1), 1–9. Retrieved from <https://genderandset.open.ac.uk/index.php/genderandset/article/view/671>
- Gelles, L., Villanueva, I., & Di Stefano, M. (2019). “Mentoring is ethical, right?": Women graduate students and faculty in science and engineering speak out. *International Journal of Gender, Science and Technology*, 11(1), 108–133. Retrieved from <https://genderandset.open.ac.uk/index.php/genderandset/article/view/578>
- Parlour: gender: equity: architecture. Guides to equitable practice: <https://parlour.org.au/parlour-guides/>
- Business in the Community: <https://www.bitc.org.uk>
- NAWIC Mentoring Programme [NSW Mentoring \(nawic.com.au\)](http://nawic.com.au)
- Catalyst Mentoring Programme [Catalyst Programme 2021/22 brochure - National Leadership Centre](#)
- RIBA Student Mentoring Programme [RIBA Future Architects student mentoring scheme \(architecture.com\)](http://architecture.com)
- UK Gov/guidance/coaching and Mentoring 2022 [Coaching and Mentoring - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Wing to Wing, a mentoring Guide; Lisa Quast (2009) <https://www.barnesandnoble.com/w/wing-to-wing-lisa-quast/1112155084>
- Lisa Quast writing in Forbes Magazine:
- <https://www.forbes.com/sites/lisaquast/2011/07/18/why-women-should-have-career-mentors/>
- <https://www.forbes.com/sites/lisaquast/2011/10/31/how-becoming-a-mentor-can-boost-your-career/>
- The Chartered Institute of Personnel Development (CIPD): <https://www.cipd.co.uk/#gref>
- The benefits of coaching and mentoring: <http://andrewwaleslod.co.uk/learning-resources-the-benefits-of-coaching-and-mentoring/>
- Sir John Whitmore: GROW Model: <https://www.performanceconsultants.com/grow-model>