

SCIENCE MENTORING PROGRAM

GUIDE FOR MENTORS AND MENTEES

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PROGRAM OBJECTIVES

- To improve the student experience by offering mentees a tool to help them develop their transferable skills and professional networks
- To help mentees think about the job market and introduce them to a professional setting related to their program
- To provide an opportunity for mentors to share their experiences and knowledge about the working world
- To provide an opportunity for mentors to improve their leadership skills by working with a mentee
- To enhance the reputation of the University of Ottawa and create and reinforce a sense of belonging among mentors and mentees



WHAT IS MENTORING?

Mentoring is a type of professional relationship between a student (mentee) interested in gaining insight and information and preparing for the job market and an experienced person (mentor) working in a field related to the mentee's program.

Types of support

Mentors can help mentees in a variety of ways. For example:

- Help them reflect on work and careers and provide feedback
- Guide them to ask pertinent questions
- Share their experiences and knowledge about their profession or business
- Help them meet colleagues or experts in the field
- Offer advice



Limits of a mentoring relationship

Mentoring should not be:

- An obligation
- An authority relationship
- A one-way relationship
- A way of obtaining employment or any other benefit
- Therapy

Mentoring isn't a counselling or coaching service. The definitions below can help illustrate the differences between the various types of services and establish boundaries for the mentor–mentee relationship.

MENTORING

Mentoring is a relationship between an experienced individual (mentor) and a less-experienced one (mentee) where the mentor shares their experiences and knowledge with the mentee. Mentors can provide advice, suggestions and other information from which the mentee can learn and help the mentee to develop professionally. As part of this relationship, the mentor can also provide guidance and share their expertise, experience and knowledge of their business or industry. Although friendships can develop through mentorship, this isn't the aim of the program.

COACHING

Coaching is a results-based approach that involves setting goals or objectives and managing professional and personal change. Led by someone with the necessary expertise (coach), this activity aims to help the person being coached to become

more aware of aspects that can lead to success and better performance, possible inconsistencies and main challenges—often elements the person being coached isn't aware of but that are key in their development.

COUNSELLING VS. CAREER COUNSELLING

Counselling aims to resolve a wide variety of personal difficulties using targeted solutions. Career counselling, however, helps a person on a professional level to choose a career, get established in their career and advance in their chosen path.

The Career Development Centre offers career counselling services (individual appointments with a certified counsellor) to uOttawa students and new alumni.



THE FINE PRINT

Who can be a mentor?

University of Ottawa alumni with relevant work experience



Who can be a mentee?

Undergrad students in third or fourth year of study (must be 19 years or older), graduate students and alumni who graduated less than two years ago.



Program logistics

The mentoring program runs throughout the fall and winter terms, that is, from October to December and from January to April.

The program involves about three in person or virtual meetings in total (can be as few as two but no more than five). Unless the mentor and mentee agree otherwise, meetings are to take place from Monday to Friday between the hours of 8 a. m. and 8 p.m.

We highly discourage holding meetings at the residence of either party.

The first step is for the mentor and the mentee to agree on how often they'll meet and whether meetings will be by phone, via Skype, etc.



For assistance, mentors and mentees can contact the Career Development Centre. Mentees can also contact their home faculty if they need any assistance or have questions.

MENTOR AND MENTEE ROLES AND RESPONSIBILITIES



Mentors and mentees are expected to meet their responsibilities, follow program objectives and adhere to the program guidelines, as described in this guide. They also agree to keep all discussions and information shared during their meetings confidential (see appendix 2, confidentiality agreement).

Mentor's responsibilities

- Read this guide
- Provide the Faculty of Science with details on your experience, skills and knowledge in order to facilitate matching
- Be willing to develop a relationship with a mentee and share your experiences and knowledge about your professional field, work or business
- Together with your mentee, set dates for your meetings
- Carry out your role with enthusiasm
- Advise your mentee of any scheduling conflicts as soon as possible
- Encourage the mentee to let you know in advance about topics they'd like to discuss at the next meeting so you can be better prepared and meetings are as fruitful as possible
- Ask questions that help facilitate dialogue
- If applicable, introduce your mentee to other colleagues who may be able to help the student resolve a problem, offer additional advice or shed light on issues or questions raised
- Stay up-to-date on trends and priorities in the areas of education, leadership and management
- Advise the Career Development Centre if you wish to end your involvement, for personal or professional reasons, prior to the end of the program
- Provide your mentee with feedback at the end of the program (see appendix 4)
- Advise the Career Development Centre of any unusual or concerning situations

Mentee's responsibilities

- Read this guide
- Attend the mentee orientation session
- Clearly identify and communicate your needs and preferences so you can be matched quickly and with the most appropriate mentor
- Together with your mentor, set dates for your meetings and confirm them in writing; stick to the schedule
- Suggest to your mentor ways you'd like to see meetings unfold
- Prepare for all meetings
- Be enthusiastic and open-minded
- Be open to constructive criticism
- Advise your mentor of any scheduling conflicts as soon as possible
- Don't hesitate to ask questions (remember what we all learned... there are no dumb questions!)
- Send reminders for upcoming meetings
- If possible, send questions you have for your mentor in advance of your meeting
- Follow up when necessary
- Contact your mentor if you run into a problem
- Seek as much advice as possible from your mentor
- Attend all meetings
- Advise the Faculty of Science if you wish to end your involvement prior to the end of the program, including your reasons for doing so (required)
- Complete the self-evaluation at the end of the program (see appendix 5)
- Advise the Faculty of Science of any unusual or concerning situations

WHAT CAN THE MENTOR AND MENTEE EXPECT OF ONE ANOTHER?

Mentor's expectations of mentee

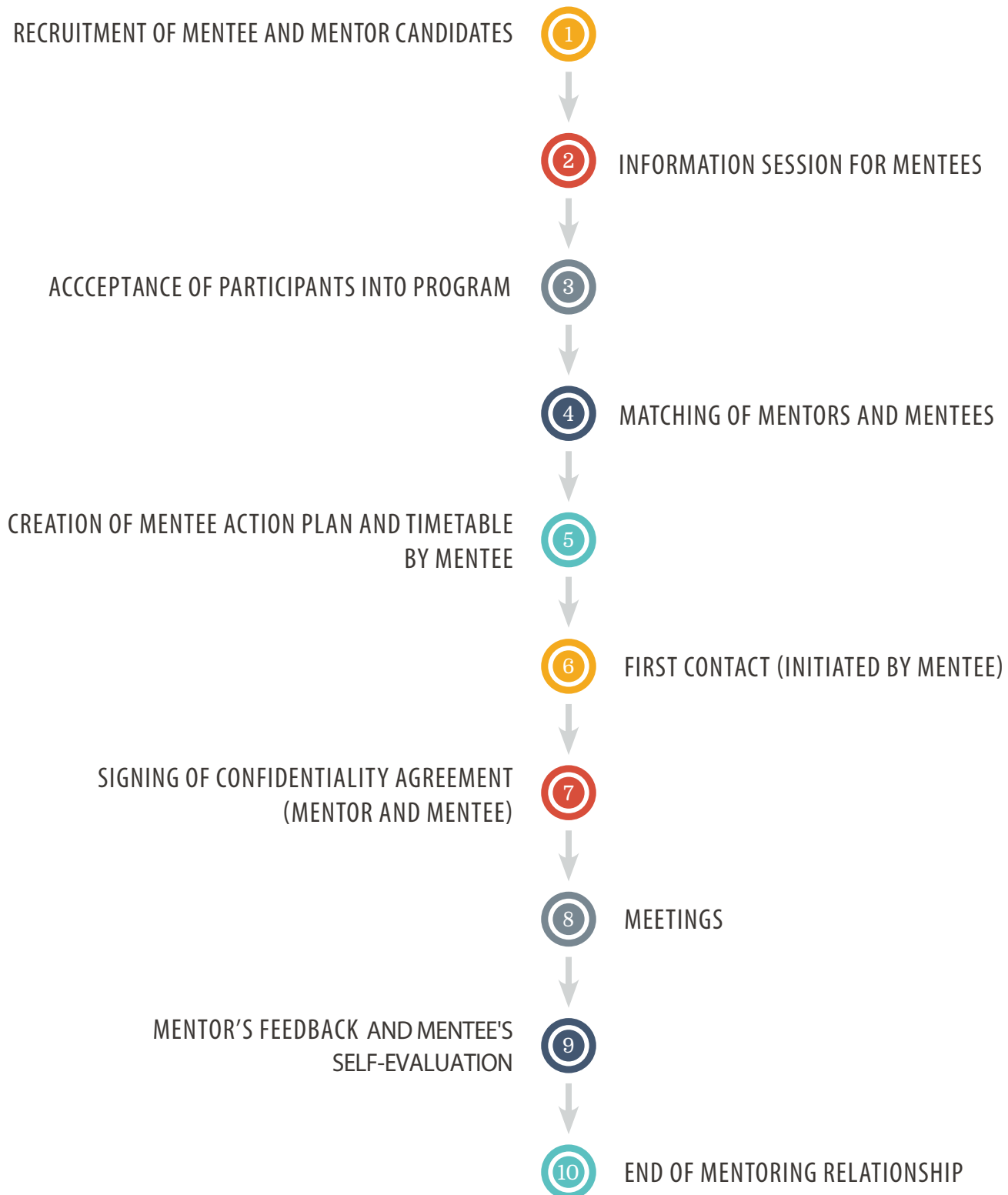
- To be committed to actively participate and to take your role and the program seriously
- To be prepared and clearly express your needs
- To ask clear and specific questions
- To be respectful
- To be attentive and actively involved in exchanges
- To be open to different opinions and feedback
- To stick as closely as possible to the agreed-upon dates and times and to always follow up when necessary
- To give your mentor your full attention during meetings or calls (including not taking out or using your cell phone)

Mentee's expectations of mentor

- To be available and willing to be involved for a minimum of four months (September to December or January to April)
- Possess relevant experience in a specific area (related to the mentee's program)
- To show empathy and an openness to diversity and inclusion
- To take on the role of guide and to communicate effectively, listen attentively and provide constructive feedback
- To provide a positive example of leadership
- To be open to different views and to feedback
- To give your mentee your full attention during meetings or calls (including not taking out or using your cell phone)



MENTORING PROCESS



EXAMPLES OF QUESTIONS FOR MENTORS

- What did you study at university and what has your career path been?
- How did you come to be working in your current position?
- Why did you choose your field of study and work?
- What is a typical workday like for you?
- What are any challenges you've had to overcome?
- What do you like the most about your position, field and company and what do you like least?
- Could you describe your organization's environment?
- If you could change one thing in your academic or professional career, what would it be? Would you do things differently if you were to do it again?
- In what ways did your education help you in your career?
- What knowledge or skills that you gained at the University of Ottawa were the most helpful once you were in the workforce?
- Was there a particular course or a work, personal or volunteer experience that helped you get ahead in your career?
- What do you think are the most important skills or qualities that helped you in terms of employability?
- What does success mean to you? What do you attribute your success to?
- Do you have any suggestions for finding a position related to my studies or for developing my career?
- What have you struggled with most in your career? How do you handle challenges, disappointments or failures?
- Do you set professional goals? If yes, what do you do to make sure you reach them?
- How close is your current position to where you want to go in your career?
- What skills do you think are necessary to succeed in your position or field?
- Do you think my ideas for my career plan are realistic?
- Is there anything you know now that you would like to have known when you were in university?
- If you were to start out today, what would you do differently?
- Is it mandatory to be a member of a professional association to work in your field?
- Is there any advice you can give me about work–life balance in your field or your organization?
- Do you have an opportunity to do any professional development activities with your employer (either for your current position or to advance in your career)?
- Are there things you would recommend I do (or not do) to help build a network in your organization or field?



LOOKING FOR INFORMATION OR HELP?



Career and employability

[The Career Development Centre](#) provides services to students and alumni who have questions that are outside the scope of the mentoring program, are looking for a job or want to explore possible career choices.



Academic advisement

If you want to change programs or courses or if you have any academic-related questions, please visit our Office of Undergraduate Studies.

Well-being

If you're a student and are facing personal challenges or difficulties (e.g., stress, anxiety, frustration), you can benefit from the services offered by the University's [Counselling and Coaching Service](#). Alumni should get in touch with their family doctor or other health clinic. If the situation is urgent, please get in touch with one of the area [emergency service providers](#).

APPENDIX 1

APPLICATION FORM

Student and alumni can find the application [online](#).

APPENDIX 2

CONFIDENTIALITY AGREEMENT

Science Mentoring Program Confidentiality Agreement -

Confidentiality is a fundamental principle underlying mentoring in order to ensure a safe environment. During the program, the mentor will encourage the mentee to address any topics they find relevant as long as it does not harm or prejudice another person or an organization. The mentor is there to help the mentee find solutions but the overall responsibility remains the mentee's. The mentor's involvement is first and foremost to encourage the mentee's growth and development.

Both the mentor and mentee sign and keep a copy of this form.

Name of mentee:

Name of mentor:

As a mentor or mentee in the Science Mentoring Program, I will not disclose or publish any confidential information about the person I am matched with or any information that may cause harm or prejudice another party (person or organization).

Mentee's signature:

Date:

Mentor's signature:

Date:

APPENDIX 3

MENTEE ACTION PLAN

Steps

1. Using the template below, identify an overall professional learning goal you would like to accomplish (for example, acquiring a particular skill or specific knowledge). Consider your career goals when doing so.
2. Create concrete learning objectives that will help you accomplish your goal and identify the expected results of each objective. We suggest you use the SMART criteria (Specific, Measurable, Achievable, Realistic, Timely).
3. Set deadlines for achieving your goals.
4. Discuss with your mentor and sign your names.

Example of an action plan

Date: October 10, 2017

Mentee's name: Julie Mentoré

Signature:

Mentor's name: Myriam Mentor

Signature:

Overall professional learning objective: What would you like to accomplish?
Example: Increase the number of people in my professional network who work in the field of communications

CONCRETE OBJECTIVE	EXPECTED RESULTS	DEADLINE(S)
Make a list of people I know and where they work, then highlight the ones that work in communications	List is ready and have shown it to mentor; new contacts added, if applicable.	End of October 2017
Meet two new individuals my mentor knows who might be interested in meeting with me	<ul style="list-style-type: none">• Appointment made with both individuals• Met with individuals	November 2017 December 2017

MENTEE ACTION PLAN

(template)

Date:

Mentee's name:

Signature:

Mentor's name:

Signature:

Overall professional learning goal: What would you like to accomplish?

CONCRETE OBJECTIVE	EXPECTED RESULTS	DEADLINE(S)
1.		
2.		
3.		
4.		

APPENDIX 4

FEEDBACK FOR MENTEE

SUGGESTIONS FOR PROVIDING YOUR MENTEE WITH FEEDBACK

Timely and in person: Provide any feedback you'd like to give your mentee during one of your mentoring sessions. By providing your feedback this way, your mentee is more likely to view your feedback as suggestions to help them improve rather than as a type of evaluation.

Constructive: The goal of feedback is to help your mentee develop professionally. Feedback should never serve to penalize a mentee or be personal criticisms. Be objective and tell your mentee what you've observed and be attentive to how your mentee responds. If you have a number of points to address, begin with a positive statement before moving on to an area for improvement.

In context and specific: Support your feedback by referring to a particular situation to illustrate your point and provide specifics about what your mentee did well or things they can do to improve.

Example 1

(Positive statement): I appreciate that you're always prepared for our meeting and use a notebook to write down all the points you'd like to discuss. This really helps keep our meetings on track. Keep it up!

(Area for improvement): I'd like to talk to you about being punctual. I'd appreciate it if you could arrive on time for our meetings. Today, for example, you were 10 minutes late. If you expect to be late, please call me to let me know. For our next meeting, I'd like you to make an effort to arrive on time. How does that sound?

My mentee:	Never	Usually	Always	Areas for improvement
Is always prepared for our meetings				
Clearly communicates needs and goals				
Asks clear and specific questions				
Is respectful (punctual, appropriate language)				
Is open to my points of view and to feedback I provide				
Regularly asks for feedback				
Takes my advice and suggestions into consideration				
Understands the effort needed for professional development and growth				
Takes the necessary steps to reach professional goals				
Comments:				

APPENDIX 5

Mentor self-evaluation

	Never	Usually	Always
I was accessible and available			
I was open to diversity and inclusion			
I helped my mentee identify their learning goals and objectives			
I demonstrated leadership with my mentee			
I showed empathy			
I provided advice and constructive feedback			
I was open and receptive to my mentee's comments and feedback			
I suggested resources and information to help my mentee reach their objectives			
I listened to what my mentee had to say about their needs and challenges they faced			
I shared my professional experiences with my mentee			
I used the mentorship program as a way to improve my leadership skills			
Comments on my leadership or mentorship skills and how to improve them <ul style="list-style-type: none"> • Continue doing: • Improve upon: 			

Mentee self-evaluation

	Never	Usually	Always
I took the time needed to set clear objectives/goals			
I was open to the advice and suggestions my mentor gave me			
I asked my mentor or a program resource person for help or clarification in order to improve my skills			
I acted on my mentor's suggestions and advice			
I achieved my learning goal(s)			
I reflected on what I learned during the program in order to continue pursuing my professional goals			
This program allowed me to gain new skills or knowledge			
I learned more about myself			
I learned more about the job market			
Comments on my professional development: <ul style="list-style-type: none"> • Learning goals/objectives to continue working on: • New learning goal(s): 			



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