DHS Research Series

Mentorship Workshop

Elliot Fonarev & Ash Catonio
1. Role of mentors
2. Needs-based approach for mentees
3. Approaches and models for mentoring
4. Best practices
5. DHS needs assessment
Reflection

Reflecting on the role of mentorship in your own professional life,

- Describe a time you felt effective as a mentor? What made it successful?
- Describe a time you felt a positive impact of mentorship as a mentee? What can you pass on from this experience?
Role of mentors

Mentor’s role is to facilitate and support mentee’s decision-making needs

FACILITATING: sharing experience and insights with institutional practices; identifying new opportunities for growth

SUPPORTING: encouragement for professional and personal growth in a positive manner; understanding mentee’s needs

DECISION-MAKING NEEDS: defined by role of mentor-mentee and mentee’s varied needs (eg. academic success, navigating university from a particular lived experience, identifying research opportunities, professional transitions, academic networking)

Jessica Dere and Myrna Simpson, MEAD Advisory Committee Co-Chairs, UTSC
Mentees Needs

- Professional Development
- Accountability
- Project Specific Feedback
- Emotional Support
- Safe Space
- Institutional Sponsorship
- Access to Networks
- Sense of Community
- Role Models

Adapted from the NCFDD
# Forms of Mentoring Programs

## Approaches

**Formal:** facilitated by administration, faculty member or group, or organization (e.g., student organization)

**Informal:** individually-established mentoring relationships through social networking

## Models

**One-on-One:** mentor is assigned to mentee, mentee is paired with someone more senior.

**Peer-to-Peer:** undergrad students mentor each other.

**Group:** discussions or workshops led by, e.g., department, faculty, student association, or other university center, like career center.
**BEST PRACTICES**

**Successful mentoring programs:**
- Supported by institutional administration and used as part of a comprehensive program
- Clear program goals
- Clear mentor-mentee expectations
- Well-matched approaches for goals
- Participant feedback is welcomed to improve and review year-on-year programming

**Challenges:**
- Mismatches
- Mentor training
- Monitoring/reporting
- Participation is voluntary
- Lack of workload recognition for mentors
- **Time, resources, support**
SUCCESSFUL MATCHES: QUESTIONS FOR MENTEES

**Before matching:** What *Exactly* do/will I need in this mentoring program?

- Specific information
- A connection/introduction
- The advice of an experienced person
- A brainstorming session
- A little emotional support
- Some laser coaching
- Feedback on an idea, paper or teaching technique.

**Once matched:** Who is/are my mentor(s)? What is their expertise? What would I like to know about them?

**Before first conversation:** How can I *Maximize* our conversation? What needs do I want to bring up? How can my mentor(s) best support me?

Adapted from the NCFDD
SUCCESSFUL MATCHES: QUESTIONS FOR MENTORS

**Before matching:** What is my time and resource availability for this mentoring program? What are my strengths as a mentor, eg:

- Supportive listening
- Advice and problem solving
- Organizational help
- Connecting to university resources and/or academic networks
- A little emotional support
- Coaching
- Technical training/knowledge dissemination

**Once matched:** Who is/are my mentee(s)? What is their year of study and major? How can I facilitate our conversation to identify mentee's needs?

**After first conversation:** What are my mentee's needs? How can I best support them? What is our next step?
1. What forms of mentorship exist now (informal, one-on-one, peer, etc)?
2. What works in existing forms?
3. What would benefit from more support?
4. What resources are needed to advance this support?
5. What model of mentorship might fit with this?
6. Brainstorm a dream mentoring program you envision?
Thank You for Attending!

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