

TRI-MENTORING PROGRAM

Mentor Handbook



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Student Involvement and Careers

Welcome to the Tri-Mentoring Program

On behalf of the Centre for Student Involvement and Careers, we welcome you to the UBC Tri-Mentoring Program. We believe you will benefit greatly from this experience as you share your career inspirations and insights. We also know that students will benefit greatly as they draw from your wisdom and knowledge and begin to plan their careers.

UBC is committed to assisting students to learn and practice successful career self-management skills. In addition to the Tri-Mentoring Program, our programs and services include job preparedness workshops, individual job search coaching, career fairs and employer expos, and on-campus work experience programs. These programs and services are designed to give students the tools they need to make meaningful career and educational plans.

We hold our mentors in high esteem and have created this guidebook to support you in this significant role. This guidebook features tools to assist you in being a well-informed and effective mentor.

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OVERVIEW & BENEFITS

Program Overview

The UBC Tri-Mentoring Program connects faculty and industry mentors with UBC students. These connections introduce students to the structure and environment of the professional world. They also enable mentors to promote their industries, network with other mentors, develop new skills, and maintain a connection with the UBC community.

The tri-mentoring structure means that the senior student you mentor will in turn mentor a more junior student. The program incorporates face-to-face mentoring with online contact, networking events, and connections to career development resources.

Tri-Mentoring at UBC is offered through individual faculty, department, or student groups called Tri-Mentoring clusters. The Centre for Student Involvement and Careers supports these clusters and oversees this collaborative, cross-campus initiative.

Benefits of Tri-Mentoring

The UBC Tri-Mentoring Program was created to support students as they consider their professional options. While students report that they find the experience invaluable, past mentors have told us that students are not the only ones who learn and grow through the program. Mentors themselves also experience rich and sometimes unexpected benefits.

Top five benefits for you

1. Give back some of the support and inspiration you have received throughout your career.
2. Make contacts within your industry and build your professional network.
3. Improve your communication and leadership skills.
4. Develop and maintain connections to UBC and contribute to efforts to build a stronger industry and community.
5. Contribute to the future of your field or industry by assisting the next generation of leaders.

Top five benefits for students

1. Receive an introduction into the professional world.
2. Share life experiences and learn from a mentor's challenges and achievements.
3. Start building a professional network.
4. Develop time management, leadership and communication skills.
5. Gain clarity on career, academic, and personal plans.



TRI-MENTORING ROLES

The Tri-Mentoring model features three types of participants:

- the faculty or industry mentor
- the senior student mentor/mentee
- the junior student mentee

Cluster Coordinators and the Centre for Student Involvement and Careers play key supporting roles.

Faculty or Industry Mentor

Faculty or industry mentors support the career development of a student. Mentors generally commit to the program for one academic year (eight months). Mentors assist students in three key areas:

Building a supportive and encouraging relationship

- Encourage their mentees to ask questions, voice opinions, and be clear about their program goals and expectations
- Share professional anecdotes and wisdom gained from experience

Providing professional development opportunities

- Provide guidance on workplace expectations, professional relationships, and career paths
- Model professional behaviour
- Attend industry events and other networking opportunities; provide referrals to other professionals when appropriate

Actively participating in the Tri-Mentoring Program

- Attend program events
- Meet with their students and communicate via phone and email as agreed upon at the beginning of the program
- Communicate any problems or issues to the Cluster Coordinator so they may be resolved quickly
- Complete an online exit survey and share feedback to contribute both to the ongoing development of Tri-Mentoring on campus and across Canada

Senior Student Mentor/Mentee

Senior students can be both mentors and mentees:

- As mentors, their role is to help junior student mentees get the most out of the UBC experience and on-campus professional development opportunities.
- As mentees, they initiate activities and discussions with their faculty or industry mentor to get ready for their entrance into the professional world.
- If your senior student is a mentor, then you'll find that they learn how to mentor from you and apply this knowledge to their relationship with their junior student mentee. Your student may ask you for advice and guidance on how to be a mentor, or they may simply learn professional behaviour and mentoring techniques by modelling through your mentor/mentee relationship.

Junior Student Mentee

Junior students talk with their senior student mentors about campus life and career development opportunities.

In most clusters, the junior student primarily works with the senior student and has contact with the faculty or industry mentor at the kick-off and end-of-year events. The junior student can participate in triad meetings with the senior student and mentor if this is agreed upon by all parties.

An important Tri-mentoring goal is to build community at UBC by having junior students continue in the program as senior students and, eventually, as faculty or industry mentors.

Cluster Coordinators

Cluster Coordinators administer the Tri-Mentoring program and other student development projects within individual faculties, departments, or student groups. They recruit mentors, match them with mentees, monitor participant progress, and assist with overall program evaluation. Because coordinators adapt the Tri-mentoring Program to meet their goals, the program differs slightly from cluster to cluster.

The Centre for Student Involvement and Careers

The Centre for Student Involvement and Careers coordinates the Tri-Mentoring Program and provides support and guidance to clusters within faculties, departments, or campus associations. The team also offers professional development opportunities for mentors and students enrolled in the Tri-Mentoring Program.



TIPS FOR SUCCESSFUL MENTORING

As a professional, you use important communication skills every day – networking, giving feedback, evaluating ideas, asking questions, brainstorming, and leading discussions. These same skills are an important part of a successful mentor-mentee relationship.

The following tips and ideas will help you use your existing communication skills in your role as a mentor.

Asking questions

As with all new relationships, you may find communication with your mentee flows freely from the start, or you may find it needs to be coaxed along until you find common ground. The best way to start is to ask questions, be they about career plans, educational and work experience, perspectives on work, interests, career values, skills, or talents. Questions to ask include:

- What courses are you taking this semester?
- Which courses do you enjoy most?
- What work or volunteer experience do you have so far?
- Are you taking part in a co-op or other work experience program?
- What career goals are you thinking about?
- What are your interests?

Offering advice and suggestions

It helps to be clear about your goal in giving feedback – how do you intend for your mentee to act on your advice? For example, your goal in offering a specific suggestion may be to:

- Encourage a new activity, approach, or attitude.
- Help your mentee change a behaviour.
- Persuade your mentee to consider a problem or issue.
- Get your mentee to consider a new perspective on a specific issue.

Once you have determined why you are offering a suggestion, you can use several techniques to help your mentee take action.

Break suggestions down into concrete steps

When suggesting a specific course of action, it is helpful to work with your mentee on identifying steps to make it happen. For example, if you suggest that your mentee volunteer at an upcoming industry event, your mentee may have to:

- Talk to the volunteer organizer.
- Fill out an application and/or submit a resume and cover letter.
- Attend an orientation session.
- Commit to a specific task and organize their schedule in order to be available for the event.
- Follow through with the commitment.

Provide enough information

For many mentors, professional etiquette comes so naturally they take it for granted. For students who haven't had the opportunity to observe how things are done on the job, contacting someone or attending a meeting may present daunting hurdles.

This is why it is important to provide your mentee with enough information to act on your advice. For example, if you suggest that they contact a specific person, you may also want to give or direct your mentee to the email addresses, phone numbers, or websites they will need. You may also offer to review a draft introductory email prepared by your mentee.

Consider "What if..."

Another useful way to offer advice is to ask "What if..." questions. Questions such as "What if you approached the situation like this..." or "What might happen if you volunteered for..." can open a dialogue that helps mentees arrive at conclusions themselves. When mentees make realizations on their own, they are more likely to act on them.

Other effective phrases include:

- What would happen if...
- How would you feel if...
- What would be another approach to...
- What other ways could you...

Ask questions to spark action

Assist your mentee in moving toward action by asking questions such as "Where do you think you could find this information?" and "What date will you do this by?"

Offer constructive feedback

To avoid making your mentee feel defensive, offer some positive feedback first. Then address what he or she needs to work on and conclude with more positive feedback.

Follow up and debrief

Follow up by asking your mentee how they have acted on your advice.

If they did not take action, talk about it.

Discuss your relationship to find out what works and what doesn't. When you do this, try to accept your mentee's feedback in the same, non-defensive way you would like your own feedback to be accepted.



Professionalism

One of the most important ways students learn from mentors is simply by observing them. This is one of the strengths of Tri-mentoring as it gives senior student mentor/mentees an opportunity to learn from their mentor's example and then "try on" professional and leadership skills in their interactions with their junior student mentees.

Professional skills that you can assist your mentee develop and understand include:

- Time management
- Diplomacy
- Networking
- Business etiquette and more general aspects of professional and ethical behaviour

Challenges

Occasionally problems arise: communication breaks down, disagreements happen, or one participant is not able to keep their program commitments. It is important to recognize that in a good mentoring match, mentors and mentees don't always get along perfectly or agree on every point.

For example, sometimes mentors and mentees feel that their match is not working because the mentee's career goal does not match the mentor's occupation or industry. However, mentors and mentees do not have to be on the same path in order to connect and benefit from one another's experiences. Some of the most successful mentoring matches are based on sharing general information, ideas, guidance, and experience regarding all aspects of career development and professional life rather than industry-specific information.

Characteristics of a strong mentor-mentee relationship include:

- Realistic expectations
- Willingness to share information, thoughts, and ideas
- Effort to fully engage in the program and take part in all activities
- Strong listening – even when there are challenges, both parties should feel like their perspectives are being heard and respected

If a problem arises with your mentee, first talk about it with them directly. If the problem persists, please contact your Cluster Coordinator.

Other resources

Your responsibility as a mentor is to introduce your mentee to the professional world.

Students' lives may get complicated by financial, housing, personal, academic, and health issues, which you can address within the context of a career. However, if you are approached about issues that are beyond the scope of your mentoring relationship or your comfort level, refer your mentee to the Cluster Coordinator, the Centre for Student Involvement and Careers, or another appropriate campus resource.



SUGGESTED ACTIVITIES

The activities in this section are designed to help you and your mentee clarify expectations and goals and build a foundation for your meetings. Copies of these suggested activities can also be downloaded from www.students.ubc.ca/careers/alumni/mentor-students/be-a-mentor/

You may complete some of these activities in person with your mentee or through phone and email conversations. For other activities, your mentee might want to do some personal reflection first and discuss their ideas with you later. Discuss what works best for both of you.

Both you and your mentee can make suggestions and offer ideas for activities that will help get the conversation going, give you a chance to model professional behaviour and provide opportunities for you to offer concrete guidance and advice or spark discussion.

Setting expectations: Realities of Tri-Mentoring quiz

1. A mentee-mentor relationship is usually a lifelong commitment.
 TRUE FALSE
2. In a successful mentoring relationship, the mentee finds employment with the mentor or a contact made through the mentor.
 TRUE FALSE
3. It is appropriate for mentors and mentees to discuss topics other than career and education plans.
 TRUE FALSE
4. Mentor-mentee relationships work best when the mentor has achieved the same career goals the mentee hopes to achieve.
 TRUE FALSE
5. The mentor-mentee relationship should be highly formal and professional.
 TRUE FALSE
6. As a faculty or industry mentor, I am not expected to have extensive mentorship experience or know exactly how to advise my mentee.
 TRUE FALSE
7. The most helpful mentors are those who work for major corporations and organizations.
 TRUE FALSE
8. A mentoring relationship can be very successful even if it does not run smoothly.
 TRUE FALSE

Find the answers on page 13.



The Career Development Continuum

Knowing where your mentee falls within the Career Development Continuum will help you and your mentee set and achieve reasonable goals. For example:

- If your mentee is unsure of his or her career goals, defining clear career options is a viable objective. Together you can explore options, discuss paths, and brainstorm possibilities for the future.
- If your mentee has clear career goals, you could talk about how to make connections with industry professionals and leverage introductory volunteer and/or work experience into further professional experience. Together you can explore potential development goals, review your mentee's resume, and spend a morning at your place of work to get a sense of workflow processes and the professional environment.

Setting goals

The statements below can be used to help your mentee locate themselves on the Career Development Continuum.

1. I want to explore the types of work that are right for me.
 - I need to generate career options that spark my interest.
 - I want to identify the types of careers that match my skills, interests, values, and personality.
2. I want to find out what I can do with my degree.
 - I'd like to know how to meet and ask questions of people who have first-hand experience with a career option I am exploring.
 - I want to have a clear and flexible vision of my career and my life. I want to identify some concrete steps I can take to achieve this vision.
3. I want to know how to gain career-related experience and find job openings.
 - I need to know how to uncover opportunities before they are advertised.
 - I want to feel comfortable networking with employers and gaining experience.
4. I want to improve my resume and cover letter skills.
 - I need to match my skills and accomplishments to a particular opportunity and express them persuasively in a resume, cover letter and other self-marketing tools.
 - It would be helpful to receive constructive feedback on how to improve my resume.
5. I want to improve my job interview skills.
 - I need to feel confident answering commonly asked interview questions.
 - It would be helpful to receive feedback on my interview skills from a professional.
6. I want to learn about what employers expect from me once I'm hired.
 - I need to develop strong communication skills that will help me function effectively as an employee and team member.
 - I would feel more confident if I had a better idea of the experiences that I might face in a new job. I want to be clear on my rights and responsibilities as an employee.



CAREER DEVELOPMENT CONTINUUM

Noting the career areas your mentee has indicated in the previous section, review the six categories in the career continuum and discuss your mentee's location on the continuum. When you both agree on a location, complete the activity below.

1

You're not sure what interests you, what you're good at, or what would suit you well. You don't feel that you know much about the work world.

Which types of work are right for me?

Mentees who are still researching possible career paths can generate career options by assessing their personality, values, skills, and interests, and by tracking opportunities available in a constantly shifting labour market.

Talk about:

- The most interesting or enjoyable aspects of your work
- How your work fits your values
- The skills you most enjoy using
- Skills you do not get to use as much as you would like
- How your current work is a good match for your personality
- Future directions or trends for your field

Try this: Defining career satisfaction

In this exercise, mentors help mentees explore criteria for a satisfying career. The mentor and the mentee complete the following statements on their own and then discuss their answers together.

To me, career satisfaction:

- means doing work that...
- lets me work with people who...
- lets me use my natural ability to...
- is done in an environment that...
- doesn't require...
- rewards me for...
- gives me opportunities to...

Look at how your answers are similar and how they differ. Discuss past work, volunteer, school, or extracurricular experiences that were satisfying and other experiences that were dissatisfying. Work together to identify the common themes among these experiences. Use the discussion to help your mentee identify their top five characteristics of a satisfying career.

2

You have some idea of what you want to do but you need to find out more about it. You would like to explore related career options.

What can I do with a degree in...?

Mentees asking this question are ready to start exploring the career possibilities in their areas of study and related fields.

Talk about:

- How you originally learned about your career
- How your current job does or does not relate to your degree
- What sources of information were helpful to you when you were getting started
- Some of the first steps you took to pursue this career

Try this: Career research

Help your mentee identify and research a career option using some of the online resources at students.ubc.ca/career. Does this option fit their goals for the future? What are the next steps they can take to explore this option further?

3

You know what you want to do but need to gain relevant work experience and start networking.

How do I experience and find job openings?

Volunteering, networking, job shadowing, internships, co-op programs – mentors and mentees can explore the broad range of opportunities students can use to gain experience and make connections in a chosen field.

Talk about:

- How to create a professional network
- The value of belonging to associations and industry groups
- Conferences, workshops, and courses you have attended
- How professionals in your field hear about new opportunities
- The range of positions in your organization or industry

Try this: Get out there

Attend a networking event, conference, workshop, or other event together. Help your mentee prepare for the event and discuss the experience afterward.



4

You know what you want to do and you have relevant experience, but you need to learn to present it professionally in a resume and cover letter.

How do I improve my resume, cover letter and LinkedIn profile?

Centre for Student Involvement and Careers workshops and advisors can assist students with creating professional cover letters, resumes, and LinkedIn profiles. Mentors are not expected to duplicate that service, but students may find it valuable to gain an employer's perspective on these topics.

Talk about:

- What makes a resume stand out
- How you target a resume and cover letter to a specific company, industry, and position
- The best way to follow up after submitting a resume and cover letter
- The value of a robust LinkedIn profile

Try this: Create a powerful lead

Work with your mentee to draft a strong opening statement for a cover letter.

5

You need to learn to present yourself professionally in interviews: how to demonstrate your skills and accomplishments in relation to the opportunities you pursue.

How do I improve my interview skills?

Centre for Student Involvement and Careers workshops and advisors can assist students with improving their interview skills. Mentors are not expected to be experts on interviewing techniques, but they are encouraged to bring their own perspectives and experiences to the table.

Talk about:

- Best and worst interview experiences
- Answering difficult interview questions
- Common questions and how to prepare for them

Try this: Mock interviews

Mentors can "interview" mentees so that mentees can practice their skills. Afterward, discuss the mentee's answers and brainstorm ways to improve them.

6

You know what you want to do, have some experience, and know how to present yourself professionally in resumes and interviews.

What will employers expect from me once I'm hired?

Talk about:

- Skills crucial to succeeding at work
- Most impressive behaviours in a new hire
- Facing ethical dilemmas at work
- Important professional skills

Try this: Job shadow

Arrange for your mentee to spend a day or half-day shadowing you while you work. If this is not possible, help your mentee set up a job shadow or work experience with another professional. Either way, spend some time after the job shadow experience to debrief.

While shadowing you, your mentee can learn:

- What a typical day at work is like
- How a meeting is run
- Ways to communicate with colleagues in person, online, and on the phone
- Techniques and tools for managing time
- How to keep up with new trends and opportunities through newsletters, professional associations, online forums, or events



CODE OF CONDUCT & TIMELINE

Guidelines for mentoring relationships

The following Code of Conduct provides important guidance to both mentors and mentees regarding their mentoring relationships. These boundaries protect the rights of all mentoring participants. Both mentors and mentees are asked to sign a contract agreeing to the following points:

1. Trust and confidentiality are critical components of a successful mentoring relationship and will be maintained at all times.
2. The Student Declaration and Responsibility (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0>) and the UBC Respectful Environment Statement (<http://www.hr.ubc.ca/respectful-environment/>), including policies on discrimination and harassment, will be strictly adhered to.
3. No illegal drugs will be promoted or consumed within the mentoring relationship or related to mentoring partnership activities.
4. No alcohol will be promoted or consumed within the mentoring relationship or related to mentoring partnership activities where students are below the legal drinking age. Where students are over the legal drinking age, alcohol consumption within the mentoring relationship or related to the mentoring partnership activities will only take place in licensed establishments, and no excessive alcohol consumption will be promoted.
5. Students must be enrolled for the duration of the program and must remain in good academic standing. Where applicable, students must maintain a minimum GPA determined by their department or faculty.
6. Attendance and active participation in all Tri-Mentoring Program training sessions, meetings, and events is required.
7. Romantic or intimate involvement between mentees and their mentors during the term of the mentoring program is not allowed.
8. Professional conduct will be maintained at all times throughout the mentoring relationship.
9. Commitment to the mentoring relationship is an important part of the Tri-Mentoring Program. Those unable to fulfill their responsibilities or who are having difficulty in their mentoring relationship should contact their Cluster Coordinator to discuss the appropriate course of action.
10. Failure to comply with any of the above can lead to the termination of the mentoring relationship and individual participation by either the mentee or mentor.
11. Participants will develop and maintain connections to UBC and contribute to efforts to build a stronger industry and community.
12. Mentors will contribute to the future of their field or industry by assisting the next generation of leaders.

Milestones & timelines

Timelines	Milestones
August to September	Mentor recruitment and selection
Mid-September to Mid-October	Student recruitment and orientation Mentor-mentee matches made
Mid-October to Mid-November	Optional mentor training event Kick-off event (social event for mentors and mentees) Mentee completes objectives sheet and reviews with mentor
November to March	Mentorship meetings with mentee
March to April	Wrap-up event (social event for mentors and mentees) Mentor feedback form/exit survey (complete online) Mentee completes reflections sheet and reviews with mentor

Note: Specific dates and event times will vary for each Tri-Mentoring cluster. Your Cluster Coordinator will advise you about dates and times.



EVALUATION & ANSWER KEY

The evaluation process

We are committed to improving the Tri-Mentoring Program at UBC and are responsive to the feedback we receive from mentors. You will be asked to evaluate the program through an Exit Survey. In addition to the survey, your Cluster Coordinator will occasionally be in touch to informally monitor the program. You will be asked to comment on:

- Program structure
- Success of your match
- What you feel is working or not working throughout the process

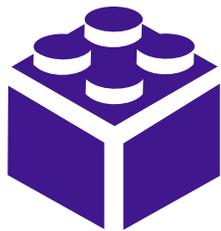
We work hard to respond to your feedback. We value your input and use it to inform the decisions we make about the program's evolution and direction.

Answer Key

Setting expectations: Realities of Tri-Mentoring quiz

1. False: In our program, mentor-mentee relationships last anywhere from a few weeks to eight months and include approximately six face-to-face meetings.
2. False: Getting your mentee a job is not the goal of the mentor/mentee relationship. Success is measured by how the mentee's career and education planning benefit them.
3. True: Career and life issues are intertwined. Balancing family and career, matching a career with personal values, or overcoming obstacles such as shyness or language barriers within the context of career are appropriate topics for a mentoring relationship.
4. False: Mentors and mentees are not meant to be identical. Great mentoring is based on sharing information, ideas, and advice on all aspects of career planning and professional life.
5. False: While professionalism is important, it is also important to break through the formality in order to engage in dialogue, ask questions, discuss issues, and connect in a meaningful way.
6. True: Mentors are not expected to know how to be perfect mentors – that is why we created this publication and offer professional development opportunities. Cluster Coordinators are also available to help.
7. False: We recognize the value and wisdom a broad range of mentors can offer mentees. You can help your mentee gain skills, opportunities, and knowledge whether you work for a small or medium-sized business, non-profit agency, large corporation, university, or other organization.
8. True: Learning to communicate, work with a variety of people, manage time, negotiate, and act professionally are skills mentees may develop through mentorship. Challenging situations can lead to productive, honest, and satisfying relationships.





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