



**Academy of Board  
Certified  
Environmental  
Professionals  
Mentoring Program**

**Mentor  
Manual**

2013

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## What's In It For Me?

The Board of Trustees of the Academy of Board Certified Environmental Professionals (ABCEP) is glad that you applied to be a part of the mentoring program. Did you know that research shows people who have Mentors in the first three years of their career, are more likely to become stellar leaders and managers at a more rapid pace? Some of the benefits of having a mentor include:

1. Sharing information;
2. Building skills;
3. Reducing generational conflict; and
4. Enabling knowledge transfer.

You will gain up to 16 hours of credit towards your yearly certification maintenance point requirement of 40 points; however, hopefully, you will gain much more in the interaction with other Certified Environmental Professionals (CEPs), applicants, and Certified Environmental Professionals-In Training (CEP-ITs). Other advantages in participating in the mentoring program may include some of the following.

- Increased Visibility
  - This opportunity will showcase your skills as well as create opportunities for you to learn new ones.
- Additional Career/Professional Experience
  - This opportunity will increase your marketability, enhance your work experience and further develop your personal skill set.
- Develop/Enhance Leadership Skills
  - This is required for the overall success of the program.
- Better Communication and Listening Skills
  - This is essential for success in marketplace.
  - You will master delivering feedback for effective communications.
  - In addition, you will work with your Mentee to develop their skills.
- Identify and Guide the Mentee Through Personal Development Areas
  - You will create activities to help your Mentee progress professionally.
  - You will learn how to provide honest and helpful constructive feedback.
- Resume Builder
  - This is an additional skill set you will be able to put on your resume.

List your personal goals or reason for being a Mentor?

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## **The Mentoring Mindset**

Mentoring is an important part of everyone's career growth. It truly takes a special mindset to help someone grow in their career path. Here are some key success factors of an effective Mentor:

- A desire to help someone else grow.
- The patience to let the Mentee "lead".
- The humility to let your Mentee learn from your mistakes.
- A global/unbiased perspective of the environmental profession.
- A willingness to learn and grow from this experience.
- The readiness to end the partnership on a positive note, even if it becomes unproductive.

The Mentoring Program was developed to help guide young environmental professionals into the profession up to the point where they are ready to apply to become a CEP and/or through the CEP application itself. Your Mentee will set accomplishments and a goal for this partnership. You will guide your Mentee through this experience to help them reach their desired outcome. But, you must also remember that you are not their manager; you are their guide. The outcome of this partnership is not a performance review. This is about enhancing talent, developing human resources and adding value. Although there is no stated or implied reward for participation such as career advancement, it is the personal reward of helping another budding CEP that truly makes this experience worthwhile.

## Expectations

We are very excited to have you participate in this program. The valuable guidance you will be providing to another future CEP is immeasurable. We wish you the best in this endeavor and hope you will reach out to the Mentoring Program Chair or the ABCEP Executive Administrator if there is anything they can do to help increase the success of your partnership.

There are many expectations of you during this process. Here is a checklist.

- Take an interest in your Mentee's professional development.
- Help your Mentee set realistic accomplishments and a goal for your partnership.
- Share information about ABCEP and the certification program.
- Be a role model and encourage professional behavior and leadership.
- Dedicate quality time for your Mentee.
- Follow through on your commitments.
- Introduce your Mentee to growth opportunities.
- Facilitate decision-making and problem solving opportunities.
- Recommend specific assignments and/or action items to help your Mentee achieve their goals.
- Offer thought-provoking ideas to challenge your Mentee's thinking.
- Give candid, specific and constructive feedback.
- Address negative behavior and attitudes constructively.
- Encourage and support a mutual exchange of ideas.
- Act as a sounding board and offer encouragement by sharing past personal struggles, challenges and accomplishments.
- Establish and maintain an environment of trust, openness and comfort for your Mentee and do not jeopardize that trusting environment.
- Build self-confidence and self-reliance while avoiding your Mentee to become overly dependent on you.
- Help your Mentee find guidance and resources from other sources.
- Seek to inspire, motivate and cultivate self-directed learning and development skills and attitudes as well as the desire to learn from your Mentee.

During this process, you will first be expected to plan and facilitate your initial meeting with your Mentee. In preparation of this meeting, it is helpful to communicate with your Mentee that they will be expected to respond to the following questions at that meeting:

1. Why did they sign up to be a Mentee?
2. What do they hope to accomplish during this partnership?
3. Identify a goal they would like to focus on during this partnership.

Communicated with Mentee on these items on: \_\_\_\_\_

Their responses to these questions will allow you to next put together a game plan. It is your responsibility to execute a plan that will successfully lead your Mentee through the

process of fulfilling the accomplishments and goal they have for this partnership. You have many tools to help you with this process. Here are a few of them:

1. Your own personal experience.
2. Setting up meetings with others within the ABCEP or other organizations that can also provide guidance to your Mentee to either:
  - a. Help reinforce your teachings; or
  - b. Assist you in areas in which you are not as knowledgeable.
3. Books or educational opportunities (e.g. courses, seminars, workshops, conferences).
4. Websites on the internet.

How does your personal knowledge and experiences relate to helping your Mentee reach their goals for this partnership?

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Who can you refer your Mentee to for more guidance in the areas in which they would like to focus?

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What educational opportunities can you encourage your Mentee to take?

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Are there any websites you can share with your Mentee to reinforce learning or do independent exploring?

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Something else to consider when creating your game plan are the different components of adult learning such as:

1. Lectures
2. Hands-On
3. Delegation
4. Seminars and workshops

We encourage you to use all of these components as well as integrate some of your own.

What are some ways you learn best?

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Your timeframe should be based on a minimum one-year partnership. We will rely on you to determine how often you need to meet with your Mentee in order to accomplish their expressed needs for this partnership.

How long do you anticipate needing in order to accomplish your Mentee's goals?

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## Responsibilities

What is the role of a Mentor? That is the foremost question we need to ask ourselves. Once we know the answer, we need to ask ourselves ‘are we ready and able to fulfill these needs for another person?’ If so, we have the start of a successful partnership with powerful returns. Here are some simple guidelines to get you started.

First, as a Mentor, you need to help your Mentee clarify their goals for this partnership. Your role as their Mentor will hopefully help them clarify their own career goals. You will need to share insight and your own knowledge to help them obtain their goals. As the Mentor, utilize your skills, knowledge and abilities to help your Mentee progress in their career. Think of yourself as a ‘Learning Leader’.

How can my personal knowledge and experiences help my Mentee reach their goals?

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What are some ways/activities/assignments to help my Mentee grow and how can I guide them in the area in which they specify they would like to grow?

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Being a successful Mentor encompasses a lot of aspects. You will be called upon to demonstrate your own leadership competencies. You have most likely been called upon to be a Mentor because of your own superior achievements which you have demonstrated by becoming a CEP. It is our guess you are here because of the high standards you have set for yourself and the variety of techniques and skills you have used to reach your own goals. Now, we are asking you to pass on those traits to your Mentee in order to help them grow and learn from you!

What are the ways you used to enhance your own techniques and skills to reach your own goals?

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Being a successful Mentor also means being a successful communicator. Communicating is not just the words coming out of one’s mouth. It also entails reading and interpreting body language and listening. We will explore this more in depth later.

Other qualities of a successful Mentor include:

- Recognizing excellence in others and encouraging it;
- Enjoying intellectual engagement;
- Helping others;
- Exercising good judgment in decisions; and
- Concerning oneself with the welfare of others.

What do you think are qualities of a successful Mentor?

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It is a responsibility to take on the learning objectives of another individual. As the Mentor, you will be responsible for creating a positive partnership where there is open communication between you and your Mentee. It is your responsibility to develop a trusting partnership with your Mentee so that they feel they can talk freely and openly with you. This also entails giving them honest feedback. This is your opportunity to learn how to give constructive feedback and how to identify problems and offer solutions to help your Mentee grow. So, be prepared to discuss issues as they arise. Give your Mentee real-life examples.

***Feel free to share your own mishaps in order to show them how not to make the same mistakes.***

And most importantly, be supportive! Let your Mentee know when they are meeting with you it is a safe learning and information exchange environment!

We recognize that there will be times when our experience and knowledge are not enough to help your Mentee. That is where your resources will come in handy. It is OK and encouraged for you to refer your Mentee to:

- Other business associates and CEPs;
- Webinars; and/or
- Other training/learning opportunities.

Be prepared to offer your Mentee an unbiased ear. They do not work with you or your organization. Therefore, you are in a unique position to hear what your Mentee has to say and focus on their areas of opportunities without them being fearful that it might impact their current job. However, keep in mind that there are limits. You are responsible to keep your meetings on track. You are not here to address their personal concerns and issues. Your Mentoring meetings need to be business and career related. Although we want you to instill with your Mentee that your meetings are confidential, they also need to understand that some things cannot remain confidential. As an example, disclosing information that is illegal or may cause harm to others cannot remain in a confidential setting. When issues like these arise in your conversations, we need to rely on you to direct your Mentee accordingly.

For personal concerns, encourage your Mentee to take advantage of their Employee Assistance Program (EAP). Most companies/organizations have an EAP. For business issues, encourage your Mentee to take advantage of their internal Open Door Policy by addressing these issues through their chain of command. Most companies/organizations have an Open Door Policy within management. If this is not a viable option for them, encourage them to utilize their ethics hotline. Most companies/organizations have an ethics hotline.

If you become privy to information that is of a legal issue, we encourage you to also to communicate with the ABCEP board through one of the board members. Again, this call can be kept confidential and you are still upholding your personal ethics when coming in contact with sensitive information.

## **Dos and Don'ts**

It probably goes without saying, but there are guidelines for every partnership we undertake. So that there are no questions, we have devised a quick list of Dos and Don'ts when interacting with your Mentee.

### **DO be clear about your motives for helping your Mentee.**

Start off the partnership by opening up with your Mentee by explaining why YOU are here. Why you wanted to be a Mentor and how you feel you can help. Set the stage.

### **DO be considerate of your Mentee's needs as well as your own.**

Be honest in your ability to help your Mentee. Also, understand that this partnership may extend past your scheduled meetings. On the same hand, don't let it overtake your time. Set boundaries and know it is OK to tell your Mentee you will make a note to talk about their concerns/needs at your next scheduled meeting.

### **DO develop a path to accomplish your goals with the set meeting schedule/timeframe.**

Part of being a successful Mentor is mapping out a path that will get you and your Mentee to their goal within your specified timeframe. On the same hand, we all know things come up and sometimes we need to show flexibility in rearranging our timeframes so that our goals can still be met. Take the responsibility to ensure your Mentee can meet their objectives.

### **DON'T give up right away.**

If you are finding difficulty in meeting with your Mentee, accomplishing their goals, and/or adhering to the meeting schedule, take strides to correct the situation. If you need assistance in these areas, reach out to Mentoring Program Chair or the ABCEP Executive Administrator so that they can get involved and assist with the situation.

### **DON'T force your Mentee to follow in your footsteps.**

Your path is your own. We encourage you to share your personal successes and learning opportunities with your Mentee. But, they need to create and find their own path and we are counting on you to help guide them. They need to make their own decisions.

### **DON'T discuss salary, discipline or grievances with your Mentee.**

If these topics arise, immediately halt the conversation and let your Mentee know that you are not able to address those issues in this forum and encourage them to take advantage of their Open Door procedures to find resolution through their chain of command. Although we are sensitive to the fact that sometimes your Mentee may not feel comfortable going through their chain of command, please

advise them that they are welcome to also utilize their ethics hotline and/or contact their Human Resource Representative.

## **Code of Ethics/EAP/Confidentiality**

Upholding our ABCEP Code of Ethics should be the primary focus in any ABCEP endeavor. This is especially true in the Mentoring Program. Your Mentee will not be an employee. This will afford you the luxury of being able to openly discuss and critique your Mentee without their fear of it affecting their career. You are here to help and guide them through becoming better at what they do. They most likely chose to be mentored in an area in which they are weak.

Your Mentee should be informed that conversations between you will be kept confidential. They should also be advised that you will be speaking freely together and they shouldn't fear what is discussed in your meetings will get back to their supervisor. Both you and your Mentee have an obligation to maintain confidentiality of your discussions. However, individual ethical and professional standards will always take precedence. Therefore, neither party should share information that will put the other in the awkward position of obligation to break confidence. With that said, there are some instances when confidentiality cannot be given and your Mentee should be made aware of these up front. Here are some examples of conversations that cannot be kept confidential.

1. Claims of sexual harassment.
2. Reports of gross misconduct in the workplace such as stealing and fraud.
3. Sharing of situations that are morally or ethically wrong.

During your first meeting, the ground rules on confidentiality should be communicated. We advise you to explain to your Mentee that these matters are not part of the Mentoring Program to be discussed.

Other topics that should be identified as off limits would also include:

1. Salary
2. Discipline
3. Grievances

Again, we advise you to inform your Mentee that these topics should be addressed through their company Open Door Policy by utilizing their chain of command.

You should not engage in any of the above mentioned discussions. If they do become topics of conversation during interaction with your Mentee, you must:

1. Immediately stop the conversation.
2. Reaffirm that the Mentoring Program is not the forum to address these issues.
3. Advise your Mentee to either utilize their Open Door Policy, contact their ethics hotline and/or their Human Resource Representative.

If during your interactions with your Mentee, you pick up they are dealing with a conflict, it might be appropriate for you to direct your Mentee to their Employee Assistance Program.

At the conclusion of your partnership, you may find that you want to share the progress your Mentee made with their employer (e.g., manager). Although this is encouraged, we advise that you first obtain permission from your Mentee. Because we stressed throughout the partnership the importance of confidentiality, we don't want to break that without permission from your Mentee.

## Getting Acquainted

A successful partnership is built on a strong foundation. Take some time to get to know your Mentee. Place great value on their stated accomplishments and the goal they wish to obtain during this process. Refrain from passing judgment, but rather be open to other ideas and value different opinions. And most importantly, listen to your Mentee. These building blocks will be the strong foundation in which you build a successful partnership.

It's now time to prepare for your first meeting. Perhaps you are separated by many miles from your Mentee. Wherever they are, it is always a good idea to spend some time getting to know them. Here are some ideas of questions you can ask to help get to know your Mentee:

1. Where did you go to college?
2. How long have you worked for your current employer?
3. What city do you work in?
4. Did you relocate to that city?
5. What is your favorite part of what you do?
6. What is your least favorite part?
7. What are some of your hobbies?
8. If money or time wasn't an issue, what would be your dream vacation?

Can you think of any other questions to help you get better acquainted with your Mentee?

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## **Sample Goals and Accomplishments**

It is your Mentee's responsibilities to provide you with their intended accomplishments and main goal they wish to obtain during this partnership at your first meeting. Here are a few samples of goals and accomplishments they might bring to you.

### Sample goals

- At the end of this partnership, the overall goal for the Mentee is to be a more effective leader. This is a key component in becoming a leader.
- The goal of the Mentee is to become a better communicator, utilizing skills and abilities that were learned during mentoring training and taking other courses.
- Goal to strive for a better understanding of opportunities in their field of interest.
- Desired outcome: A greater understanding of their discipline.
- Overall goal: To learn ways to climb the corporate ladder from my Mentor.

### Sample Accomplishments

- As a result of participating in the ABCEP Mentoring Program, I want to develop excellent listening skills.
- Taking part in the Mentoring Program will help me to overcome my shyness and fear of public speaking.
- I want to successfully complete the Mentoring Program as a Mentee and then become a CEP.
- I want to have a better understanding of opportunities in their field of interest.

## Sample Topics of Discussion and Scripts

During the course of your partnership, you and your Mentee will have many conversations. Some will be over the phone, some could be via e-mail and some of you will be lucky enough to have meetings in person. No matter which method of communication you choose, your discussions will be focused on working toward accomplishing your Mentee's accomplishments and goal for this partnership.

Earlier, we gave you a sample first meeting guideline complete with sample "Getting Acquainted" questions. Once your Mentee submits to you their list of accomplishments and goal for your partnership, it will be your responsibility to research methods to help your Mentee obtain their desired outcomes for this partnership. Here is a list of sample topics for discussions:

- Guidelines for your partnership.
- Communication skills.
- Concise communication as a tool.
- Evaluating and writing proposals.
- Interviewing effectively.
- Facilitation and meeting management skills.
- Getting published.
- How to get promoted.
- How to make the most of performance reviews.
- On-the-job expectations – yours and your boss'.
- Practical management skills.
- Pursuing continued education.
- Resolving conflict.
- Setting career goals.
- Speaking at conferences.
- Writing effective technical reports.
- How to navigate through troubled waters.

With these ideas in mind, your Mentee's goal might be to gain knowledge on how to become a more effective Project Manager. As the Mentor, it will be assumed that you have taken this road in your career and will therefore be able to assist your Mentee. *If by chance, your Mentee has given you a goal that you are unfamiliar with please contact the Mentoring Program Chair or the ABCEP Executive Administrator.* From here you will need to outline the steps you took to get to this point in your career. Perhaps making a list of the essential areas an effective Project Manager needs to know would be helpful. Next, we advise you to look at your resources to see where additional learning opportunities could be afforded to educate and prepare your Mentee such as webinars, course, and other learning opportunities. Once you have identified the learning objectives to accomplish this goal, start putting together a schedule of what

will be covered in each meeting with your Mentee so that you can map out what will be covered and approximately how long you will need to accomplish this goal.

Goal of Mentee: \_\_\_\_\_

Steps you have taken to obtain this goal yourself:

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Essential learning opportunities to obtain this goal:

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Other resources that will be helpful to your Mentee in obtaining this goal:

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Meeting Schedule and Objectives for each meeting:

The above example can be transferred to whatever goal your Mentee identifies. If at any time you would like to brainstorm or seek further advice, the Mentoring Program Chair or the ABCEP Executive Administrator is here to assist you.

## Sample Activities and Assignments

Once you have been informed of your Mentee's accomplishments and goal for your partnership, we encourage you to create informative and interesting activities as well as provide assignments to your Mentee to enhance their learning experience. Here are some examples:

### Activities

- Create a public speaking exercise with my Mentee to go over: posture, tone, diction and grammar in order to become a better public speaker.
- Invite my Mentee to a professional organization meeting.
- Complete a professional path chart for my Mentee in order to see how I got to where I am in my career.
- Have a Mentee forum in order to get to know other Mentees, network and build partnerships in order to help my Mentee become a better networker.

### Assignments

- Take a webinar.
- Create a road map or "yellow brick road" to map out 'where do you want to be in the next 3, 5, 10 years' and how are you going to get there.
- Seek out other employees who you think would be a great Mentor or Mentee.

Can you think of other ways/activities/assignments to help your Mentee grow and guide them in the area in which they specify they would like to grow?

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## Methods of Communication

There are many ways for you to communicate with your Mentee. Based on what you and your Mentee identified on your application, we will match you with someone who wants to communicate in the same manner as you. With that said, we still encourage you to set some ground rules during your first meeting with your Mentee to go over the different communication options and identify the ones that will work best for your partnership. Here are some communication options:

### In person

If you are lucky enough to be in the same area, or within traveling distance, with your Mentee, this is the recommended communication method.

### Video Conference

If meeting in person is not an option, a video conference would be the next best option.

### Via Telephone

The third best option is communicating via telephone with your Mentee.

### Via E-Mail

If there is not a way to communicate verbally with your Mentee, you may communicate via e-mail. However, this is not recommended as a primary source of communication as this does not allow for you and Mentee to fully express yourselves.

This form of communication is best used for making meeting arrangements and other quick discussions.

Can you think of any other methods to communicate with your Mentee?

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## Resources

We encourage you to provide your Mentee with a variety of learning opportunities. Although you will be the primary learning source for your Mentee, here are some other resources you could tap into to enhance the learning experience for your Mentee:

1. National Association of Environmental Professionals webinars
2. American Public University webinars and course.
3. The World Wide Web

Can you think of any other resources?

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## Listening

As a Mentor, you will be doing a lot of listening with your Mentee in order to learn their desired outcomes of your partnership. In addition, your Mentee will be doing a lot of listening to you in order to hear your words of wisdom. Here are some tools to sharpen your listening skills.

We don't just listen with our ears. We also listen with our eyes, as they help us discern gestures. Eye behavior and facial expressions reveal the intensity or authenticity of the verbal message. Listening also includes, but is not limited to:

- Body language
- Vocal inflection
- Words
- Expressions
- Gestures

There are two types of listening: passive and active. Let's look at each one more closely.

### Passive Listening

- When a listener does not verbally respond to the speaker, they are still communicating by sending verbal messages through eye contact, smiles, yawns or nods.
- Passive Listening is appropriate when:
  - The person wants to air a gripe, vent frustration, or express an opinion.
  - The person wants to ease back mentally or be entertained such as at a comedy show.

### Active Listening

- Active listening involves verbal feedback, perhaps through questioning of additional information or by paraphrasing.
- With this type of feedback, you demonstrate that you have understood the other's communication.

Whether you are listening passively or actively, key tips for effective listening always include:

- Hold your fire
- Listen for the main points
- Resist distractions
- Capitalize on thought speed
- Listen for the whole meaning

## Leadership Traits

In every person, there is a leader. For some, it is more pronounced than in others. But, in all circumstances, a true leader should have these traits:

- **Integrity**
  - You keep your word and honor those of others.
- **Motivator**
  - You inspire greater achievement in others.
- **Communicator**
  - You listen well and speak articulately.
- **Change Manager**
  - You recognize and embrace change.
- **Respect**
  - People know you get things done and you represent the ABCEP well.
- **Gets it**
  - You understand the ABCEP mission, vision and goals.
- **Decision Maker**
  - You effectively and promptly make decisions, but know what needs higher attention.
- **Resolves Conflict**
  - Deal with conflict effectively, but do not avoid problems
- **Political Savvy**
  - Internal and external to organizations and companies.
- **Cool in crisis**
  - You can calmly and systematically deal with serious and complex issues.
- **Delivers**
  - Your work is delivered in a timely and effective manner.

## Initiating Mentoring

At the end of this training, you will decide if you are ready to undergo the responsibility of mentoring a CEPIT or CEP applicant. If your answer is YES, and we hope it is, here are the next steps:

1. The ABCEP Executive Administrator will match you with a Mentee. You need to confirm the match via email to the ABCEP Executive Administrator.
2. If you and your Mentee accept your proposed match with the ABCEP Executive Administrator, you will initiate contact and schedule your first meeting.
3. You will conduct your first meeting.
4. Once hearing and contemplating your Mentee's accomplishments and goal they have for this partnership, you will determine your personal level of confidence in helping your Mentee meet their desired outcomes.
  - a. Should you wish to continue this partnership, you will create a game plan and meeting schedule to help your Mentee reach their accomplishments and goal.
  - b. Should you not feel you can commit and/or contribute to the Mentee's expectations, immediately contact the ABCEP Executive Administrator so that each of you can receive new matches.

## Meeting Schedule

During your first meeting, your Mentee will provide you with their desired goals and outcomes. Here is an example on how to initiate and set the agenda for the first meeting with your Mentee which should take place within the first month of the Mentoring Program:

Preparing for your first meeting:

- Send an email to your Mentee introducing yourself (see example below).
  - Provide the Mentee with three date and time options for the first meeting.
  - Ask your Mentee to prepare a list of their Goals and Desired Outcomes for this Program.
  - Ask your Mentee to think about what they want to accomplish during the Mentoring opportunity.

At your first meeting:

- Thank them for their participation and express your desire to help them reach their goals.
- Obtain your Mentee's permission to take notes at your meetings.
- Ask your Mentee the Getting Acquainted questions.
- Discuss their accomplishments and goal as well as why they wanted to be mentored. Let them know that you will spend some time reviewing their accomplishments and goal and will contact them with the next meeting date once you have a game plan.
- Share with them your career journey and how you reached where you are today.
- Invite your Mentee to share their story on their career decisions and direction.

Subsequent Meetings:

- Evaluate experiences gained and other assignments you asked your Mentee to complete since your last meeting.
- Review successes, challenges and process in reaching accomplishments.
- Discuss career-related issues and objectives.
- Discuss how ABCEP support/facilitates career growth.
- Establish assignments to be completed by the next scheduled meeting.

It will then become your responsibility to create a meeting schedule that will provide enough time to accomplish these needs. It is very important that during the second meeting with your Mentee you agree on the frequency and times you will meet.

Once you have established your meeting schedule, you will present it to your Mentee at your second meeting. We understand there will be times when you or your Mentee will be unable to keep a scheduled meeting. We encourage you to reschedule your meeting as quickly as possible so that you do not get behind on your master meeting schedule.

If you find that your Mentee is consistently missing meetings, please contact the ABCEP Executive Administrator so that they can assist you in either connecting with your Mentee or perhaps reassigning you to another Mentee.

Once the formal mentoring program has concluded, you and your Mentee can determine if you would like to continue your partnership informally in order to wrap up any loose ends or perhaps just to stay in contact.

## Example Introductory Email

Hello **[insert CEP-IT or CEP name]** -

Congratulations on your certification as a **CEP-IT in [insert year certified]** !

I am a member of Academy of Board Certified Environmental Professionals (ABCEP) and I have been asked by the BOT to be your Mentor. As your Mentor, my role is to serve as a guide, a friend, and a resource that helps you pave the way to your professional development.

In preparation for the New Year, I am to help you develop your **Annual Career Plan** and to provide guidance to you on your path to applying for your **Certified Environmental Professional (CEP)**. Developing your **Annual Career Plan** will help you to maintain your CEP-IT certification thru 2013. Your **Annual Career Plan** is accessible through [CEP-EXPRESS](#). Since this is your first year as CEP-IT I wanted to ask you to carefully consider your professional goals for 2013 and complete the Goals and Professional Development Sections of your **Annual Career Plan**.

Each year CEP\_ITs submit their Certification Maintenance hours, annual dues, and complete the self-assessment located on your Annual Plan tab on [CEP-EXPRESS](#) no later than January 31, 2013. CEP-ITs must undertake 20 hours of continuing professional development credit each year to maintain their certification. For this year your maintenance hours are tabulated beginning on January 1, 2013 (*after the date that your CEP-IT initial certification has been approved*); and will end on December 31 2013. Prior to the end of 2013 you will then conduct your self-assessment along with your Certification Maintenance.

Please let me know if you have any questions or need assistance in preparing your Annual Career Plan. Feel free to contact me at **[insert CEP-IT or CEP name]** .

I look forward to being your Mentor over the next year **[insert CEP-IT or CEP name]**.

Kind Regards,

[insert mentor name]

[insert mentor company, title, contact info]

**CEP-IT QUICK START for 2013 :**

- Prepare an annual plan in - [CEP-EXPRESS](#) (i.e. a brief description of your career goals and plans for meeting them).
- Submit your annual plan to your CEP-IT mentor for review.
- Pay your \$60 annual maintenance dues.
- Submit your 20 hours annual maintenance points using the Manage Points Tab.

## What Happens When the Partnership Isn't Working?

Not every partnership is “made in heaven” and we are not blind that things will always run smoothly. Should things get rocky, here are a few ideas to help you get back on track.

**Question:** How much time should go by before I contact the ABCEP Executive Administrator to address not being able to contact my Mentee?

**Answer:** If you have not reached your Mentee after three attempts, please contact the ABCEP Executive Administrator for further assistance and guidance. The ABCEP Executive Administrator can immediately dig deeper into why the partnership is not working and come up with a solution.

**Example #1:** My Mentee is hard to reach and does not return telephone calls.

**Solution:** Try to formulate a schedule that is more conducive to the both of you.

**Example #2:** My Mentee seems disengaged in the program. How can I spark an interest with them?

**Solution:** Develop a partnership with your Mentee based upon their likes, needs, talents and abilities.

**Example #3:** Both parties involved do not agree with the terms of commitment set forth by the program.

**Solution:** Speak with the Mentoring Program Chair or ABCEP Executive Administrator to gain clarity of the program's goals and criteria.