

# TALENT HUB

Conestoga College Institute of Technology and Advanced Learning

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## WELCOME MESSAGE

**Dear Mentorship Program Participants,**

It is my pleasure to welcome you to the Helena Webb Mentorship Program.

Congratulations on being selected to participate in this exciting mentorship initiative. Mentorship is intended to be a mutually rewarding experience for both the Mentee and Mentor. It requires trust, respect, and commitment from both parties. With this in mind, we have developed a Mentorship Agreement and a Mentorship Code of Conduct to set the stage for a successful mentorship experience. Discussion guides have been created to facilitate mentorship interactions, and reflection exercises have been designed to assist Mentees in identifying key learning and opportunities for further application. Rest assured that at every step of the journey, we are here to encourage you and support you.

As a Mentee, you will have the opportunity to develop the core competencies that will assist you in launching and managing your career. You will learn why these critical skills are important and how they are expressed in a professional setting. As a Mentor, you will have the opportunity to further develop your leadership skills, enhance your professional profile and consider your career from a fresh perspective. Though each mentorship experience will be unique, we hope that it will be rewarding and memorable.

Thank you for participating in the Helena Webb Mentorship Program, and best wishes as you embark on your mentorship journey.

***Alice Michaud***

Associate Director, Talent Development & Career Services

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## Helena Webb

For more than 40 years, Helena Webb was an integral part of the Conestoga College community. In addition to overseeing the Office of the President, she inspired others with her unwavering commitment to the College's vision for inclusive, accessible, high-quality education, helping individuals and communities grow, succeed, and become the best they can be.

In addition to mentoring fellow colleagues, Helena contributed ongoing financial support for scholarships to assist students in attaining their educational goals. As a testament to her impact on the Conestoga community, a generous donation has been provided to establish the Helena Webb Fund. This fund supports the development and enhancement of services to support individuals from across the community in their quest to build, launch and retain successful careers.

We are so grateful to our donor whose gift has enabled us to provide these exceptional programs and services to our community members, students, and graduates and to honour the legacy of Helena and her own commitment to the personal and career success of Conestoga and our community.

## FRAMEWORK

Connecting students with industry to nurture new, emerging talent is the goal of the Helena Webb Mentorship Program. Whether you are a Mentee or a Mentor, congratulations on being selected to participate in this program!

### **Career Readiness – Competencies for a Career-Ready Workforce**

What is Career Readiness? Career Readiness is the development of core competencies that broadly prepare students for success in the workplace and support lifelong career management.

What is a competency? Competencies reflect an individual's knowledge, skills, experience and personal attributes. The National Association of Colleges and Employers (NACE) have identified eight core competencies for the post-secondary student and graduate:

**Career & Self Development** – proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and outside one's organization.

**Communication** – clearly and effectively exchange information, ideas, facts and perspectives with persons inside and outside of an organization.

**Critical Thinking** – identify and respond to needs based on an understanding of situational context and logical analysis of relevant information.

**Equity, Diversity & Inclusion** – demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures and policies of racism.

**Leadership** – recognize and capitalize on personal and team strengths to achieve organizational goals.

**Professionalism** – knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

**Teamwork** – build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

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**Technology** – understand and leverage technologies ethically to enhance efficiencies, complete tasks and accomplish goals.

The Helena Webb Mentorship Program will provide Mentees with the opportunity to explore and build their core competencies with the guidance of their Mentors. The mentorship experience also provides participants with the opportunity to formulate realistic career goals, develop an understanding of Canadian workplace culture, foster greater awareness of equity, diversity, inclusion, and accessibility, and successfully prepare for the world of work.

## **The Program at-a-Glance**

The Helena Webb Mentorship Program offers mentees the opportunity to develop their career readiness competencies and career management skills. The program's components are as follows.

- Mentee Orientation and Mentor Orientation
- Mentorship Interactions (8 interactions)
- Mentees attend a resume appointment with a Career Advisor
- Mentees attend a graduate job search appointment with a Career Advisor
- Mentees attend a career workshop offered by the Career Services department

Mentees and Mentors will be matched based on overall fit.

As mentioned above, Mentees will connect with their Mentors virtually or in person for eight (8) interactions of a minimum of 45 minutes each. Discussion templates, along with their associated guided reflection tools, are included in Appendix C. Mentees are expected to complete an Interaction Reflection form after each interaction and submit it to the Mentorship Coordinator. The eight interactions will provide an opportunity for the Mentee and Mentor to reflect on their interactions and review the Mentee's career plan. Attendance and completion of all program components are mandatory. Upon completion, Mentees will receive Co-curricular Recognition and a Certificate of Achievement. Mentors will receive a Certificate of Appreciation.

## **Conditions of Mentorship**

Mentorship is a two-way street and works best when the relationship is founded on clear guidelines, mutual trust and respect, confidentiality, and open, honest communication.

To set the stage for success, all Conestoga Mentorship Program participants are required to sign a Mentorship Agreement (Appendix A) and adhere to the Mentorship Code of Conduct (Appendix B). Mentees and Mentors should clearly communicate when the information being shared is confidential and honour any requests for confidentiality.

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The Mentorship Coordinator will provide an email introduction to the matched Mentee and Mentor pairs. At the first interaction, the Mentee and Mentor should:

- Review the Mentorship Agreement and Code of Conduct
- Discuss the Mentee's goals and objectives
- Determine a schedule for their interactions
- Discuss the preferred mode(s) of interaction

During the semester, Mentees and Mentors are expected to connect for eight interactions. Regular interaction and communication in varied forms ensure that participants stay engaged with the program, form a strong mentorship bond, and have a positive experience.

Connection options for Mentee-Mentor interactions include:

- Meetings via Zoom/ MS Teams/ other video conferencing platforms
- Email Exchanges
- Phone Chats
- In-person meetings

Mentees should confirm their meetings one to two days in advance. It may be helpful to check in via email to confirm the date and time of the meeting, especially if the meeting has been scheduled far in advance. Mentees should ensure they have all the necessary materials, such as a list of questions, a notebook and pen, or a laptop for taking notes. Mentees and Mentors are encouraged to contact the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca) if they have any questions or hesitations about mentorship interactions.

Participants should discuss their preferred mode(s) of interaction at their first meeting. While in-person meetings are not required, participants are welcome to meet in person if this is mutually desirable. If a Mentee and Mentor meet for coffee or a meal, each person is expected to pay for their own meal.

## **Mentorship Interactions**

Mentees will connect with their Mentors virtually or in person for eight (8) interactions. Discussion templates, along with their associated guided reflection tools, are included in Appendices C & D. Mentees are expected to complete an Interaction Reflection form following each interaction and submit it to the Mentorship Coordinator.

## **Learning Activities**

Learning activities are experiential learning opportunities intended to provide student Mentees with the opportunity to:

- Enhance their Career Readiness Skills

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- Participate in activities which will strengthen their candidacy for jobs after graduation
- Gain confidence to pursue professional goals

**Learning Activity 1:** Schedule an appointment with a Career Advisor to review your resume

**Learning Activity 2:** Schedule an appointment with a Career Advisor for a graduate job search consultation

**Learning Activity 3:** Attend a Career Services workshop

## THE ROLE OF THE MENTEE

A Mentee is someone who has identified a specific personal or professional goal and who believes that the guidance and help of a Mentor can help them achieve their goal.

The Helena Webb Mentorship Program offers student mentees the opportunity to develop their professional competencies, including communication, critical thinking, and problem-solving.

The qualities of a good Mentee include the following:

- A commitment to personal and professional growth
- A willingness to learn about yourself and learn from others' experiences
- Good listening skills and communication skills
- An ability to accept feedback and learn from it
- Respect for other people's time and effort

Here are some general guidelines for Mentees when interacting with their Mentor:

- Communicate with your Mentor by phone or email, not text. Although text may seem like the most direct and quick way to get in contact with your Mentor, phone or email is the most appropriate and professional way to communicate with your Mentor (unless otherwise directed by Mentor)
- Keep it professional and focus on the Mentor's professional experience. Don't ask personal questions.
- When asking questions, make sure that most of your questions are open-ended. For example, don't ask, "Do you like your job?" because this question can be answered with only one word. Instead, ask, "Why do you like your job?" This question will yield a helpful answer
- Don't ask your Mentor for a job. The purpose of this program is not to employ you, but rather for you to explore the skills required to succeed in your chosen field. Your mentor is a valuable addition to your professional network

It is the Mentee's responsibility to maintain contact with their Mentor and schedule future interactions. Please note that it may take some time to coordinate a mutually agreeable

meeting time. If Mentees cannot connect with their Mentors, please contact the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca) immediately.

Mentees should ensure that their communication with their Mentor is professional: proofread, use spellcheck and utilize their Conestoga student email address to send email messages.

## THE ROLE OF THE MENTOR

A Mentor is someone who has professional and life experience and who voluntarily agrees to help a Mentee develop skills, competencies, or goals. Put another way, a Mentor is an advisor and role model who is willing to invest in the mentee's personal growth and professional development.

Students participating in the Helena Webb Mentorship Program have some career directions they are interested in pursuing. Mentees may be considering several occupational options or seeking information on how to best prepare for work in their chosen field and enhance their employability.

Sharing information, experiences, and observations is a key part of a Mentor's role. Mentees want a "realistic snapshot" of an occupation and the competencies required to succeed in the workplace. Mentors are invited to share their personal experiences and career journey while highlighting the skills required to succeed in their chosen profession. Mentors should be encouraging and positive, yet realistic. Providing advice, a Mentor may ask probing questions to help the Mentee reflect and identify options. However, the role of the Mentor is not to problem-solve for the Mentee or to direct the Mentee to take specific action.

Mentors also support Mentees in building a professional network. For example, a Mentor can offer their Mentee a workplace tour if that is appropriate or refer the Mentee to professional contacts for an informational interview.

Mentors offer valuable insights into their profession while playing a crucial role in developing the next generation of talent. While it is important for the Mentor to be accessible to the Mentee, it is equally important for the Mentor to set clear expectations and maintain distinct boundaries.

The Qualities of a good Mentor include the following:

- Knowledge of the industry or field in which the Mentee aspires to work in
- A desire to help others succeed through the mentorship experience
- Good listening and communication skills

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- Patience, empathy, and a willingness to share information
- Strong ethics

The Mentorship Coordinator will connect the Mentors and Mentees via email. Mentors should contact the coordinator with any questions at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca).

## **BRINGING IT ALL TOGETHER**

At the end of the program, Mentees and Mentors will be asked to complete a confidential feedback survey to guide the continuous development of the Program.

Mentees who have successfully completed the program will receive a Certificate of Achievement and Co-Curricular Recognition. Mentors will receive a Certificate of Appreciation.

## **APPENDICES**

Appendix A - Conestoga Mentorship Agreement

Appendix B - Mentorship Program Code of Conduct

Appendix C - Mentorship Discussion Guide

Appendix D - Interaction and Learning Activity Reflections

Appendix E - Mentee Frequently Asked Questions

Appendix F - Mentor Frequently Asked Questions



## **APPENDIX A - CONESTOGA MENTORSHIP AGREEMENT**

This Mentorship Agreement was created to ensure that Mentees and Mentors develop a mutual understanding of expectations from the start of their relationship. The following is to be discussed during the first interaction.

### **Relationship**

We are entering into a voluntary mentoring relationship for a four-month period. We anticipate that this will be a mutually rewarding and enriching experience. To ensure that our time is spent on substantive discussion and engagement, we have established the following guidelines for our activities.

### **Confidentiality**

We acknowledge that personal and professional confidence will be treated as such and that the parties will endeavour to maintain a relationship built on mutual trust, respect, and confidentiality.

### **Conduct**

We agree to treat one another with dignity and respect and agree to uphold the Helena Webb Mentorship Program Code of Conduct.

### **Mentorship Meetings**

We agree to fulfill our responsibilities and arrive for meetings on time.

#### **We agree that we will meet:**

- Weekly
- Biweekly
- Other (please specify)

#### **We agree that we will meet:**

- Virtually (Specify: Zoom, Teams, Skype, Phone Call)
- In Person (Specify location)

### **Cancellation and Rescheduling**

We agree to provide a minimum notice of two business days if a meeting needs to be rescheduled.

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## Confirmation of Mentorship Agreement

Mentee Name:

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Mentee Signature:

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Mentor Name:

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Mentor Signature:

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The agreement below is to be reviewed, signed and returned to the Mentorship Coordinator before the first interaction takes place.

## **Mentee Agreement:**

As a Mentee, I agree that my responsibilities will include:

- ☐ identifying clear goals and objectives with my mentor
- ☐ working to achieve my learning goals
- ☐ seeking help and guidance from my mentor
- ☐ remaining open to suggestions and opinions
- ☐ accepting responsibility for decisions and actions
- ☐ carrying out tasks and learning activities as agreed
- ☐ scheduling meetings with the mentor
- ☐ attending meetings with the mentor
- ☐ maintaining mutual trust and respect
- ☐ maintaining confidentiality throughout and after my participation in the program
- ☐ maintaining frequent communication with my mentor

Mentee Signature:

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The agreement below is to be reviewed, signed and returned to the Mentorship Coordinator before the first interaction takes place.

## Mentor Agreement

As a Mentor, I agree that my responsibilities will include:

- ☐ helping my mentee identify clear learning objectives
- ☐ providing information and constructive feedback
- ☐ demonstrating effective essential skills
- ☐ referring the mentee to appropriate learning resources
- ☐ supporting, encouraging, and motivating the mentee
- ☐ scheduling meetings with the mentee
- ☐ attending meetings with the mentee
- ☐ maintaining mutual trust and respect
- ☐ maintaining confidentiality throughout and after my participation in the program
- ☐ maintaining frequent communication with my mentee

Mentor Signature:

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## APPENDIX B - MENTORSHIP PROGRAM CODE OF CONDUCT

Conestoga College is committed to diversity, equity, and providing a safe and productive meeting environment that fosters open dialogue and the free expression of ideas, free of harassment, discrimination, and hostile conduct. We recognize a shared responsibility to create and maintain that environment for the benefit of all. Conestoga College promotes equal opportunities and treatment for all participants, regardless of gender, sexual orientation, gender identity/expression, physical or mental ability, disability, physical appearance, ethnicity, religion, political affiliation, or nationality.

All participants are expected to treat others with respect and consideration, keeping relationships free of discrimination or harassment, and always maintaining professional and ethical conduct during the mentorship relationship.

Participants shall not disclose, share, duplicate or distribute each other's personal information without consent. Requests for confidentiality shall be honoured. Participants shall represent themselves honestly and disclose any potential conflicts of interest to their Mentor/Mentee. Exploiting the relationship to seek an inappropriate advantage, financial or non-financial, is strictly forbidden. This includes solicitation of products or services, as well as direct requests for or offers of employment.

Student Mentees must follow the Conestoga College Code of Conduct found at [www.conestogac.on.ca/student-rights](http://www.conestogac.on.ca/student-rights). Students have the right to learn, be safe, be informed, be heard, and to appeal. In terms of responsibilities, students must:

- Respect Other People - Students have the responsibility to respect the well-being and the personal worth and dignity of all college students, employees and affiliated members;
- Respect the college learning and working environment - Students have the responsibility to actively contribute to a positive learning and working environment while on campus or participating in any learning experience associated with the college;
- Respect the college spaces and reputation - Students have the responsibility to respect college property and facilities as well as the property and facilities of employers and community partners. In addition, students have the responsibility to represent the college in a positive manner.

## APPENDIX C - MENTORSHIP DISCUSSION GUIDE

### Interaction examples:

#### INTRODUCTORY MEETING

##### Goals

- Review the Mentorship Agreement and Mentorship Code of Conduct
- Discuss your preferred mode(s) of communication (phone, email), interaction (i.e. Zoom, Teams), and meeting schedule
- Get to know one another and start building a rapport

##### Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- What are some interesting things about you that you would like to share?
- How did you become interested in your program of study or industry?
- What motivated you to become a Mentee/Mentor?
- What would you like to achieve as part of this Mentorship Program?
- What are the preferred means for us to communicate with one another (i.e. email, phone)?
- What is the most convenient way to meet (i.e. Teams, Zoom)?
- Are there dates/times mutually agreeable for us to meet?

#### COMMUNICATION

##### Goals

- Review the **Mentorship Agreement** and **Mentorship Code of Conduct**
- Discuss your preferred mode(s) of communication (phone, email), interaction (i.e. Zoom, Teams) and meeting schedule
- Learn about your respective academic and professional journeys and start building a rapport

##### Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- How would you describe good/effective communication?
- What are the greatest challenges to good communication?
- How important is active listening in communication?
- What are some tips for improving communication in the workplace?
- Is there a way we can measure or assess effective communication?

- Can culture, gender, nationality or social class have an effect on effective communication?
- Has the development of the internet and social media caused a change in the way we communicate (quality, quantity, style etc.)

## CRITICAL THINKING

### Goals

- Discuss the basic elements of critical thinking
- Explore ways to anticipate, analyze and solve problems using reasoning and judgment
- Reflect on opportunities to apply and improve critical thinking skills in the workplace

### Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- Critical thinking is essential to effective learning and productive living. What does critical thinking mean to you?
- Why are critical thinking skills important?
- What makes a person a critical thinker?
- What are some examples of critical thinking in the workplace, at school or at home?
- What are some ways to improve critical thinking skills?
- How do critical thinking skills contribute to career progression and success?
- How can you demonstrate and apply critical thinking in the workplace?

## LEADERSHIP

### Goals

- Understand leadership as a skill and how it can be exercised in a professional setting
- Identify the qualities, aptitudes and behaviours that shape leadership
- Explore different leadership styles and experiences shaped by differing approaches to leadership

### Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- What does leadership mean to you? What makes someone a great leader?
- As a leader, what are your strengths and weaknesses?
- How would you describe your leadership style?
- What qualities and abilities have shaped your leadership style?
- Why is leadership an important skill to develop?
- What are some ways to motivate and influence others under a shared vision?
- How can you build mutual trust within a team?

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- How can a leader leverage diverse resources, skills and feedback within a group?
- What are some of the ways that a student or new graduate can develop and demonstrate leadership skills to a prospective employer?
- What advice would you give to an aspiring leader?

## PROFESSIONALISM

### Goals

- Consider the various aspects of professionalism such as integrity, accountability, reliability, performance, etc.
- Explore how expectations can vary from one workplace to another and how expectations shape perceptions of professionalism
- Discuss best practices for developing and demonstrating professional behaviour in the workplace

### Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- What key characteristics determine an individual's professionalism?
- In your experience what aspects of professionalism are most important- why?
- What are the different ways that professionalism is expressed and measured in the workplace?
- What role do industry standards or ethics play in determining professionalism?
- How does an organization's culture shape the understanding of professional behaviour?
- What advice would you give to a new employee who wants to understand the norms of professional behaviour in the organization?
- What are some best practices in addressing performance feedback from your supervisor in a professional manner?
- How does one navigate and resolve interpersonal conflict in a professional manner?
- What are some of the ways that a student or new graduate can develop their professionalism?
- How might one's personal brand and online presence convey their professionalism or lack of professionalism?

## TEAMWORK

### Goals

- Understand how collaboration supports strong, productive relationships in the workplace
- Discuss how to employ personal strengths, knowledge and talents to complement others



- Consider the role that active listening, agility and compromise play in fostering a collaborative atmosphere

## Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- What are some different types of teams that you have been part of?
- Thinking of your personal or professional experiences, what do you feel are the essential components of teamwork?
- What are three characteristics of a successful team?
- When you are working in a team environment, what role do you naturally gravitate towards? Why?
- How can you apply your strengths and abilities to complement the contributions of others and contribute to a productive team?
- What are some of the ways to develop agility, resilience and the ability to compromise to build better teamwork skills?
- Why do you think organizations place such a high priority on teamwork?
- What are some of the strengths and weaknesses of working as part of a virtual team, as opposed to working face-to-face?

## INDUSTRY EXPLORATION

### Goals

- Learn about the Mentor's career journey and professional experiences
- Discuss industry trends, career pathways and opportunities
- Gain insight into labour market conditions for the industry/occupation

## Discussion Template

Here are some questions that Mentees and Mentors can ask one another:

- Why did you enter this occupation? Was it all that you had expected it to be?
- What have been the defining factors in your personal development journey?
- What do you like most about your job?
- What gives you a sense of accomplishment in this occupation?
- What are some of the challenges within this profession?
- Would you choose the same occupation again if you were starting out? Why or why not?
- What sorts of changes are occurring in this field?
- What are the current labour market conditions for this occupation?
- What is the future demand for this occupation?
- Could you describe a typical entry-level position in this occupational field?
- How do individuals in this field move into management positions?

- How long do employees stay with this type of organization? Why do they typically leave?
- What are some of the “dos and don’ts” in developing a successful career in your field?
- If you could change any aspect of your career, what would you change?
- Do you have any special words of warning or encouragement due to your experience?
- If you could go back in time, would you do anything differently in your preparation for this occupation?
- If you had to choose another related occupation, what would it be? Why?
- Are there any professional journals or career-related literature/ organizations that would help me to learn about this field?

## **INDUSTRY FIT: VALUES, INTERESTS, PERSONALITY AND SKILLS (VIPS)**

### **Goals**

- Discuss the knowledge, skills, and attributes (competencies) required to succeed in the industry/occupation
- Explore the Mentee’s values, interests, personality, and skills as they relate to the industry or occupation
- Identify opportunities for the Mentee to build their skills and experiences

### **Discussion Template**

Here are some questions that Mentees and Mentors can ask one another about values:

- What are your educational and career goals?
- When you think about your future career, what aspects of your future occupation are most important to you? Why?
- Why are you interested in this industry/occupation?
- What attracts you to this industry or occupation?
- What aspects of your program of study do you enjoy the most? The least? Why?
- What do you feel are your most valuable skills and experiences?
- What accomplishments are you most proud of? What helped you achieve these goals?
- What skills would you like to develop further?
- What are some of your weaknesses?
- How have you learned to mitigate the effects of your weaknesses?

Here are some questions Mentees can ask their Mentors to better understand the attributes, skills and experience required to succeed in the industry/occupation:

- What further education or training would be helpful for this line of work?

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- What attitude do you need to have to be successful in this line of work?
- What are the characteristics of people who usually excel in this field?
- What does this industry look for or find most impressive in potential employees?
- What types of activities did you participate in before entering this occupation? Which were most helpful?
- What experiences (work-related or otherwise) have helped you succeed in your occupation?
- What are the skills and/or information in this line of work that you can only learn by doing?
- Can you recommend appropriate volunteer experiences, internships, or summer jobs?
- How can I get experience in this field while still in school?
- What should I consider before deciding if this is the right career path for me?
- Are there any other occupations that you would suggest for me to explore as an alternative to this one?
- What is your biggest advice for networking in this field?

## INDUSTRY CULTURE AND PROFESSIONAL CODES OF CONDUCT

### Goals

- Understanding workplace culture as it relates to the industry or occupation of interest
- Exploring industry professionalism, etiquette, and expectations
- Learn about professional/regulatory bodies and industry codes of conduct

### Discussion Template

- What should I know about the workplace culture in this industry/occupation?
- What kind of flexible arrangements do people have in this industry?
- How would you describe the typical working environment in this industry?
- What are some of the key values in this industry/occupation?
- What does work/life balance look like in this industry/occupation?
- What events do you attend after work hours in this industry/occupation?
- How do employers typically support professional development in this industry?
- In your experience, what is the dress code for this industry/occupation?
- Can you describe what professional behaviour looks like in this industry/occupation?

## CAREER PLANNING

### Goals

- Mentee to debrief their Mentor on their Industry Challenge outcomes and reflections

- Mentor to engage their Mentee in a discussion about areas for continued growth, professional development, and career planning

## **Discussion Template**

This mentorship interaction is an opportunity for Mentees to reflect on how the mentorship journey has informed their career exploration and career goals. Mentors are encouraged to discuss areas for continued growth, professional development, and career planning.

Questions Mentors can ask their Mentees:

- What has been the most impactful thing you have learned about yourself over the course of the mentorship program?
- What was the most surprising or unexpected thing you learned about this industry/occupation?
- How has this mentorship experience influenced your thinking about your future career?
- How has your mentorship experience helped you to develop your skills?
- Do you feel better prepared to search for a career opportunity in this industry? How so?
- What are one or two ways that you might apply your mentorship experience to planning and preparing for your post-graduate career?
- How would you suggest I continue developing my skills to prepare for a career in this industry/occupation?
- In your opinion, what are some of the next steps I could take in pursuing a career in this field/industry?

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299 Doon Valley Drive, Kitchener ON N2G 4M4 Canada • 519 748-5220 • [www.conestogac.on.ca/talent-hub](http://www.conestogac.on.ca/talent-hub)

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## APPENDIX D - INTERACTION & LEARNING ACTIVITY REFLECTIONS

Mentees and Mentors are asked to complete this reflection tool together and submit it to the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca) following each interaction and learning activity.

Below is an example of the questions Mentees and Mentors will be asked to complete. A **Microsoft Form** will be provided for you to complete the reflections.

Mentor Name    Mentee Name  
Mentee Student Number  
Mentee Email  
Date of Meeting  
Meeting Duration  
Meeting Mode (Virtual, In Person)

### Reflection Questions

1. What were our topics of discussion at this meeting?
2. What was the most valuable learning that took place? Why?
3. How might you apply the information and insight you gained during this interaction?

## **APPENDIX E - MENTEE FREQUENTLY ASKED QUESTIONS**

### **Can any student participate in the Helena Webb Mentorship Program?**

The Helena Webb Mentorship Program is designed for students in their final years/semester of their program and registered in full-time studies. Students in their first year of studies will be reviewed on a case-by-case basis. Part-time status is allowed for students registered with Accessibility Services. Students cannot be on a scheduled Co-op Work Term or Work-Integrated Learning placement during the mentorship program.

### **How long is the mentoring relationship? How many hours a week are involved?**

The Helena Webb Mentorship Program consists of the following activities:

- Mentee Orientation and Mentor Orientation
- Mentorship Interactions (8 interactions) of 46-60 minutes each
- Mentees attend a resume appointment with a Career Advisor (1 hour)
- Mentees attend a graduate job search appointment with a Career Advisor (1 hour)
- Mentees attend a career workshop offered by the Career Services department (1 hour)

Mentees are encouraged to meet biweekly with their Mentors to ensure they complete all components of the program by the end of the term.

### **Do I meet with my Mentor in person?**

The Helena Webb Mentorship Program has been designed as a blended experiential learning opportunity. Options for Mentee-Mentor interactions include blended meetings, email exchanges and phone chats. Participants should discuss their preferred mode(s) of interaction at their first meeting. While in-person meetings are not required, participants are welcome to meet in person if this is mutually desirable.

### **What is my role as Mentee in this program?**

The mentorship experience is intended to encourage your personal and professional growth by learning about yourself and from your Mentor's experience. Mentorship provides you with the opportunity to learn through the firsthand experience of a skilled professional. As a Mentee, you can build your communication, critical thinking and networking skills and professionalism to assist you in making a successful transition from student to professional.

### **Are all components of the program mandatory?**

Yes. To complete the program and receive a Certificate of Achievement, you must execute all components. This includes Orientation, the "Meet and Greet," the six virtual mentorship interactions and three industry challenges. Following each mentorship interaction, Mentees

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are expected to independently complete the Reflection Tool and submit it to the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca).

## **Will my Mentor find me a job?**

No. While Mentors provide valuable insight into their industry/profession, your Mentor's role is not to find you a job. Your Mentor is someone with considerable professional experience who has volunteered to advise you on your professional development. This includes sharing information, experiences, and observations to provide a realistic understanding of the industry or occupation you are interested in. Your Mentor may ask probing questions to encourage you to reflect and consider various options, but the role of your Mentor is not to job search, problem-solve or direct you in taking specific action. Your Mentor may suggest ways of building a professional network, but it is important to note that your Mentor is not tasked with finding you employment.

## **What are the guiding principles of the Helena Webb Mentorship Program?**

Mentorship is a two-way street and works best when the relationship is founded on clear guidelines, mutual trust and respect, confidentiality, and open, honest communication. For this reason, all Helena Webb Mentorship Program participants are asked to sign a Mentorship Agreement (Appendix A) and abide by a Mentorship Code of Conduct (Appendix B). Mentees and Mentors should clearly communicate when the information being shared is confidential and honour any requests for confidentiality.

## **What kind of support will I get in the Mentoring relationship?**

All program participants must participate in a program orientation session which will review the mentorship Code of Conduct and Mentorship Agreement. The goals and discussion templates for the six required mentorship interactions have been developed to assist Mentees and Mentors in progressing through the program. Suggestions for additional resources have also been provided. Participants are encouraged to contact the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca) if they have any questions about the program or encounter difficulties connecting with their Mentor.

## **What happens if I don't get along with my Mentor?**

Mentees are asked to contact the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca) if they have any concerns about their mentorship interactions.

## **APPENDIX F - MENTOR FREQUENTLY ASKED QUESTIONS**

### **As a Mentor, what are my responsibilities?**

A Mentor is someone with considerable professional experience who is willing to invest their time in the personal and professional growth of their Mentee. Sharing information about your career journey, professional experiences, industry trends, best practices, professional standards etc., provides your Mentee with valuable insight into your career journey.. This may also include helping your Mentee build their professional network. While a Mentor may ask probing questions to help the Mentee reflect and identify options, the role of the Mentor is not to direct the Mentee to take a specific action.

### **How will I be helping the person I mentor?**

Mentors contribute to the personal and professional growth of their Mentees by helping them to acquire a realistic appreciation of the industry or occupation of interest. As a Mentor, you will be helping your Mentee explore the career pathways in their chosen industry and understand the competencies required to be successful in the workplace. By providing your Mentee with information and advice, you will be helping to help them prepare for employment and navigate the workplace, bolster their confidence, and build their professional network.

### **How long is the mentoring relationship? How many hours a week are involved?**

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- Mentees attend a resume appointment with a Career Advisor (1 hour)
- Mentees attend a graduate job search appointment with a Career Advisor (1 hour)
- Mentees attend a career workshop offered by the Career Services department (1 hour)

### **Are all components of the program mandatory?**

Yes. For Mentees to successfully complete the program and receive a Certificate of Achievement, they must complete all program components. Following each mentorship interaction, Mentees are expected to independently complete a Reflection Interaction Form and submit it to the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca).

### **Do I meet with my Mentee in person?**

The Conestoga Mentorship Program has been designed as a blended experiential learning opportunity. Options for mentorship interactions include virtual meetings, email exchanges and phone chats. Participants should discuss their preferred mode(s) of interaction at their first meeting. While in-person meetings are not required, participants are welcome to meet



in person if this is mutually desirable. All in person meetings should take place in a public space such as an office, on campus, a coffee shop etc.

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**What happens if I have concerns about my Mentee?**

Mentors are asked to contact the Mentorship Coordinator at [mentorship@conestogac.on.ca](mailto:mentorship@conestogac.on.ca) if they have any concerns about their Mentee or mentorship interactions.