



MAXIMIZING MENTORSHIP

The Mentee Handbook
2021-2022

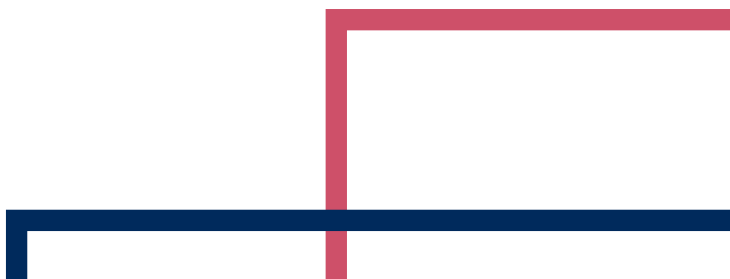
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DEFINING ROLES

DEFINING MENTORSHIP.

Mentorship can be defined as a relationship “between two people where the individual with more experience, knowledge, and connections is able to pass along what they have learned to a more junior individual within a certain field” (Oshinkale, 2019).

What constitutes of a successful mentoring relationship are these three key ingredients:

1. A reciprocal relationship
2. One person with more experience (in something)
3. Using the relationship as a vehicle to encourage and inspire growth

For more information, check out Oshinkale’s article [here](#).

Do you have any reflections on the information shared in the article?

THE ROLE OF A MENTOR.

The role of the mentor in mentoring relationship is to support “the growth and development of the mentee” and through this process the “mentor becomes a source of wisdom, teaching, and support” (Reh, 2019). The role of the mentor is to not observe and advise on “specific actions or behavioural changes” (Reh, 2019).

If you are interested in exploring the role of a mentor further, check out Reh’s full guide [here](#).

Do you have any reflections on the information shared in the article?

THE ROLE OF A PEER MENTOR.

In relation to peer mentoring and higher education, the type of mentorship many of you may be participating in, the mentor often consists of a student who has “successfully negotiated particular stages” within their educational journey, such as the transition to first year at university (Adolphus, 2021).

It is important to remember that peer mentors are not counsellors, nor do they replace the traditional university student support services, with whom they work closely. Their role varies from institution to institution, but commonly includes the following elements:

- Orientation, familiarization and advice-giving about the university and aspects of university life, particularly, but not uniquely, to first-years, for example: showing them round the university and the local area, pointing out resources such as the accommodation office, where to get help on financial matters, Student Welfare, the library; explaining the basics of university procedures, and other aspects of university culture; telling them how to register for classes.
- Referring them as necessary for consultation with the resources mentioned above, or with a personal tutor.
- Providing moral support and friendship, for example taking them out for a coffee, introducing them to people, etc.
- Acting as facilitator and adviser on the skills needed to survive in university life, for example, time management, personal organization, essay writing, critical thinking etc. Providing moral support, encouraging the mentee and helping boost their self esteem.

VISION	CHALLENGE	SUPPORT
<p>Mentors can see the big picture. They've experienced things Mentees hope to achieve. Mentors can help identify milestones for Mentees, even if the Mentee cannot see it for themselves.</p> <ul style="list-style-type: none"> • Model professional behaviour. • Share stories and discuss past experiences. • Help co-create a roadmap to a goal or a future vision of success. • Encourage new vantage points and perspectives 	<p>Mentors offer feedback to Mentees so they can practice new skills and gain new knowledge. It is important to challenge Mentees to step outside their comfort zones, while supporting their overall growth.</p> <ul style="list-style-type: none"> • Suggest tasks or activities that challenge a Mentee's understanding of their own abilities while promoting growth. • Provide criteria for assessment, so Mentees can track their progress. • Engage in discussion by asking relevant and meaningful questions. • Hold Mentees accountable by providing ongoing feedback. 	<p>Mentors provide opportunities for Mentees to practice their skills, while feeling supported. It's critical for Mentors to recommend or connect Mentees with resources that contribute to their success.</p> <ul style="list-style-type: none"> • Practice active listening by giving Mentees full, undivided attention. • Help build structure through realistic timelines and milestones. • Provide constructive feedback.

If you are interested in exploring the role of the peer mentor further, check out the mentorship handbook from the University of Alberta [here](#).

Feel free to use this space to reflect.

THE ROLE OF THE MENTEE.

The mentee is the student who is hoping to absorb the mentor’s knowledge and have the ambition and desire to know what to do with this knowledge. As a student, the mentee needs to practice and demonstrate what has been learned. A mentee is the “gauge” to measure how interactive the connection between the mentor and mentee will be. This means that the mentee determines the capacity of the mentoring connection. The mentee decides upon the amount of help and guidance they need. As well, the mentee should take the initiative to ask for help or advice and to tackle more challenging assignments.

INITIATE	ENGAGE	REFLECT
<p>Mentees must self-identify as needing mentorship.</p> <p>While everyone could benefit from some form of mentorship, the Mentee must be prepared to reach out for help. Sometimes, there’s work that needs to be done before engaging a Mentor.</p> <ul style="list-style-type: none"> • Identify that they would benefit from mentorship. • Initiate the mentorship relationship 	<p>Once a Mentee is ready to meet with a Mentor Team member, they must embrace the process by fully engaging. There are many different types of mentorship to engage with, from one-time to long-term, in-person to remote.</p> <ul style="list-style-type: none"> • Give feedback to the Mentor. • Listen actively in meetings or on the phone, and respond to emails with care. • Demonstrate appreciation for the Mentor’s coaching and support. • Inform Mentors of how you’ve applied their suggestions, or implemented their advice. 	<p>Without reflection and follow through, the mentorship relationship cannot progress</p> <p>Mentees must reflect on feedback and their goals, and take action on the roadmap they o- create with their Mentor.</p> <ul style="list-style-type: none"> • Own their learning by practicing self-awareness through self-reflection • Understand the vision of what they want to achieve, be it personal, academic, or professional. • Admit errors or mistakes, recognize procrastination, take responsibility and act.

<https://www.ualberta.ca/lougheed-leadership-college/undergraduate-program/mentorship/the-role-of-a-mentee.html>

What are Mentors Looking for in a Mentee?

- Prepared
- Self-reflective Growth focused
- Receptive to feedback Engaged
- Open to change and trying new things Motivated
- Receptive Eager to learn
- Easy to work with Knows what they want
- Skilled at having a conversation

Mentee Tips and Tricks:

Be open-minded and show interest in your mentor's suggestions (i.e. "wow, that sounds like a great idea!" "I think that's a fantastic suggestion because it'll help me in X way with my goal of managing my time")

Show initiative by brainstorming ways to manage your time and creating goals.

Show that you're listening by asking questions, paraphrasing and clarifying anything.

Adjust your body language so that you are engaged (think: sitting forward, gestures, smiling)

To learn more, check out this pdf: <https://cseg.ca/assets/files/students/Mentee-Roles-and-Responsibilities.pdf>. Feel free to use this space to reflect.

RECIPROCITY & EXPECT

RECIPROCITY.

Simon Sinek teaches leaders and organizations how to inspire people.

Based on his definition of mentorship outlined in the [video](#), what stood out for you?

Creating a Reciprocal Relationship.

These are some of the things that you need to think about:

- Both individuals need to share responsibility and express expectations
- Set a goal for your mentoring relationship and make an action plan for it. Having a goal and plan for it will control for when things get stagnant. For e.g. setting up meetings for the year and what you'll cover in each meeting to achieve that goal.
- Build a rapport
- Ask open-ended questions
- Actively listen
- Be truly interested in what the other has to say
- Create a feedback loop
- Do something together – share experiences

To explore reciprocity further, check out [Professor Wayne Baker's video](#) on the reciprocity ring.

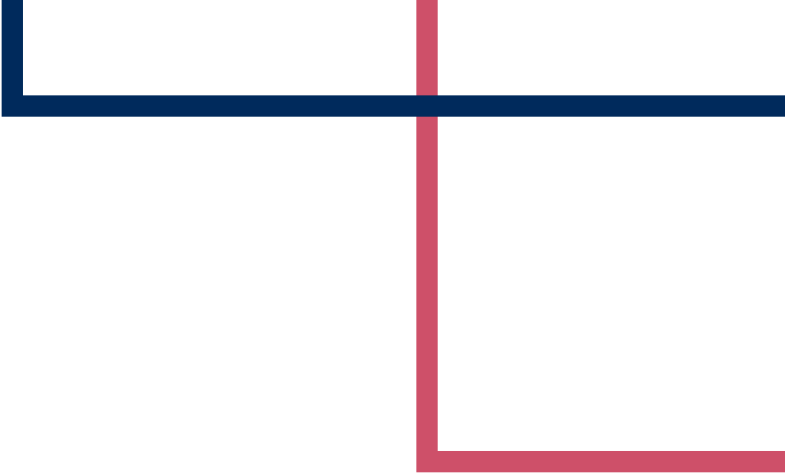
Did anything in this video stand out for you?

EXPECTATIONS.

Expectations without communication can lead to conflict. It is important to discuss this with each other in the beginning of your mentoring relationship so that your expectations, intentions and boundaries are clarified. This will encourage the mentorship to move along with ease. There is a helpful tool called Negotiating A Partnership which you can go through with your mentors in order to set guidelines for your relationship.

Negotiating A Partnership

What are the roles and responsibilities for each partner?	
What expectations do we have for each other?	
What are our preferred methods of communication – for meetings and in between meetings?	
How often do we think we will communicate?	
How will we deal with obstacles if they arise?	
What are our “rules” around confidentiality?	
Where would we like to grow? What are our goals for this relationship?	



Reflect: are there any other questions that you may want to ask when negotiating a partnership?

GOAL SETTING

MOTIVATION.

You will constantly be evaluating your goals from the beginning until the end and even after your mentoring relationship is over. Think of it like a journey. The destination is your goal.

The method for travelling is the vehicle – which is how you get to the destination. The route is the path that you take – so it is what you actually have to do to get to the destination. The vehicle is where you bring in that motivation, critical self-reflection, and your mentor’s guidance. So what is that motivates you to actually achieve that particular goal?

These are some questions to think about, when pondering your goals:

1. What’s the purpose of this goal?
2. How does this goal make me feel?
Is it something that I will be proud to achieve?
3. Is this goal really about me or is it about someone/something else?
4. Does this goal align with my values?
5. What would my life look like once this goal is achieved?
6. Is this goal utilizing the skills, strengths, and attributes that I already possess? Will it strengthen them?
7. Am I looking at the big picture?

RELATIONAL SKILLS INVENTORY.

When thinking about the end of your mentorship program, if someone is asking you about the success of your relationship and you say that it was successful... what does that mean? What does that look like? What would you like to have accomplished?

The Relational Skills Inventory is a tool that will assist you in assessing your skills – specifically, looking at the strengths, gaps, and actions for

improvement for each of them. This inventory may be helpful for you when working on goal setting. The skills here are a list of random skills found online, feel free to add in more skills – either ones you already have or some gaps. After identifying some gaps, make sure to develop an action plan for improvement. When developing your action plan(s) you may find the SMART goals framework (provided below) helpful.

SKILL	STRENGTHS	GAPS	ACTIONS FOR IMPROVEMENT
Listening			
Patience			
Assertiveness			
Receiving feedback			
Confidence			
Making points clearly			
Seeing other viewpoints			

When setting goals, a great framework to use is the SMART goals framework.

Think about...

- What can you do to approach the year ahead?
- What goals (big or small) can you focus on?

Make sure that your goals are:

Specific - simple, sensible and significant

Measurable - Define goal in measurable terms.
How are you going to determine success?

Achievable - Make the goal realistic, reasonable and attainable

Relevant - Is the goal meaningful and important to you?
Is it relevant for your life?

Time-based – Define the timeframe and create a deadline
to motivate you and keep you accountable

Watch SMART Goals Video [here](#).

Feel free to use this space to set your goals and develop your action plan however works best for you.

When setting goals, it may be helpful to share them with your mentor so they too can be made aware of your intentions for this mentoring relationship and how they can best support you. This also encourages the mentor to outline their goals on how they plan to assist you.

This process will allow both mentee and mentor to maintain a record of their original goals and have a working document for them to revisit and adjust their goals if necessary, and also cross them off when they have been completed. Below you will find a framework that can be used for mentees and mentors to collectively work on and share goals.

Agree on goals: What do you hope to gain from the relationship?

1. Mentees, what are your goals for this mentoring relationship? What are the three things you would like to learn or develop as a result of interacting with your mentor?

MENTEE'S GOALS	
1 st Goal	
2 nd Goal	
3 rd Goal	

2. Mentors, what are your goals for this relationship? What would you like to share with or impart to your mentee?

MENTEE'S GOALS	
1 st Goal	
2 nd Goal	
3 rd Goal	

*(Ontario Institute for Studies in Education – OISE Mentorship Program,
https://www.oise.utoronto.ca/oise/Alumni_Friends/Make_an_Impact/Mentorship.html)*

3. What actions can you both take to achieve these goals?

CHECK-UPS.

When evaluating your goals and revisiting reciprocity once again, it is your job, as a mentee, to also regularly check-up with your mentor. Are you both on the same page? Are your goals the same halfway through your relationship? Schedule this up front so it doesn't just come up when there is a problem.

Monthly Mentorship Goal Tracking Template

*(Ontario Institute for Studies in Education – OISE Mentorship Program,
https://www.oise.utoronto.ca/oise/Alumni_Friends/Make_an_Impact/Mentorship.html)*

INTRODUCTORY EMAILS								
TASK OR GOALS	SUN	MON	TUES	WED	THUR	FRI	SAT	NOTES
WEEK OF:								

FIRST MEETING								
TASK OR GOALS	SUN	MON	TUES	WED	THUR	FRI	SAT	NOTES
WEEK OF:								

SECOND MEETING

TASK OR GOALS	SUN	MON	TUES	WED	THUR	FRI	SAT	NOTES
WEEK OF:								

THIRD MEETING

TASK OR GOALS	SUN	MON	TUES	WED	THUR	FRI	SAT	NOTES
WEEK OF:								

FOURTH MEETING

TASK OR GOALS	SUN	MON	TUES	WED	THUR	FRI	SAT	NOTES
WEEK OF:								

ENDING A MENTORING RELATIONSHIP.

- Don't burn bridges
- Talk to your Coordinator
- Make sure your expectations are clear
- Reflect on your learning

One relationship is not going to fulfill all your needs – you need a network. Continue to build on this network by participating in more mentorships and finding ways to get involved.

Safe Exit Procedure

The best way to incorporate this into your mentoring relationship is to outline this process when negotiating your partnership. It is important to communicate a safe exit procedure and have that hard conversation at the forefront of the partnership so if either mentor or mentee feels uncomfortable with the relationship and unable to carry on, they know that this is something they are able to do. Sometimes partnerships do not work out, and mentees and mentors both should be able to safely exit the relationship if necessary. A conversation should be had by both parties to establish a safe exit plan. Both parties should also be made aware of where they can go for support.

REFLECTION EXERCISE.

What are some of the key takeaways from this module and which tactics do you plan on utilizing in your online mentoring relationship(s)? Feel free to use this space for any final reflections. Please note that this handbook and reflection exercise is not for submission for CCR credit. This handbook is meant to act solely as a resource guide.

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