



OISE MENTORSHIP PROGRAM

Mentoring Agreement Template

To get the most out of your mentorship experience, mentors and mentees should talk about their expectations and goals for the mentoring relationship.

Agree on expectations: How will the relationship work?

1. Meeting together: What works best? Will we meet:
 - a. In-person
 - b. Phone
 - c. Email
2. In general, how often would we like to meet/interact (e.g., once per week, every other week, etc.)? Renegotiate as needed.
3. If a text message, email or voicemail is received, we will get back to each other within:
 - a. 12 hours
 - b. 1-2 days
 - c. Other
4. If we can't make an expected meeting/interaction, how will we get in touch?

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?

	Mentor's Goals
1 st Goal	
2 nd Goal	

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

Agree on privacy, confidentiality and trust:

1. We both agree to protect each other's privacy and abide by the boundaries of the mentoring relationship.
2. We both agree to abide by and appreciate that our conversations are confidential.
3. We agree that if either of us need to leave the program early, we must advise the program coordinator at oise.mentorship@utoronto.ca.

GOAL SETTING

Purpose of goal setting:

Setting goals will help you strive to achieve success. Although goal setting is often challenging, it will increase efficiency and effectiveness in your mentoring relationship. Goals are important because they:

- Guide and direct behaviour
- Provide clarity
- Reflect what the goal-setters' consider important
- Help improve performance
- Create the motivation to succeed
- Instill pride and satisfaction in achievements
- Provide challenges and standards
- Bolster self-confidence and decrease negative attitudes

Set goals that are SMART:

- **Specific:** use detailed information in plain language (i.e., names, dates, places, amounts — whatever details are necessary to make it clear). What do you want to achieve?
- **Measurable:** quantifiable ways to know goals are working or if goals have been completed. Establish criteria for how to achieve a goal.
- **Accountable:** indicate your role in achieving each aspect of the goal. Be proactive in taking action that will result in reaching the desired goal.
- **Realistic:** ensure the suggested goals are practical and achievable. Strive for attainable goals and consider the resources and constraints relative to the situation.
- **Timetabled:** include dates of when things need to be completed and allow reasonable time to complete each goal.

Source: Student Campus and Community Development, 2012

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STRATEGIES FOR STUDENT MENTEES

The OISE Mentorship Program values a key career concept called planned happenstance that encourages curiosity, openness, flexibility, optimism, calculated risk-taking and persistence. As you explore your professional and student identities in this program, recognize that your and your mentor's career trajectories may not be linear.

Come prepared for mentoring by 1) identifying your main interests and transferable skills, **2)** researching some potential study or career options for discussion, and **3)** setting expectations: be clear about your needs, but remember your mentor is not there to do the work for you but to help you work better.

1. CLARIFY YOUR GOALS

Tell your mentor exactly what you hope to achieve through mentorship. Set a goal and discuss the ways you may be able to accomplish it. You may also set smaller goals for each meeting, which will help you progress quicker and build skills together.

Your mentor has their own needs and expectations in the relationship – show respect.

2. ASK QUESTIONS

- **Ask for advice on a particular challenge.** Has your mentor experienced something similar to you? What steps did they take to overcome it?
- **Share and engage in stories** that help clarify details or emphasize ideas, such as asking your mentor to walk you through their journey to where they are now.
- **Ask for feedback** and raise your self-awareness. Kind and honest feedback can help us refine our actions and behaviours and become more effective.

3. TAKE ACTION

As your mentor shares strategies, tips or sparks an idea, try to practice as you would any skill in school or business. For example, if your mentor discusses ways to talk to supervisors or tips to deliver a presentation, try it!

Share your progress, any challenges and how you might refine your approach next time.

AN ALUMNI MENTOR'S GUIDE TO MEANINGFUL CAREER CONVERSATIONS

U of T supports students in self-directed career learning. This means they will know themselves, explore their options, develop strategies and take action. We encourage students to identify transferable skills, recognizing that careers aren't linear. Planned happenstance is a key career concept that encourages curiosity, openness, flexibility, optimism, calculated risk-taking and persistence. As a mentor, you play an important role in helping students build relationships and recognize, then practice their career skills. We encourage you to incorporate these principles into your career conversations.

Meaningful career conversations guide:

MENTORS: TELL YOUR STORY

What is your career story? How did you find your job? What's your unique skillset?

What does a successful resume/interview look like in your industry?

Can you introduce me to people in your network?

How did your degree connect with your career?

How did you identify and develop transferable skills in university? How about soft skills? What advice do you have about developing these skills?

Is it normal to have career questions and doubts?

Help your student clarify their career questions and help them find relevant resources.

MENTORS: REFER YOUR STUDENT TO CAREER EXPLORATION AND EDUCATION

What are some planning tools I can use in my career search?

Can you review my resume?

What are the best job boards?

Can you help me find job shadowing opportunities in a range of opportunities?

How do I prepare for job shadowing?

How do I prepare for an interview?

Is going to medical / law / graduate (etc.) school a good idea?

How do I research the labour market?

What are the 50 additional career supports?

I am overwhelmed. How do I handle everything?

Tools to inform your conversations

Career Start

uoft.me/careerstart

A self-directed online career tool. Ask your student to select one of the nine most common career stages, then discuss their next steps based on the suggested supports and strategies.

ASKme

uoft.me/askme

Use this online tool to search questions about student life and leverage the immediate ASKme answer for further discussion.

Resources for alumni mentors

U of T St. George Career Exploration & Education website

careers.utoronto.ca

cln.utoronto.ca

Encourage your student to register for a range of programs and services including: resume review, interview preparation, job shadowing, job board, employer information sessions, career fairs and more.

Mentor support for career conversations

Contact our Coordinator, Career Programming and Alumni Engagement Mariaveronica at mariaveronica.barbuto@utoronto.ca for more details.

Resources for students

1. **Career Navigator:** connects your student to their Alumni network and the stories of what is possible with a University of Toronto degree.
2. **Career Learning Network:** your student's job board, workshop registration, event calendar and more
3. **Career Start:** suggests career strategies to support your student's job search stage.
4. **Ten Thousand Coffees U of T Hub:** how your student can reach-out for a coffee date with an alumni expert.
5. **Online Career Chat:** not sure where to start? Start a chat with Career Exploration & Education.

All available at uoft.me/OISEMentee.