

Mentoring Essentials for IDP Supervisors and Mentors



Men-tor n. 1. A wise, loyal advisor. 2. A teacher or coach.

As you begin your mentoring training, please keep in mind the information that is included is specific to the Intern Development Program (IDP). Each reference to mentor, supervisor, or intern pertains exclusively to their role in the IDP.

TRAINING GOAL

- Curriculum provides comprehensive orientation to mentoring
- Training teaches how to include mentoring in every IDP experience

Mentoring Essentials for IDP Supervisors and Mentors is a training experience designed to assist mentors, supervisors, coordinators, and other individuals who wish to learn about all aspects of mentoring. During your training, you will gain an understanding of the role of mentors in the lives of interns and what you can do to ensure that mentoring is an integral part of every IDP experience.

INTRODUCTION

- Mentors play a key role for interns
- Mentors, interns, and firms benefit from relationships
- [AIA Code of Ethics](#) encourages mentoring
- For more information visit www.aia.org/mentorship

Participation in the Intern Development Program (IDP) is often a challenging and demanding time in a professional's career. To gain the most from the IDP experience, the American Institute of Architects (AIA) recognizes the critical role that mentors play in the professional development of interns. The mentoring component of the IDP includes licensed architects who commit their time, talents, and guidance as mentors. Interns are supported by these mentors as they navigate the IDP experience. The rewards for both mentors and interns are numerous. Improved morale and satisfaction on the job, expanded leadership capabilities, and greater productivity are a few of the positive outcomes of such relationships. Employee retention, which results from motivating young architects to remain in the profession, is another benefit of mentoring.

The AIA further acknowledges the importance of mentoring in the AIA Code of Ethics where members are encouraged to “nurture their fellow professionals as they progress through all stages of their career, beginning with professional education in the academy, progressing through internship, and continuing throughout their career.”

OVERVIEW - THE INTERN DEVELOPMENT PROGRAM

- The IDP is a structured transition from education to architectural registration
- Six objectives of the IDP will be reviewed
- NCARB administers IDP. For more information see www.ncarb.org

As stated in IDP Guidelines, the IDP was created to provide interns with a structured transition between formal education and architectural registration. IDP is administered by the National Council of Architectural Registration Board (NCARB). The IDP is a profession-wide, comprehensive program required by law for initial registration in most of United States. Completing IDP is strongly recommended to candidates in all jurisdictions as it is required to obtain reciprocity through NCARB certification.

For current registration board requirements visit www.ncarb.org/Reg-Board-Requirements

According to the IDP Guidelines, IDP has six objectives:

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

TRAINING CATEGORIES

- o IDP Guidelines require training in four categories
- o Profession bears responsibility for mentoring
- o Mentor and supervisor share this responsibility within the IDP

The foundation of the IDP is a prescribed training requirement. To satisfy this requirement, IDP Guidelines state that an intern must complete specific periods of training in four major categories: Design and Construction Documents, Construction Contract Administration, Management, and Related Activities (professional and community service). Each of the training categories is further subdivided into training areas. A specific period of training must be completed in each training area to fulfill the 5,600 required training hours. One training hour is earned for every hour of applicable training.

The IDP Guidelines acknowledge the responsibility of the architecture profession to provide interns with the best possible advice relating to day-to-day training and long-range career plans. Within the IDP, two key individuals share this responsibility: the supervisor and the mentor.

SUPERVISOR AS MENTOR

Can a mentor be a supervisor or, conversely, can a supervisor be a mentor?

Interns are supervised on a daily basis by a supervisor who is an individual within the firm or organization with which the intern is employed. While NCARB's policies allow supervisors to serve as mentors, this is not a recommended practice.

The supervisor does just that, supervises the intern on a daily basis, assesses the quality of the work of the intern, and certifies documentation of training activity. That is very different from the role of the mentor.

However, it is important to note that both mentors and supervisors share a responsibility for communicating with one another to address issues surrounding the professional progress of the intern. This affords the intern additional advocacy and support in instances when another perspective is in their best interest. Three people—intern, mentor, supervisor—form an important triad of support for the mentoring relationship.

CHARACTERISTICS OF FORMAL MENTORING

- For more information see www.mentoring.org

Formal mentoring is based on what are known as *Elements of Effective Practice*. These were developed and published by MENTOR/National Mentoring Partnership in 2009 (*Elements of Effective Practice*, 3rd Edition, MENTOR/National Mentoring Partnership, Alexandria, VA 20003). The elements are the national quality assurance standards that help govern formal and effective mentoring programs. Ideally, whether the IDP is operating in a small, medium, or large firm, the program should adhere to these standards:

- Recruit appropriate mentors and mentees by realistically describing the program's aims and expected outcomes.
- Screen prospective mentors to determine whether they have the time, commitment, and personal qualities to be an effective mentor.
- Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.
- Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure.
- Monitor mentoring relationship milestones and support mentors with ongoing advice, problem solving support, and training opportunities for the duration of the relationship.
- Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess the experience.

Responsible mentoring:

- Is a structured, one-to-one relationship or partnership that focuses on the needs of mentored participants
- Fosters caring and supportive relationships

- Encourages individuals to develop to their fullest potential
- Helps an individual to develop his or her own vision for the future
- Is a strategy to develop active community partnerships

DEFINITION OF MENTOR

Men-tor n. 1. a wise, loyal adviser. 2. a teacher or coach

The American writer George Matthew Adams once observed that “many moments of personal success in an individual’s life come about through encouragement from someone else.”

HISTORY OF MENTORING

- Rooted in Greek mythology and early apprenticeship programs
- Contemporary examples include court-appointed advocates
- Architecture profession promotes lifelong learning involving mentors

Throughout history the important role of a mentor has been well documented. In Greek mythology, it was the loyal friend and adviser of Odysseus who became the teacher of his son, Telemachus, and was called “Mentor.” In western thought, a mentor is synonymous with a guide and teacher. The act of mentoring goes as far back as apprenticeship programs. The skilled craftsman took the young protégé under their wing and showed them the ropes. This apprenticeship concept still exists today in many professions.

In the ancient Orient, the relationship between the Master (shi-fu) and Disciple (tu-di) was the basis of martial arts. Today, bonding with another person is critical in the clinical, mental health, and adoption fields. Court-appointed special advocates (CASA) also fulfill the role of mentors within the juvenile and family court system in the United States.

During the infancy of the architecture profession, the master builder surrounded himself with apprentices who learned the design and technical aspects of the profession. The protégé also gained experience in the marketing and operational issues as well.

Mentoring within the IDP is a 19th-century concept. It was predicated on the theory that if one assumes a professional status, they have a set of duties which they must perform. One of them is the responsibility of training successor generations.

Today mentoring plays a critical role in professional development. The 1970s and 1980s heralded the corporate incarnation of mentoring. Aspiring employees were told that if they want to climb the ladder of success within a business they should find themselves at least one mentor to give them advice, support, and direction. In 1978 a front page article in the Harvard Business Review stated that “everyone who makes it has a mentor.” Internal mentoring programs exist in many of the nation’s largest corporations. Examples remain today where great architects surround themselves with apt protégés “vying for the chance to sit at the feet of the master.”

Since 2002, January has been designated National Mentoring Month. Its purpose is to promote awareness of the need and value of mentoring, recruit more mentors, and invite individuals to pause, reflect, and thank the mentors in their personal and professional life. The theme of National Mentoring Month is “Who mentored you? Pass it on.”

MENTORS IN YOUR LIFE

- Consider the role of mentors in your life—personal and professional
- Training will focus on the formal role of mentors in the IDP

Perhaps you can remember the mentors in your own life when you were in the early years of career development, while you were in architecture school, or participating in community activities, at the first job you had, and the one you have now. These individuals supported and nurtured you and provided you with much needed guidance to help you over the speed bumps. They were, or are, always there for you. These are your personal or professional mentors.

Most architects currently in practice had a mentor earlier in their careers who provided them with advice and career guidance. Think about your exceptional mentors. The questions below will help you remember those whom you admired and emulated.

What family friend, educator, or professional had a profound influence on your career?
What did you admire about them and the advice they gave?
How did you learn from their examples?
What valuable lessons have you learned in your career that can be shared with others?

For many, the mentoring experience is an informal one. That is, there are no set time requirements to meet with a mentor and no regular contacts, entrance criteria, or monitoring of the relationship.

DEFINITION: MENTEE

An Intern is the mentee or protégé; terms are used interchangeably

In recent times, the words protégé and mentee are used interchangeably to describe the individual who is being mentored by another. For this training, intern is the protégé or mentee.

DEFINITION: MENTORING

A mentor offers knowledge and support to guide professional growth of the Intern

“Mentor and intern work together to discover and develop the mentee’s talents. The mentor offers knowledge, insight, support, guidance, perspective, and wisdom based on experience that promotes professional development.”

(Source: Mentor Consulting Group, Norwalk, CT)

MATCHING OPTIONS

- Ideal match is a one-on-one model
- E-mentoring increasingly popular and suits different circumstances

There are several options for how mentors and mentees are brought together in professional match relationships. The most popular and ideal is when a pair is matched in a one-on-one relationship. E-mentoring is a particularly suitable alternative in rural communities and/or when mentors are unable to meet in person on a regular basis. In circumstances where more than one intern can benefit from the professional experience of a mentor with unique skills and/or training, the mentor may be matched with multiple interns.

CHARACTERISTICS OF GOOD MENTORS

Mentor should be a positive, professional role model

Not everyone makes a good mentor; however, those who are effective often share similar characteristics.

Below are the recognized qualities of those who are usually effective mentors:

- Good listener
- Good communicator
- Confidential in all matters
- Must like people
- Committed; makes the time to mentor
- Consistent
- Excellent work ethic
- Patient and responsible
- Positive role model

Potential mentors should evaluate what knowledge and experience they can offer to a mentoring relationship. Think about your introduction to the architecture profession.

How did you begin your career?

What were some of the challenges you faced and how did you overcome them?

What valuable advice did you receive early in your career?

How did this advice help shape your career decisions?

What strategies did you implement to complete your internship and the ARE?

CHARACTERISTICS OF GOOD MENTEES

Important for intern to demonstrate initiative and seek out their mentor

Not everyone makes a good mentee; however, those who are effective often share similar characteristics. Below are the recognized qualities of those who are usually effective mentees.

- Drive and initiative
- Confidential in all matters
- Receptiveness to feedback and coaching
- Actively seeks opportunities to learn
- Ability to learn from mistakes
- Consistent and appreciative

Good mentees seek out mentors; connect with them; learn from their guidance, wisdom, and support; and benefit from the overall experience.

LOCATION/SCHEDULE FOR MENTORING

- Ideal circumstance is for one-on-one meetings once per month
- Essential that meetings occur quarterly to allow for review of intern reports

Where and when does mentoring take place?

The best kind of session between a mentor and intern takes place in person at least once each month during the relationship. Yet we know that there are many reasons why in person is not always possible. When that is the case, meetings scheduled by telephone, e-mail, and even job shadowing are encouraged. In-person meetings can take place at the office, over lunch, or at another quiet location. During the first months of the match, mentors and interns may talk together about career direction, family life and personal interests, and maybe even professional challenges. By the third month of the relationship, and thereafter on a quarterly basis, there will be quarterly report forms that the mentor must review that are specific to training.

BENEFITS TO MENTORS

What benefits can mentors expect who commit to spending time with an intern?

Share successes and challenges of their career
Build new awareness of issues facing colleagues in their firm
Understanding the facets of the profession and learning about new ideas
Share insights with intern
Enhance coaching skills
Chance to be challenged
Personal fulfillment of sharing knowledge with emerging professionals
Expand leadership capabilities and satisfaction

BENEFITS TO MENTEES/INTERNS

What can interns expect who commit to spending time with a mentor?

Acquisition of technical and organizational knowledge
Career guidance specific to the architectural profession
Development of sense of trust
An advocate not a supervisor
Sounding board and confidant
Safe place to discuss concerns and challenges
Mutual exchange of ideas and opinions
Guidance to find solutions to professional/personal challenges
Enhancement of leadership and interpersonal skills
Preparation for future career steps
Encouragement to complete IDP and take ARE in efficient manner

BENEFITS TO FIRMS

What can firms expect by endorsing mentoring and encouraging their employees to get involved?

Improved employee:

- Satisfaction
- Morale
- Retention
- Attitudes toward work
- Pride in their firm

MENTORING AN IDP INTERN

The Role of the Mentor

- o Mentor is expected to provide “best possible advice” in the short and long term
- o Mentor is a registered architect and must be familiar with IDP Guidelines
- o Mentors and interns are learning partners

The IDP provides a unique framework of support for people who are preparing to launch careers in architecture. A key player in this system is the mentor, who is vested with the responsibility to provide interns with the best possible advice relating to day-to-day training as well as guiding long-range career plans. Mentors and interns are “learning partners” in the IDP process. Mentors must be registered architects but have not necessarily gone through the IDP process themselves. They are usually at a firm or organization separate from that of the intern. Although not the ideal, sometimes the mentor is in the same firm as the intern. Architects who have not gone through the IDP themselves should be familiar with the IDP Guidelines before they begin mentoring an intern.

RESPONSIBILITIES OF MENTORS

The four main responsibilities of mentors, as stated in the IDP Guidelines are:

1. Meeting regularly with the intern to review training progress and to sign the intern’s IDP training report.
2. Suggesting additional training and supplementary education activities. (This includes approving supplemental education activities.)
3. Providing guidance to enhance the intern’s professional growth.
4. Conferring, if needed, with the intern and supervisor.

Translating each of these responsibilities into actual one-on-one activities with interns will vary depending upon where the mentor resides; however, all mentors must be familiar with the state registration requirements for the jurisdiction in which the intern plans to get licensed. This is especially important in terms of reviewing the training progress of the intern. Similarly, mentors must be conversant with IDP Guidelines which explain the program’s purpose, objectives, organization, and procedures.

REGULAR MEETINGS

Mentors are encouraged to be available for one-on-one meetings at least once per month in person. While this may or may not always be feasible, the more often mentors and interns are able to interact, the greater likelihood exists for the mentoring relationship to mature and, in turn, positively influence the professional growth of the intern. Regular dialogue promotes open and continuous exchange of ideas and information. In instances when one-on-one meetings cannot be scheduled, alternative means of communicating should be pursued, such as e-mail and/or telephone calls. A combination of in-person, e-mail, and telephone contact should occur every month.

The role of the mentor in suggesting additional training and supplementary education activities is important to the intern. This responsibility assumes the mentor is adequately familiar with the previous and ongoing training activities of his or her mentee and is knowledgeable about opportunities that exist at the firm, component, and/or national levels. Additional training should

elevate the competence and confidence of the intern so they fulfill IDP training requirements efficiently and according to a schedule that helps prepare them adequately to tackle the Architect Registration Examination (ARE). The mentor should be proactive in identifying opportunities for the intern where he or she can gain additional hands-on experience outside their own firm and even play the role of advocate in helping connect the intern with the opportunity.

For additional supplementary education opportunities please visit:

<http://www.ncarb.org/Experience-Through-Internships/Meeting-NCARB-Experience-Requirements/Supplementary-Education.aspx>

MENTOR AS COUNSELOR

Mentors frequently wear the hat of a guidance counselor in their relationship with interns. In this capacity, professional and practical experience is brought to bear on the specific circumstances and needs of the intern. Helping the intern focus on their long-term goals as well as prioritizing immediate tasks as they progress through the IDP is critically important to the intern. Lending advice about scheduling and reviewing training requirements is part of the guidance expected of mentors. While mentors cannot eliminate challenges that confront interns as they progress through the IDP, they provide a sounding board and platform of support to help reduce negative results.

As a mentor, your role is to empower the intern to move through IDP as efficiently as possible and to successfully navigate the ARE process. Below are suggested tips for you to adopt as appropriate to the circumstances of the intern with whom you are working. Remember that sometimes your role will be to help the intern with issues that are not necessarily related to their career. On occasion the intern will seek your advice about a personal and/or life issue. As the mentor, you will want to be there to support, guide, and nurture the intern. The key to this program is developing architecture professionals.

TOP 10 TIPS FOR IDP MENTORS

1. Take time to consider whether you are comfortable working with the interns with whom you have been matched. In other words, assess overall compatibility and ability to communicate. If you feel comfortable, then the relationship should move forward. Alternatively, there might be a need to identify another architect to serve as the mentor.
2. Keep appointments and anticipate changes. Professionals in all walks of life depend upon effective scheduling and the reliability of people with whom they are scheduling meetings and engagements. This is the same for mentors and interns. However, even if all parties are responsible about setting and keeping appointments, there should be a backup plan in place to handle circumstances where appointments must be changed. Follow through quickly and promptly to reschedule any meeting that has to be modified. Meeting together can take place both outside of and/or within the office environment.
3. Help the intern set priorities and develop a focused game plan for reaching the required benchmarks within IDP that lead to the ARE on a timely schedule. If you are serving as a mentor to more than one intern, it is important to accommodate the circumstances of the individual intern in setting the priorities and working out the game plan. Each intern is a valuable resource to the architecture profession, however, each will bring different strengths and challenges to their IDP mentoring relationship.
4. Provide specific and constructive feedback about the progress the intern is achieving. There will be circumstances when the progress is less than anticipated, however, as an

advocate and counselor providing support is extremely important. Remember that meetings do not have to be in person and can take place by telephone or e-mail.

5. Share the “tried-and-true” methods you have adopted through your career to address issues associated with different aspects of training and professional development in architecture. This is where the experience of the mentor can serve a uniquely strategic role in guiding the intern. As an objective advocate, apart from the supervisor, you are sharing the experience without the risk of casting the intern in a vulnerable circumstance. You are neither the intern’s supervisor nor evaluator.
6. Set goals for the intern to address problem areas. When circumstances arise that seem particularly challenging to the intern, identify specific goals to provide a template for effectively addressing the challenges.
7. Give straightforward, honest advice. The mentor’s role as an advocate and guidance counselor must be handled in the context of professional integrity and accountability. Interns are on a path leading to registration in their professional lives and are depending upon the advice they receive. Confidentiality is essential in all matters.
8. Keep lines of communication open with interns. Whenever possible, it is recommended that mentors meet at least once per month in person with their intern. Although it is the suggested minimum level of contact to be achieved, there are many reasons why this may not always be possible. Informing the intern that you will be available through e-mail, telephone, and, on occasion, additional one-on-one meetings will provide a level of support that will strengthen the relationship and lend additional credence to the commitment you have made to the intern to guide them through successful completion of the IDP. In this regard, mentors should be prepared to respond to e-mail or telephone inquiries within 48 hours or sooner whenever possible.
9. Communicate with the supervisor when needed and necessary. A mentor plays a different role than the supervisor of the intern. On occasion, there will be situations that may warrant a meeting between the mentor and supervisor to determine how circumstances can be handled in the best interests of the intern. The mentor should understand that this is an important dimension of his or her role in their relationship with an IDP intern.
10. As the IDP mentor, you might also be the supervisor for the intern. However, the ideal circumstance for the intern is to have a second advocate. Through your established network, if you are serving as both mentor and supervisor, you will want to foster relationships for the intern that broaden his or her network of professional contacts. This might eventually lead to him or her finding an individual who is outside the firm and is willing to become the mentor. Similarly, there will be instances where a particular part of the professional training in which the intern is engaged is not an area in which the mentor feels fully comfortable in terms of current standards. In these cases, a mentor can play a meaningful role by helping an intern identify a different mentor and/or identifying additional mentors to assist in a specific area of professional training. There are also times when a mentor or intern may move. Long-distance relationships can be maintained with great success through e-mail and telephone communications.

BRINGING CLOSURE TO A MATCH

- Personal and professional circumstances of the mentor and/or intern can occur
- Discuss changes with the intern and plan for transition as needed

What if in spite of all the good intentions of a mentor or an intern, the relationship has to end?

There are many reasons why a mentoring relationship may have to end. The mentor and/or intern may move. Career changes or personal issues may occur. Sometimes the mentor thinks the relationship is not progressing and the chemistry of the match does not warrant continuation. This may be the case for the intern, too.

When a mentor wishes to bring closure to the relationship, you should:

- Discuss the decision with the firm's IDP coordinator
- Arrange an in-person appointment with your intern to discuss your decision (face to face is always preferred if possible)
- Allow the intern to share feelings about the decision
- Never make a promise you cannot keep
- Communicate with the intern's supervisor if it is warranted
- Identify individuals and/or resources to assist the intern find another mentor

ROLES AND RESPONSIBILITIES OF FIRM MEMBERS

- Firms have unique responsibilities and opportunities as advocates for interns
- Firms that support mentoring are most effective
- Firms are responsible for certifying the work record maintained by interns
- Training poses questions for firms to ask to foster a "mentoring friendly" climate

What are the opportunities for firm members to assume unique roles and take on responsibilities to help prepare interns for competent practice?

Firms that embrace IDP often find their support of IDP enhances their ability to attract, train, and retain competent and committed employees.

Interns are responsible for fulfilling the IDP training standard with thorough and complete documentation. However, the employer bears the important responsibility for certifying the work record maintained by the intern. Supervisors in many firms are finding that the IDP training report form is proving to be a useful management tool for reviewing employee performance. This is another benefit that accrues to firms actively involved in the IDP. Firms with established staff development programs will also find the IDP training standard and core competencies a useful guide for intern assignment.

Aligning the business and professional goals of a firm with those of the IDP builds a solid foundation to support the mentoring platform and strengthen the overall mentoring practices of the organization. For mentoring to gain credibility, however, leaders of the firm will need to be advocates of such an alignment. When firms are able to identify the precise business reasons for supporting mentoring, the value becomes evident to all employees. Firms are encouraged to assess their existing support of the IDP and enrich their program if needed.

Here are some basic questions to ask in assessing the climate for mentoring in your firm:

- Are the right people included and engaged in overall management, supervision, and assessment of the IDP?
- Are communication lines open and operational between different parts of the firm that are engaged in the IDP?
- Is there a review process in place to monitor progress of individual interns?

Interns know that internship is a two-way street. The investment of their employer in their professional development does not go unnoticed. Rather, it translates into a higher level of commitment and increased level of professionalism. Similarly, as documented by the AIA, feedback from mentors and supervisors who also serve as mentors suggests increased productivity, improved interoffice communication, and a heightened sense of responsibility as benefits enjoyed by firms with strong IDP efforts.

Firms bring different levels of capacity to the level of support they lend to the IDP. It is important to recognize the capacity differences in implementing the program. Here are some suggested points to maximize the contributions of your firm.

- Ensure the scope of the mentoring component in your firm is realistic and manageable.
- Consider how you leverage and maximize the people who are involved, e.g., intern, mentor, and supervisor, as well as the process to achieve optimal results.
- Expect to make changes as circumstances warrant to maintain quality of effort, always adhering to best practices of mentoring.
- Monitor and report results for use internally and for the AIA.

Post-Training Quiz

DIRECTIONS: Now that you have completed the professional development training experience, you are asked to answer the following questions in this post-training quiz. Your participation is greatly appreciated.

As you address and answer the questions below, keep in mind that they pertain only to the Intern Development Program (IDP) and the role of the IDP mentor, IDP supervisor, and IDP intern.

Select the correct answer and mark with an X.

1) The IDP is:

- a. a voluntary program in most states
- b. required by law in most states
- c. required by law in half of the states

2) A mentor is a:

- a. registered architect
- b. graduate of the IDP process
- c. supervisor

3) Mentoring is a:

- a. relatively new concept in architecture
- b. concept found in the infancy of the architecture profession
- c. unique coaching program restricted to persons with MArch degrees

4) An ideal schedule of meetings between mentors and interns occurs:

- a. once a month
- b. once a week
- c. once a quarter

5) Meetings between mentors and interns are:

- a. always in person
- b. in person and e-mail
- c. in person or by e-mail and telephone

6) The main responsibility of the mentor is to:

- a. assess quality of work of interns
- b. provide guidance to enhance professional growth
- c. certify documentation of required training activity

7) Mentors provide interns:

- a. a safe place to discuss concerns and challenges
- b. supervision of their daily work performance
- c. documentation of training activity

8) In an ideal IDP scenario:

- a. the mentor can also be the supervisor
- b. the supervisor can also be the mentor
- c. the mentor and supervisor are different

9) A mentor:

- a. works with only one intern at a time
- b. can serve as a mentor to more than one intern
- c. can only work with an intern in the same firm

10) Architecture firms that embrace the IDP:

- a. attract, train, and retain competent employees
- b. do not have responsibility to support the mentoring program
- c. recognize that the IDP gives the firm a good name

11) In the IDP, the term mentee:

- a. is different from protégé
- b. is interchangeable with the term protégé
- c. and supervisor are the same

12) A mentor:

- a. must reside in the same city as the intern
- b. may reside in another city and/or state than the intern
- c. must reside in the same state as the intern

13) A mentor:

- a. receives compensation for mentoring intern(s)
- b. receives HSW credits for mentoring intern(s)
- c. has no fiduciary interest in the professional development of the intern

14) An intern:

- a. is encouraged to discuss the timing of the ARE with the mentor
- b. is prohibited from discussing the timing of the ARE with the mentor
- c. can discuss the timing of the ARE with his or her supervisor but not his or her mentor

15) A mentor:

- a. may or may not have completed the IDP as part of his or her professional training
- b. completed the IDP in order to be eligible to mentor an intern
- c. is a partner in an architecture firm

Thank you for your participation in the training!
Become a Mentor/
Continuing Education

Mentoring Essentials for IDP Supervisors and Mentors
Intern Development Program (IDP) Quiz Answers

- 1. a b c 4. a b c 7. a b c 10. a b c 13. a b c
- 2. a b c 5. a b c 8. a b c 11. a b c 14. a b c
- 3. a b c 6. a b c 9. a b c 12. a b c 15. a b c