



# Welcome to mentorship

## Mentor Guide



THE UNIVERSITY OF BRITISH COLUMBIA

# Mentorship starts with students

## What does mentorship mean to students?

Maybe they are ...

wondering how to find work that relates to their studies and reflects their interests.

reflecting on what they're good at or which strengths they want to highlight.

exploring how to make a difference in the world.

looking for clarity about their career, academic and personal goals.

curious about which career options will make a decent living.

concerned about the uncertainty ahead.

delighted at the prospect of building relationships with experienced professionals.

eager to graduate and to finally have that credential they worked so hard for.

full of excitement, ready to get out there and put your ideas into action.

## What is the world of work like?

The 21<sup>st</sup> century is dramatically changing the how, when, and where of professional workplaces. Here are the top characteristics you need to know about how work and workplaces are evolving.

**3 C's rule workplace culture.** Communication, collaboration and connectivity skills are of increasing importance in successfully navigating workplaces.

**Big data and 'human' skills are trending.** Analytical skills such as identifying patterns, interpreting data, and making unexpected connections, and human skills such as creativity, initiative, critical thinking, emotional intelligence, and leadership and social influence, are in demand skills from today's employers across all industries.

**Technology is setting the pace.** New digital tools - specifically high-speed mobile internet, artificial intelligence, widespread adoption of big analytics, and cloud technology (World Economic Forum, 2018) - are changing what, when, how and why we communicate, placing an emphasis on digital literacy skills of those entering the workforce.

**A freelance economy.** The gig economy continues to rise, transforming careers into short-term contracts with different employers. Gig workers develop highly specialized skills as they move from gig to gig.

Share how these trends have impacted your industry and approach to work with your mentee. Consider which experiences or conversations with your mentee will help prepare them for the future of work.

# Mentorship starts with students

## What can you help students learn?

**What is out there?** There are new roles, companies, and approaches to work emerging all the time.


**Where are the opportunities?** They want to learn about the industry or field they're interested in - what are the trends?  
**Who are the experts? Who has funding?** Encourage them to find organizations to get an understanding of their focus and vision. This knowledge is their gateway to the hidden job market.

**What might they need to succeed?** Identify what skills, knowledge, and attitudes help people succeed in this industry or field.

## How can you help students in their career learning?

Students engage in their career learning any time they make meaning of their identity, engage purposefully in experiences, nurture relationships, and seek out tools to help them achieve their goals.

The Centre for Student Involvement and Careers approaches career as a process, not an outcome. It is iterative and life-long.

 Throughout the program, you will have opportunities to encourage and explore the following with your mentee:

- What are their strengths, values, and interests.
- Which experiences have been influential for them so far in their degree, and which experiences will help them apply knowledge and test their skills.
- Who is in their network and where might they expand it. A student's network includes professors, staff, alumni, community members, peers, and you!
- How might they improve their resume, cover letter, LinkedIn profile, portfolio, mindset towards career, or other valuable tools.



# Mentorship starts with students

## What are the phases of mentorship?

Mentorship is a kind of collaborative learning between people. Knowing these four phases can help you navigate the mentorship experience:

**Preparing:** the discovery phase, when you find out if mentorship is right for you.

**Negotiating:** the business phase, when you help your mentee set learning goals.

**Enabling growth:** the work phase, when you support and provide feedback to your mentee.

**Coming to closure:** the assessment stage, where you assess the value of your mentoring relationship and move forward.

## Build and maintain a respectful relationship

While participating in mentorship at UBC, all members of the UBC community are expected to uphold a respectful environment in which respect, civility, diversity, opportunity and inclusion are valued.

Although we may be interacting off-campus and/or in a virtual setting, the expectations for fostering a safe and respectful environment for all remains the same.

To read the full [Respectful Environment Statement](#), visit:

<https://wellbeing.ubc.ca/ubc-statement-respectful-environments>

## How do you get started?

Introduce yourself! What is the story behind your name? Where have you lived? What does mentorship mean to you and what do you hope to learn or develop as a result of mentoring students?

Other things your mentee might want to know about you:

How did you land in this degree?

What is your current role and how did you get there?

How relevant was your undergraduate degree to this industry or field?

What additional training or skills have you developed since completing your undergraduate degree?

What are your strengths and values?

How would you describe your industry or field?

What experiences (volunteer, work, classes) in your undergraduate degree proved to be valuable to you?

What are your future goals or ideas?

What other parts of your life (friends, family, community, hobbies etc.) influence your career ideas?

How is mentorship beneficial to your learning and professional development?

# Make the most of this experience



## What are your expectations of each other?

Talk about the expectations and goals you have for this mentoring relationship.

### *Mutual Responsibility*

What do we hope to achieve during our partnership?

### *Role Clarity*

What is the responsibility of the mentee?

What is the responsibility of the mentor?

### *Boundaries*

What does privacy and confidentiality mean in this context?

What topics, or parts of life are in scope?

What part(s) of life are out of scope?

### *Accountability*

How do we hold each other accountable?

What are the consequences when we don't fulfill our responsibility?

### *Logistics*

When will you meet? Where? How often?

Which preferred method(s) of communication will you use - phone, email, text, in-person, online?

How will you communicate a change in plans?

# Make the most of this experience

## What goals do you want to create together?

Mentorship can bring a fresh perspective, new or unexpected ideas to life and career. Set intentional goals, so that you and your mentee(s) can take action towards a common purpose. There are a variety of ways to set goals with your mentee. Selecting one or two different frameworks may help to guide you and your mentee.

### *SMART*

**Specific:** what exactly do you want to achieve? How? Why?

**Measurable:** how will you know when you achieve it? You need to be able to track your progress.

**Achievable:** how can the goal be accomplished? List the specific tasks that will get done.

**Relevant:** why is this goal important to you? Motivation and prioritizing can be hard if the goal isn't something you want to work towards.

**Time frame:** when do you want to achieve this goal? Setting a deadline helps you work towards an end date.

### *FAST*

**Frequently discussed:** goals need attention more than once. Check-in on them routinely to measure progress and adjust tactics as needed.

**Ambitious:** difficult is ok. Set a goal that will take effort to accomplish.

**Specific:** metrics, milestones, and other markers that force clarity help you know if you achieve what you set out to.

**Transparent:** share your goals with others to get ideas, help, and people to celebrate with in the end.

### *HARD*

**Heartfelt:** why do you want to achieve this goal? Your reasons might be intrinsic or extrinsic.

**Animated:** think about where you want to be when you accomplish this goal. Describe exactly what you're doing in that future version of yourself.

**Required:** What do you need to have accomplished to keep on track toward achieving this goal? What's one thing you need to accomplish today?

**Difficult:** What is your biggest challenge you have in achieving this goal? How can we work together to overcome this challenge?

### *Four M Method*

**Motivation:** why do you want to achieve that goal?

**Making commitments:** who and/or what can help you achieve your goal?

**Modifying the environment:** what needs to change for you to achieve your goal?

**Monitoring actions:** how can you track your progress?

# Make the most of this experience

## How do you give advice, suggestions, or feedback?

There are many reasons you might give advice, suggestions, or feedback to a mentee. You may want to encourage a new activity, approach or attitude; help your mentee change a behaviour; highlight a challenge or barrier; or offer a different perspective.

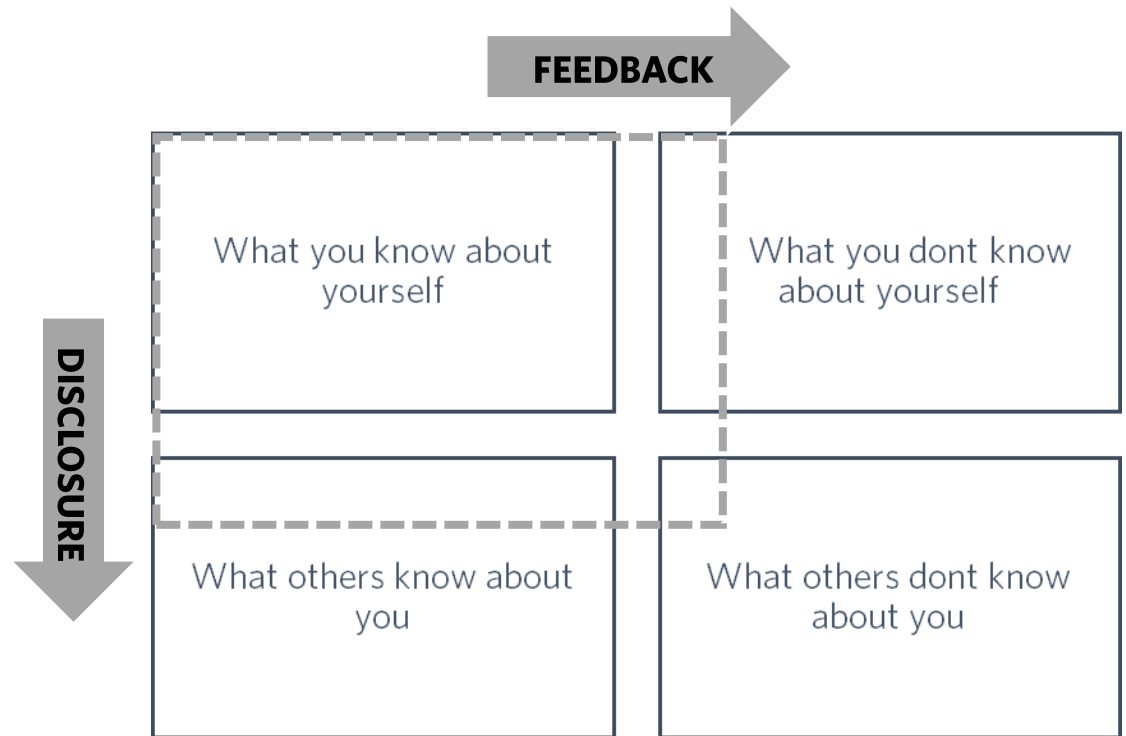
Feedback helps us to grow and continue learning at any stage, because it shrinks what we don't know about ourselves. Whether we seek it out, or another person initiates it with us, feedback helps to uncover our blind spots. We disclose information about ourselves to others to help people better understand who we are and to build authentic relationships with others.

## What does effective feedback sound like?

**Intention:** why is the person behaves this way? Don't go there. Feedback that digs at the deeper reasoning why people are acting a way often goes sideways.

**Behaviour:** what precisely are they doing? "I've noticed..." then offer specific observations.

**Impact:** how is this impacting you and the goals you established? "The result is \_\_\_\_, because ..." illustrates the consequences of the behaviour. Most often, these consequences are unintended and not the outcome that the person set out to achieve.



The Johari Window (Luft and Ingham, 1961)

# Make the most of this experience

## What experiences or conversations do *you* want to have?

Experiences and conversations are kind of like prototypes. Prototypes are early samples, small scale versions, or models that help to test ideas and plans. Experiences and conversations with a mentor reveal some of our assumptions that we didn't even know we were making. Prototypes also help us make informed choices later. Thinking of graduate school? Talking to a graduate student or professor can help you decide if that's the right thing for you.

## Ideas for prototypes (*experiences or conversations*):

- Go for coffee or a meal and talk about career interests and accomplishments
- Practice your interview skills and ask for feedback
- Share details of a project you are working on
- Share your cover letter, resume and LinkedIn profile with your mentee and illustrate best practices for their documents or profile
- Attend a workshop or conference together
- Create and submit a workshop proposal for the Student Leadership Conference
- Invite your mentee to spend the day at your workplace
- Tour a facility in your field of interest
- Read a book or listen to a podcast and then discuss it

## You can take advantage of what campus has to offer



These experiences will help you explore your career, meet people, and practice your skills.

Meet alumni and industry through events like: [Industry Nights](#), [Career Days](#), [My Career Story](#), [Information Sessions](#)

Participate in the [Multidisciplinary Undergraduate Research Conference](#)

Attend or present at the [Student Leadership Conference](#)

Join or form a team for [Day of the Longboat](#) or [Storm the Wall](#)

Celebrate [Homecoming](#)

Watch the [Thunderbirds](#) play

Attend [Departmental lectures or other events](#)

Support [Pride at UBC](#)

Explore [Thrive](#) and mental health on campus

Help create a culture of consent through [Sexual Assault Awareness Month](#)

Take in a concert or lecture at the [Chan Centre](#)

Watch a production at the [Frederic Wood Theatre](#)

Visit the [UBC Farm](#), [Museum of Anthropology](#), [Nitobe Memorial Garden](#), [Botanical Garden](#) or the [Beaty Biodiversity Museum](#).



# Build Networks

Mentorship builds your network with students, other alumni or professionals in a variety of fields. As a mentor, you can help build a student's network in new and meaningful ways. You know where and how best to meet people in your field. Through connecting with others in this program, we hope you build a network with other mentors.

While navigating career is complex and layered for all of us, many students experience challenges related to systemic barriers in the workplace. Mentorship can help to build a student's support and social capital through introductions and relationships you can help to establish. These actions work to disrupt many of the inequalities and power dynamics that persist in the labour market.



# Build Networks

How can I enhance my connections with students in the program?

[Appreciative inquiry](#) is an effective way to explore and ask students questions about their career navigation in a way that fosters open communication, reduces bias and assumptions, and creates a more inclusive environment where coaching and advising is individualized to the student's needs, goals, and strengths.

Intercultural communication is an essential skill for professionals operating in culturally diverse environments. Understanding how to navigate cultural differences and communicate in a way that is inclusive is key to supporting students. Mentor from a place of openness and curiosity (check bias/assumptions). Ask questions like: how can I support you? and what resources do you need that you're not getting now?

Just as you would with any other person, respect the individual's knowledge about their experiences. Take a strengths-based approach and seek to support the student to identify and leverage their talents.



# Tools

## What tools can help me as a mentor?

[UBC Life Blog](#). Sharing stories, tips, opportunities, and resources. By students, for students.

[Health and wellbeing](#). A healthy mind, body, and spirit are foundations for students to achieve their personal and academic goals.

[Student Health and Wellbeing: Assisting Students in Distress](#). Everyone plays an important role in supporting student mental health and wellbeing. Use this guide to familiarize yourself with common signs of distress and the steps you can take to offer assistance.

[Supporting Survivors of Sexual Violence](#). Survivors are more likely to disclose sexual assault or other forms of sexual violence to someone they know and trust. Survivors have the right to make their own choices. Support the choices they make, whatever they decide.

[Equity Guides](#). Learn relevant and up-to-date practices to strengthen your coaching of students. Get answers to common questions and find further resources.

Be an online career mentor with [UBC Hub of 10, 000 Coffees](#).

[Hire a student](#). UBC students and alumni are recognized globally for their academic excellence, leadership, ability to take initiative, and diversity, making them valuable employees in your workplace.

### References:

Luft, J., & Ingham, H. (1961). The johari window. *Human relations training news*, 5(1), 6-7.

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Word Economic Forum. (2018). *The Future of Jobs Report*.

Zachary, L. J. (2011). *The mentor's guide: Facilitating effective learning relationships*. John Wiley & Sons.

## What tools can help the students I meet?

**Read the student handbook.** A companion handbook for students illustrates the messages and resources that can help them. Lost your copy? Your mentoring coordinator can send you a PDF of the student handbook if you email them.

[Student Services](#). Find resources and support for academic and personal success.

**Help students tell their story.** Resumes, cover letters, interviews, and online platforms like LinkedIn can help students to effectively tell their story. The Centre for Student Involvement and Careers has a variety of [online resources](#), [workshops](#), [job board](#) and [events](#) that help students in their career learning.

## Can mentors learn from students?

We've heard mentors share stories at the end of the year like: *I feel reinvigorated about my field now; I'm inspired by a new direction I see now; I learned so much about myself from my mentee; giving back feels so good; I feel like I made a difference for someone else; I am more connected now to the UBC community; meeting other mentors has helped me strengthen my skills growing and developing talent in others.*

Take a few moments and ask yourself..

- What was something surprising that you learned from your mentor? How did that changed your perspective?
- Who has impacted you in the program? How? What is important to you about that?
- What skills, knowledge, or attitudes have you learned that you would like to apply in your own career development?
- What is one action you can commit to in the next two weeks that comes from your learning in this program?