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STAFF MENTORING PROGRAM 2025

Mentorship Handbook

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PROGRAM OVERVIEW

Welcome to the Staff Mentoring Program!

Attracting, engaging and retaining a diverse community of outstanding students, faculty, and staff is the key component of the [University's Strategy Core Area One: People and Places: Great People](#). Through recruitment, advising and mentorship, professional development and support, we will build and sustain a global university community, representative of all, including historically excluded populations. The mentoring program seeks to meet the unique needs, experiences and expectations of staff throughout their careers, and will be an addition to coaching and other development opportunities.

This guide is prepared to ensure the Faculty of Medicine meets its' Organization goals within the [FOM Strategic Plan](#) that aligns with:

- [University's Strategy Core Area One: People and Places: Great People](#)
- [Focus on People Framework](#): I can grow my career
- [Inclusion Action Plan](#) Goal 1, D: Recruitment, Retention and Success, Inclusive spaces and initiatives.

What is Mentoring?

Mentoring may be defined as “a reciprocal learning relationship characterized by trust, respect, and commitment in which a mentor supports the professional and personal development of another (the mentee) by sharing his or her life experiences, influence, and expertise”¹. Mentoring is an important influential factor in supporting career progression and helping staff reach their full potential.

Mentoring is ...

- A relationship in which the mentee takes active responsibility for their own learning and development, and the mentor serves as facilitator of that growth;
- Built on the history, experience, and knowledge of both partners;
- A relationship in which the mentor facilitates the mentee's growth and development by asking thoughtful, thought-provoking questions; and
- A mutually beneficial relationship in which the mentor and mentee share insights, knowledge, and experience.

About the Program

The intention of the Staff Mentoring Program is to connect diverse staff, facilitate communication, and enhance lifelong professional development through sharing of experiences and knowledge. Participants in this program will have the opportunity to form practical and meaningful professional relationships. The mentoring relationships will support collegiality, effective communication, self-evaluation, and cultural competence, all of which enhance a stimulating and supportive university environment. Mentors will support and challenge their mentees through their career in the areas of administration, human resources, finance, IT, communications, supply management, research and many others.

¹ Faculty Mentoring Programs: Re-envisioning rather than re-inventing the wheel, DF Zellers, VM Howard, & MA Barcic, Rev Educ Res, 78(3):552-588, 2008, p. 555

This [program's forms and tools](#) are meant to provide mentors and mentees with a set of guidelines, expectations, tools and resources for the mentoring relationship. These forms are not mandatory, but will provide some guidance for those pairings that would like a bit more structure as they move through the program.

Equity, Diversity and Inclusion

The mentoring program is an additional resource for diverse staff to take advantage of the expertise, experience and guidance of staff who are attentive to mentoring across differences, such as gender, race, or culture. Staff from underrepresented groups may benefit from additional opportunities for constructive support and guidance from senior colleagues. When selecting a mentor and mentee pair, we consider unconscious bias during the selection process. We will look for diversity in a range of areas, such as background experience or qualifications.

How is mentoring different to coaching, counselling, and managing?

While areas of the roles of mentors, managers, counsellors, and coaches do overlap, there are also distinct differences.

- Although both mentoring and coaching focus on expanding individual potential and on the achievement of personal and/or professional development goals, mentoring typically requires the mentor to have internal working knowledge of the organization that will be useful to the mentee. Coaching requires no such knowledge and allows the individual to explore goals and challenges through curiosity-based questions. Mentoring also tends to have a longer timeframe than coaching.
- Mentoring is a long-term, development driven approach to help the mentee achieve their goals using a holistic approach.
- While good managers facilitate career development and empower their employees, they are primarily focused on achievement of goals at work and have a stronger focus on providing direction, advice and guidance on technical issues. Another key difference is that there is a power imbalance in the relationship between the manager and the employee, while this is not the case between a mentor and mentee.
- Mentoring is not counselling. Mentors should not attempt to resolve personal problems for the mentee or provide advice to solve underlying issues. Mentors instead should primarily be concerned with assisting mentees in matters such as goal setting, problem solving, developing action plans, and with work-related matters such as help with a promotion application.
- If you think that counselling assistance is more appropriate for a mentee, please utilise the [Employee And Family Assistance Program \(EFAP\)](#) which is a confidential, free and independent service for all UBC staff and their families.

Who can join

The program is available to any UBC staff working in the Faculty of Medicine who has either an ongoing appointment or on term appointment of 12 months or more. Please refer to [Commitment of the Program](#)

Microsoft Teams, Zoom, telephone, and other technologies bring us together, so don't worry about where you're located. Regardless of your campus or work site, you can participate.

Apply to be mentor and/or mentee?

Everyone can be a mentor

A mentor is a guide who helps pave the way for others to succeed. The role of a mentor is to encourage, and support your mentee, contributing to their development through thoughtful conversation, consultation and guidance. A mentor must be willing to share their experiences and does not necessarily have to be a senior person or someone with a lot of experience. The best mentors usually have mentors of their own.

Apply [Here](#) to be a Mentor

Everyone can be a mentee

As a university we encourage lifelong learning, so everyone is encouraged to sign up as a mentee. An array of people can act as a mentor to help you gain new insights, knowledge and skill sets that can broaden your career opportunities and personal networks for advancement. As a mentee, with the support of a mentor, you will tackle short and long-term goals, navigate challenges, and accelerate your professional growth.

Apply [Here](#) to be a Mentee

Identifying a Mentor

The staff mentorship working group, Faculty of Medicine will review each submission and pair mentors and mentees based on skills, experience, and what they hope to get from the program while keeping in mind equity, diversity, and inclusion.

We would like to find a match for everyone who applies to the program, but it is dependent on the number of applications we receive. If we are not able to successfully match you for this year's intake, we will let you know via email.

While we strive to match mentors and mentees to the best of our knowledge, sometimes it is not a right fit. If you are uncomfortable with your 'match', you are welcome to raise this with the HR & Organizational Development Manager (Christine Speers, email: christine.speers@ubc.ca) or Director, HR (Sandy Liu, email: sandy.liu@ubc.ca). Confidentiality will be maintained.

Commitment to the Program

The program requires a 12-month commitment. It will run from January 2025 to December 2025 for the year. Applications will be accepted between September to November 2024. During the program, each mentor/mentee pair will be asked to:

- Attend a kick-off session with everyone paired in the program
- Meet as a mentor-mentee team at least once a month in the way that best suits you as a pair (you are free to meet more frequently if you wish, via Zoom, Teams, telephone etc.)
- Attend a wrap-up session at the end of the formal program to share experiences and outcomes
- We also ask for a commitment to engage fully in the program by:
 - Making an effort to be an active contributor
 - Maintaining confidentiality throughout the program (anything shared by participants must remain confidential, both during the program and afterwards)
 - Actively listening and providing constructive feedback
 - Sharing knowledge, insights, and resources where possible
 - Bringing a positive attitude to the conversations

After the program

Congratulations, you will officially be a Staff Mentoring alumni!

All participants in the program are officially recognized with a letter to share with their manager or include in their performance planning documentation, and an official certificate of participation, suitable for proud display in your workspace.

You'll also be invited to participate in future informal gatherings where we'll gather program alumni to re-connect, get your feedback, and possibly participate in growing and improving the program.

We hope that through this program, you will develop an engaging, meaningful, and long-lasting mentor/mentee relationship. After your initial participation is complete, you can re-apply at the next intake and make a new connection. You can of course also continue to meet with your first mentor/mentee outside the program.

Responsibilities and Role of the Mentee

In the UBC Faculty of Medicine Staff Mentoring Program, mentees are encouraged to:

MANAGE THE RELATIONSHIP – Mentees take equal responsibility for working to build a rapport with their mentors and ensuring that times and locations are booked for meetings. Be prepared with an agenda for your meetings with your mentor.

SET CLEAR GOALS – Create SMART goals (see Individual Development Plan). Identify barriers to goal achievement and provide potential solutions. Undertake honest self-assessment regularly. Share mistakes and perceived areas for improvement

BE CLEAR ABOUT OBJECTIVES – Mentees need to consider what they want from their mentors such as: advice about a particular career path, advice about a particular skill set, or some other goal or objective. Mentees communicate these objectives to their mentors, recognizing that these may change over time. Set goals and timetables for completion of projects and invite reflections on progress towards them.

TAKE ADVANTAGE OF OPPORTUNITIES PROVIDED BY THE MENTOR – Mentors may be able to introduce their mentee to others in related fields of study or provide opportunities for social and professional engagement in a variety of communities.

ACCEPT RESPONSIBILITY FOR YOUR OWN DEVELOPMENT – Mentees must make their own decisions; mentors can, if requested, provide advice and feedback, but mentees are responsible for their careers.

SEEK INFORMATION – Mentees should come to meetings prepared with questions so that meeting times are focused and useful. Be open and honest to suggestions, advice, and feedback. Listen and ask questions. Be open about thoughts and feelings, and provide feedback on what works and what does not.

CONFIDENTIALITY – Maintain confidentiality of relationship.

DIVERSITY IN MENTORSHIP – Recognize that diverse expertise, experience and guidance are important aspects of the conversations. Carefully consider your own unconscious bias during the process.

Mentoring can benefit the Mentee by:

- Aiding in the choice and fulfillment of career path
- Learning about alternative career paths
- Exploring how to navigate workplace challenges
- Increasing self-assessed confidence
- Increasing overall career satisfaction
- Improving communication skills
- Receiving feedback and identifying blind spots
- Setting some concrete structured goals
- Developing contacts outside of immediate work colleagues
- Identifying other career and personal resources

Responsibilities and Role of the Mentor

In the UBC Faculty of Medicine Staff Mentoring Program, mentors are encouraged to:

ACT AS A ROLE MODEL – Mentors should demonstrate the behaviours that have made them successful.

LISTEN ACTIVELY – Mentors should allow their mentees to lead the process, giving time and space to ask their questions and convey their desired outcomes. A mentor may also ask questions to find out information.

BE A SOUNDING BOARD – Mentees should be encouraged to make their own decisions. Mentors provide a place where mentees can bounce off ideas and try out solutions. Advice is not always needed or desired.

PROVIDE GUIDANCE – When a mentee seeks advice, mentors can provide suggestions. To advise effectively, mentors need to understand the qualities, skills and experience of their mentee. Provide information and knowledge, career development, support and encouragement. Offer different perspectives, be a critical friend, encourage self reflection.

ASSIST WITH SKILL DEVELOPMENT – Mentors may assist mentees with practice for important meetings and/or invite them to some of theirs to share good practices.

CREATE A SAFE LEARNING ENVIRONMENT – Mentors assure their mentees of open, honest, mutual respect and confidentiality in all communications.

UNDERSTAND THE MENTEE'S OBJECTIVES – Mentors usually need to ask a lot of questions to ensure they understand what mentees hope to achieve.

ENCOURAGE AND INSPIRE – Mentors are selected because they have a breadth of knowledge and experience. Their role is to encourage and support their mentees to achieve their own objectives.

CONFIDENTIALITY – Maintain confidentiality regarding shared information. Given the confidential relationship between a mentor and mentee, a mentor may wish to avoid being placed in an evaluating role.

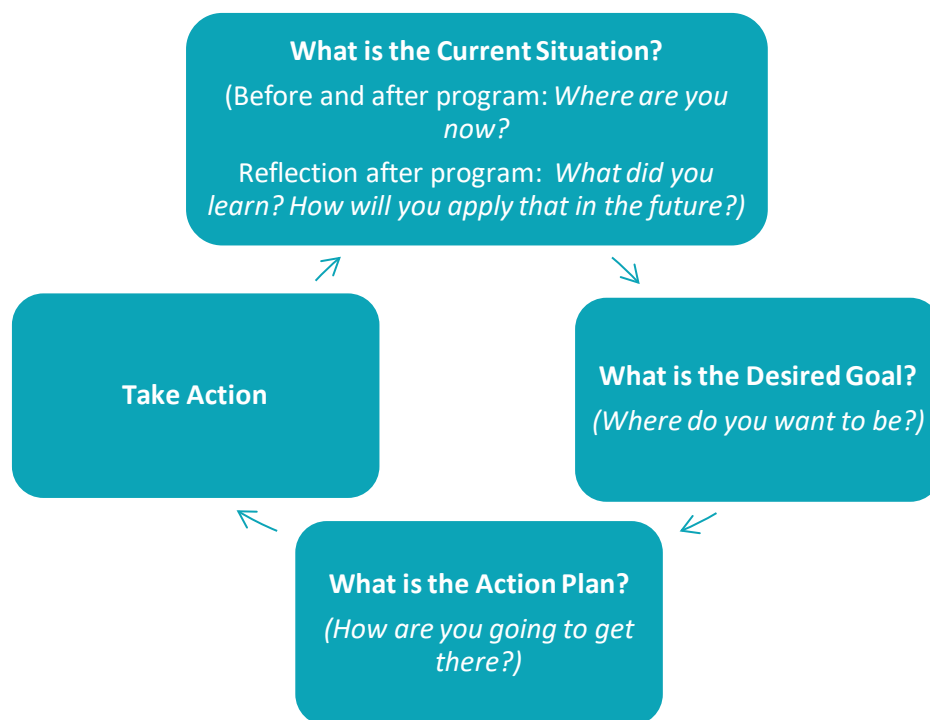
DIVERSITY IN MENTORSHIP – Careful consideration of issues that may arise with mentorship across boundaries of gender/race/ethnicity/sexual orientation/religion.

Mentoring can benefit the Mentor by:

- Providing a sense of satisfaction derived from the mentee's progress
- Providing a sense of pride in developing the next generation through guidance, motivation and/or support.
- Providing the opportunity to disseminate expertise and skills i.e. leadership skills
- Gaining exposure to new ideas and theories (questions or mentees can spur personal research and self-generated learning opportunities)
- Enabling personal development through supporting the development of another
- Reflecting on own personal goals
- Developing a network outside of immediate work colleagues

PROGRAM FORMS AND TOOLS

Mentoring Conversation Model



One of the key steps in this model is the act of *reflection*. After taking action, mentors will prompt mentees to reflect on what happened, why it happened, what they learned, and how they will apply that new knowledge in the future. This brings it full circle to a new *Current Situation* and thus the cycle begins again. You may find that the *Desired Goal* changes or that it remains the same. Both scenarios are fine, as long as the mentees are taking concrete action towards their goals and reflecting on their learning process. The mentor may not use the exact words contained in the model, but the model can serve as a helpful guide both to mentor and mentees as they meet during the mentoring relationship.

At the end of each meeting, mentees/mentors should take a few minutes to debrief the conversation that was just had. The purpose of this debrief is to:

- Review what was discussed;
- Seek clarity on goals and action steps for the next meeting; and
- Evaluate the meeting's effectiveness.

This debrief ensures that both mentees/mentors are in agreement about the plan of action, and it also serves as feedback to both partners on the effectiveness of the relationship. What is working well in your mentoring relationship? What needs to change?

Please review and sign this form at your first meeting.

Sample Mentoring Agreement

Setting boundaries

You may find that a variety of personal and professional issues arise from your conversations. In order to be prepared to manage these types of conversations, it may be valuable to outline some topics or issues that are 'out of bounds' in your relationship.

Mentor Name:
Mentee Name:
Purpose and desired outcomes of the mentoring relationship:
Activities to be conducted:
Expectations:
Communication methods and frequency:
Topics or issues that are 'out of bounds':
Actions to take if problems arise:

Confidentiality Agreement

1. Mentors and mentees are bound by a duty of confidentiality. This is a duty not to reveal any information disclosed during the relationship to any third party.
2. This duty is applicable irrespective of the position in the organization of the mentor or mentee.
3. Respect for the mentor's or mentee's right to confidentiality is expected, except when this right conflicts with your responsibility to the law or when the maintenance of confidentiality would result in a significant risk of substantial harm to themselves or others; in such cases, you must take all reasonable steps to inform the mentor or mentee that confidentiality will be breached.
4. The commitment to confidentiality continues after your relationship ends.

I have spoken to my mentor/mentee and agreed upon the terms of our relationship as outlined above.

Individual Development Plan

I have created an **Individual Development Plan** with my mentor/mentee.

Mentor Signature

Mentee Signature

Date

Date

NB: A copy of this document should be held by both parties.

INDIVIDUAL DEVELOPMENT PLAN for Mentee

Goal setting can be a difficult process and it requires reflection on your current situation and where you would like to see yourself in the future. Here are some suggestions for creating 'SMART' goals:

1. Be **Specific**: Your goal statements should be concrete and action-oriented. What, specifically, are you trying to accomplish?
2. Ensure the Goal is **Measurable** – How will you know when you have achieved the goal? How will you track and measure progress? How do you define success?
3. Create **Achievable** Goals – The goal should require work, but be attainable. Is the goal too big or too limited?
4. Create **Realistic** Goals – Do you have the ability and commitment to reach the goal? What additional resources, of time, money, or capability, will be needed for you to reach the goal?
5. Give Yourself a **Timeline** – There should be a specific and reasonable time-frame for achieving the goal.

Reflect on your personal and professional life and your vision for your future, and use the form below to articulate your short-term goals for this program that can be achieved within a 10-month period. Establish for yourself several preliminary learning goals. You and your mentor will come back to these goals periodically and monitor their progress. You will have the option of adding new goals or refining these as the program proceeds.

Goal 1	
Goal 2	
Goal 3	
Additional Goal	

Some potential areas you may want to focus on for the Individual Development Plan:

- Develop professional expertise in a specific area of focus;
- Establish interpersonal relationships;
- Develop leadership abilities;
- Explore personal interests and abilities;
- Build confidence and learn to take risks;
- Learn how to handle life-work balance;
- Explore future career paths and opportunities; and
- Explore opportunities to contribute to the community

MEETING NOTES/DOCUMENTATION for the Mentee

Please consider the following questions and briefly write down your answers below. These questions will help you prepare for your next meeting.

Date: _____ **Meeting #:** _____

What are the key points from this meeting?

What goals am I planning on working on between now and our next meeting?

What are the anticipated challenges to implementing these changes and how will I address them?

What topics do I want to explore further at the next meeting?

What will I need to make the next meeting effective?

Additional notes:

REFERENCES

Faculty of Medicine Mentoring

Department of Obstetrics & Gynaecology Mentorship Program

UBC Communicators Mentoring Program

Acknowledgement: Ms. Stephanie Ameyaw, Education Coordinator, UBC CPD

Recommended for specific purposes:

UBC Career Development

FoM Equity, Diversity and Inclusion

Resources at peer institutions

University of New South Wales, Australia

Mentoring Resources and Articles

<https://mellonmentor.wordpress.com/2014/12/05/a-mentoring-conversation-model/>