

Why Mentoring?

Women who have a mentor can advance more quickly, and to higher levels, than those who are not supported.³

Mentoring relationships can be formal or informal, and short or long term.

Formal relationships are often arranged by an organisation or workplace, have pre-articulated expectations, and often include launches, wrap-ups, and socials to normalize expectations. Formal mentorships create an environment where it is easy to get involved, but may cause concerns of time commitment and how “visible” the relationships are.

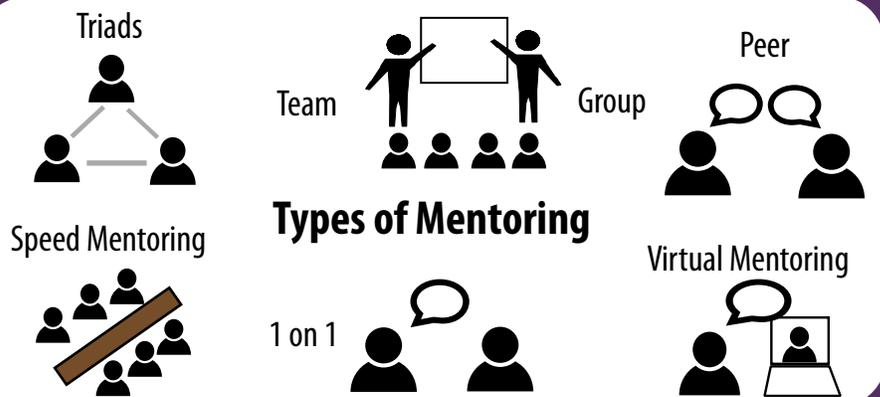
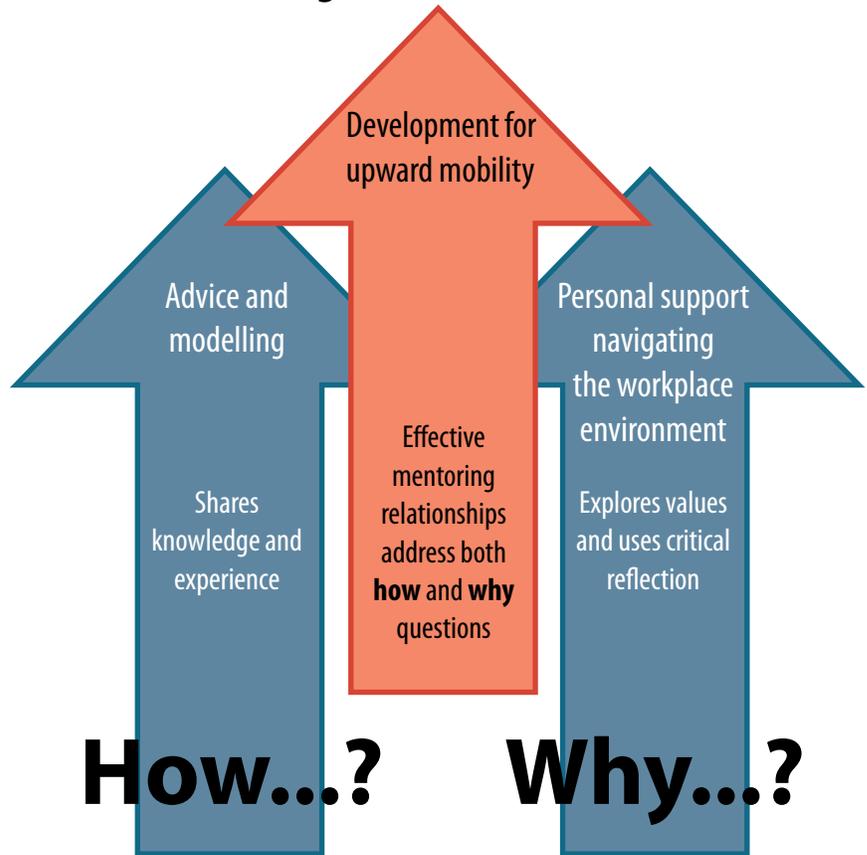
Informal mentoring is often arranged by individuals, so expectations are not always pre-determined and must be set by the mentor and mentee. They often focus on a specific need. Time commitments are more flexible, and informal mentorship is less “visible.” Difficulty establishing connections can make it challenging to become involved.

Short term mentoring formats include speed mentoring, project-specific mentors, shadowing, or transition mentors.

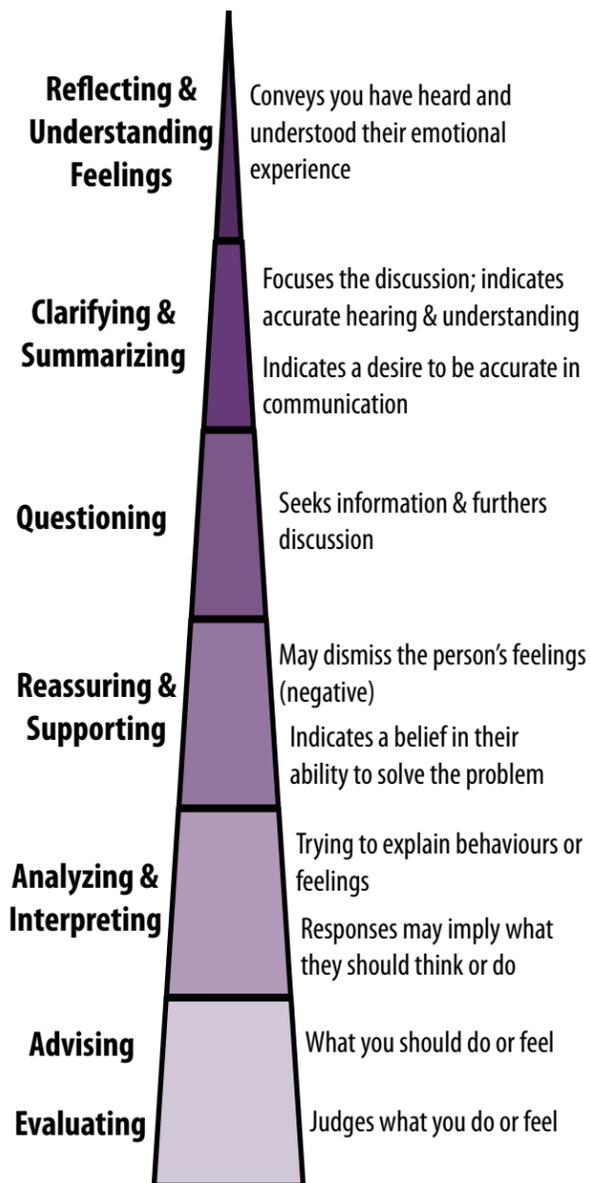
Long term mentoring may include regular or ad-hoc meetings, peer mentors, and most mentoring programs.

Online mentoring may use either format.

What is Mentoring?^{9,10}



Ranked Facilitative Responses²



In a mentoring relationship, **how you respond** affects how the other person responds. Choosing a response is context and relationship dependent.

Facilitative Conditions¹

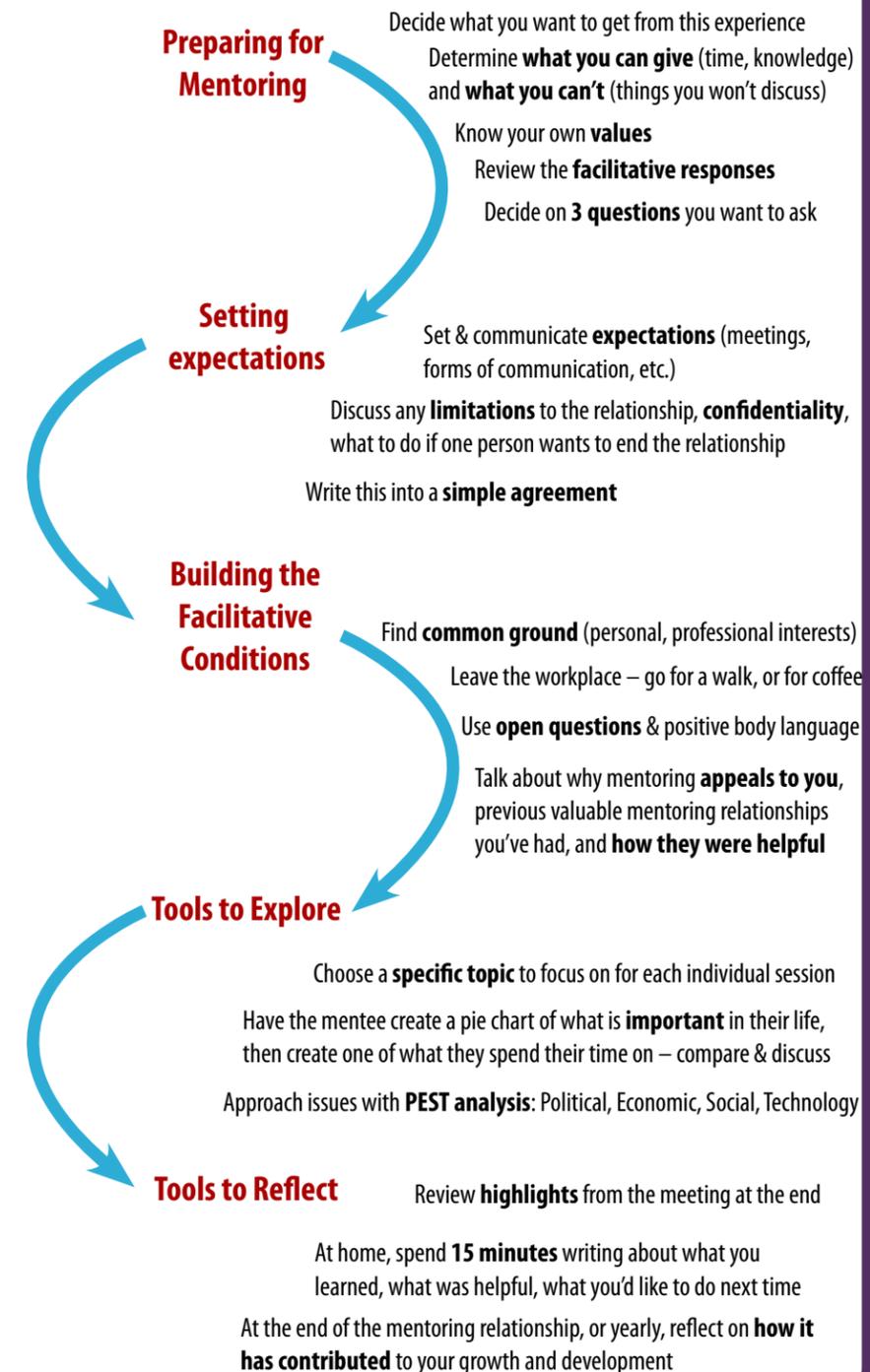
Friendliness	Sharing mutual interests	Genuine warmth	Genuine sense of comfort and support
Understanding	Empathy	Perceive and acknowledge their experiences	
Caring	Value them as a person	Personal commitment to the process	Personally care about their well-being
Respect	Right to express their own ideas and feelings	Right to shape their own lives	
Trustworthiness	Confidentiality and security in relationship	Honesty	
Acceptance	Accept who they are	Respect the personal worth and dignity of a person	

6 conditions must be met to create a relationship in which a person feels **comfortable to self-disclose**.¹
In a mentorship, this relationship is **reciprocal**.

Types of Questions

- | | |
|--|---|
| Effective: | Ineffective: |
| <ul style="list-style-type: none"> • Are person-centred • Are open • Ask "why" (without being intimidating) | <ul style="list-style-type: none"> • Completely change the focus • Are binding • Solicit agreement • Force choices • Have "no good answer" • Are yes/no |

Tools for Mentoring^{4,5}



Mentoring at Work

Increasing workplace diversity, especially at the mid- and upper levels, can be supported through diversity mentoring programs.⁸ Organisations should also consider how to promote and support a variety of forms of mentoring, and reduce barriers to employees' participation.

Often, individuals who need mentoring the most are unable to find mentors because they are afraid to ask, or are searching for the "perfect fit" mentor.⁷ Informal mentoring can help resolve this. Peer mentoring is also beneficial; individuals with similar levels of experience act as both mentees and mentors to each other,⁷ offering advice and support in navigating the workplace and decision-making.⁶ There is value for employees at all levels, including executives.⁵

Finding mentors outside of the workplace can address individuals' life satisfaction levels, and provide outsider perspectives on work-related issues.⁵ Participating in multiple types of mentorship (peer, seniority-based, non-work, etc.) provides more opportunities for an individual's holistic personal development.⁵

Facilitative responses should be used as tools for strengthening relationships, and ensuring individuals feel comfortable self-disclosing. Setting expectations is key in ensuring a successful mentoring relationship.

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4. Zachary, L. (2009). Make Mentoring Work for You: Ten Strategies for Success. *T + D*. 63(12): 76-77.
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Recommended Readings

1. Bachkirova, T., Jackson, P., & Clutterbuck, D. (Eds.). (2011). *Coaching and Mentoring Supervision: Theory and Practice*. New York: McGraw-Hill Education.
2. Clutterbuck, D., Poulsen, K. M., & Kochan, F. (Eds.). (2012). *Developing Successful Diversity Mentoring Programmes: An International Casebook*. New York: McGraw-Hill Education.
3. Clutterbuck, D. (2012). Coaching and Mentoring in Support of Management Development 1. In Armstrong, S., & Fukami, C. (Eds.). *The SAGE Handbook of Management Learning, Education and Development* (p.477-497). Thousand Oaks, CA: SAGE.

About eng·cite

eng·cite is the working name of the Goldcorp Professorship in Women in Engineering at UBC. The Professorship – established in 2014 – is a vital aspect of the UBC Faculty of Applied Science's efforts to promote the engineering field to young women, to meet its goal to increase female enrollment in Engineering to 50% and to address a national shortage of Engineers expected by 2020.

The Goldcorp Professorship is a catalyst of change for the engineering field, with a commitment to help UBC become the national leader for gender diversity in engineering. Dr. Sheryl Staub-French, who holds the Professorship, works with teachers, counsellors, parents and high school students to promote engineering education, and provide mentorship and role models for young women who might not otherwise consider or pursue engineering education and careers.

Find out more at: engcite.ca