BECOMING YU

STUDENT SUCCESS MENTORSHIP PROGRAM

MENTORS PLAYBOOK

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Mentors Playbook Overview

In this Mentors Playbook, you will find everything you need to facilitate your mentees as a peer mentor, including:

- Program Steps/Timeline for Mentors
- Check-In Guidelines
- Email Templates
- Icebreaker Activities
- Roleplay instructions & Mentoring Scenarios
- Additional Resources/Training for both mentees and mentors

Additionally, the PowerPoint presentation from the Mentor Orientation has been made available on the Student-Coaches Microsoft Teams.

How to Use This Playbook

The Mentors Playbook aims to cover everything that mentors need in order to successfully guide their mentees through the Becoming YU Student Success Mentorship program. The playbook provides all necessary materials (check-in guidelines, email templates, resources) that mentors will need. Additional resources can be found on the Student-Coaches Microsoft Teams (under the Student Success Mentorship tab).

About Becoming YU

Becoming YU provides students with the framework to identify whats skills they have and the ones they might want to improve on, a space to set meaningful goals, and tools to reflect on and track their progress. Through Becoming YU students will recognize the value of their experiences, have greater clarity about their academic, personal and professional goals, and articulate their skills and accomplishments with confidence!

While Becoming YU is designed to be self-driven by students, their supervisors, mentors and coaches play a key role. Students will complete a series of sections through a customized pathway to reflect on their experiences and track the competencies and skills they're developing through these experiences.

The Student Success Mentorship Program

The Student Success Mentorship Program aims to provide students with the opportunity to apply Becoming YU to any aspect of their life (volunteer position, part-time job, student club, student/academic life). Each mentee gets assigned a mentor that will guide them through the program through a series of individual and group check-ins.

I was not sure what to expect with the Becoming YU Student Success Mentorship program, and I was pleasantly surprised by how helpful and beneficial it has been. The program encouraged me to engage in self-reflection activities to identify areas of improvement in competencies that furthered both my personal and professional skills-sets. My mentor was encouraging, patient, compassionate and very knowledgeable, guiding me and keeping me productive and on the right track, towards success.

SAMANTHA JANAE

Pathway

The Becoming YU pathway for the Student Success Mentorship has been altered to include the following sections:

1. **First Checkpoint** (Individual)

   Check-In Meeting Length: approximately 30 minutes
   Date Range: Sep. 19th - Sep. 30th

   ▶ Individual Checkpoint & Introduction to the program
   *Mentees complete the **Experience Details, Goal Setting & skills selection** form on Experience York.*

   The first checkpoint occurs in the first two weeks after being onboarded into the program. Mentees meet with their peer mentors to discuss goals that they'd like to set for the year, these goals are specific to their position/role and their personal leadership, academic, and career goals. Once objectives have been determined, skill-building experiences/projects will be discussed to determine how the mentee can achieve these goals.

2. **Second Checkpoint** (Group)

   Check-In Meeting Length: 45-50 minutes
   Date Range: Oct. 17th - Oct. 28th

   ▶ Group Checkpoint & Progress Measurement
   There is no mandatory form for mentees to complete.

   This group checkpoint allows students to collaborate with each other by finding meaningful ways to accomplish their goals, give feedback and practice their networking skills.

3. **Third Checkpoint** (Individual)

   Check-In Meeting Length: 20-30 minutes
   Date Range: Dec. 5th - Jan. 20th

   ▶ Individual Checkpoint & Progress Measurement
   *Mentees complete the **Mid-way Check-In** form on Experience York.*

   Mentees meet with their peer mentor to discuss their accomplishments as well as their progress towards their goals by assessing their growth and addressing any challenges they have had.

4. **Fourth Checkpoint** (Group)

   Check-In Meeting Length: 45-50 minutes
   Date Range: Feb. 13th - Feb. 24th

   ► Group Checkpoint & Progress Measurement
   There is no mandatory form for mentees to complete.

   This group session allows students to discuss with their peers about their progression towards their goals and any challenges/accomplishments that may have occurred.

5. **Fifth Checkpoint** (Individual)

   Check-In Meeting Length: 20-30 minutes
   Date Range: March 27th - April 14th

   ► Invidividual Checkpoint & Progress Measurement
   *Mentees complete the **Final Check-In** form on Experience York.*

   Mentees meet with their peer mentors for the final time to recap their goal progression and achievements throughout the program.
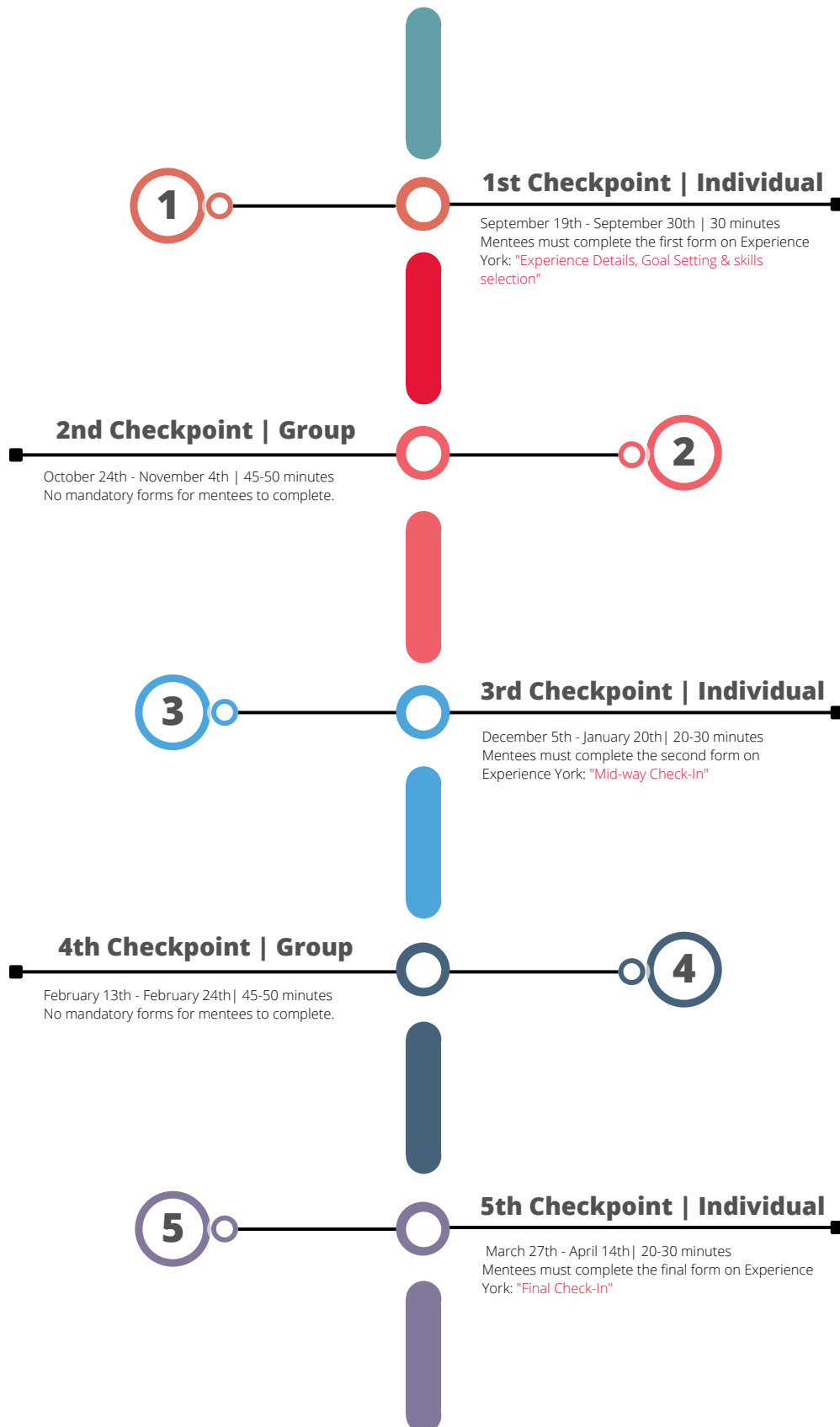
All successful participants will receive a certificate of completion at the end of the program.

As a mentor of these students, you are asked to allocate time within the dates identified above during students' available hours for them to attend the check-in meetings. This gives students the time to provide the following points of connection, context and validation. We suggest using a Doodle Poll to set up meetings with your students, especially when setting up the group check-ins.

Doodle Poll Tutorial: https://www.youtube.com/watch?v=rJm94ADzJW4

To account for any difficulty with arranging a mutual meeting time with large groups of students, you can have individual check-ins or several smaller group check-ins instead.

Mentors' Timeline:

1st Checkpoint | Individual

September 19th - September 30th | 30 minutes
Mentees must complete the first form on Experience York: "Experience Details, Goal Setting & skills selection"

2nd Checkpoint | Group

October 24th - November 4th | 45-50 minutes
No mandatory forms for mentees to complete.

3rd Checkpoint | Individual

December 5th - January 20th| 20-30 minutes
Mentees must complete the second form on Experience York: "Mid-way Check-In"

4th Checkpoint | Group

February 13th - February 24th| 45-50 minutes
No mandatory forms for mentees to complete.

5th Checkpoint | Individual

March 27th - April 14th| 20-30 minutes
Mentees must complete the final form on Experience York: "Final Check-In"

Check-In Guidelines for Mentors

Please note: You may meet with your students more frequently than what is outlined below if you feel that they need more support/if they request more meetings; however the following is the minimum recommended number of check-ins to ensure that students are getting the most out of their experience!

Getting Started...

Each mentor will receive a list of their assigned mentees after they have attended a Mentor Orientation session. Please make sure you send an introduction email to your group of mentees as soon as possible so you can arrange a time for your first (individual) check-ins the week after. Below, we have a suggested introductory email template. You are not required to follow the template but it can be used as a guide to ensure that you are communicating all the necessary information to your students. You may want to consider including the Student Success Mentorship - Mentees Document.

Hello _____,

Welcome to the Student Success Mentorship program! My name is _____ and I am a _____ year student in _____ at York University. I will be acting as your "coach" this term to help you complete the Becoming YU program successfully.

To start off, I'd like to get everyone onboarded and complete their first form. Please read below for instructions.

Experience Details & Goal Setting (Required)
You should have already attended a Student Success Mentorship Orientation and started the first step on Experience York. If you have not done so already, please refer to the instructions on how to log into Experience York: https://tinyurl.com/4dxta4em
(*Please enrol and complete the Experience Details & Goal Setting form before we have our first meeting*)

First Check-In Meeting (Required)
Please fill out the following Doodle Poll to select a time for our first check-in meeting (20-30 mins): _____
It is first-come-first-serve so make sure you select a time slot soon. If you cannot attend any of the time slots listed on the Doodle Poll due to a conflict, please let me know.

I look forward to working with you all!

First Checkpoint: Goals & Objectives Setting Meeting with Student

Once your mentees have completed the "Experience Details, Goal Setting & skills selection" form, it's time to have your first (individual) check-in meeting (week of Sep. 19th - Sep. 30th). By now, you should have access to your Employer Account on Experience York. (*You will only be able to view your mentees' progress on Experience York once they have completed/submitted the "Experience Details, Goal Setting & skills selection" form*). It's a good idea to look at your mentees' form BEFORE your check-in meeting to ensure that they have completed it and to get an idea of what goals they have set.

Required Forms: "Experience Details, Goal Setting & skills selection" form on Experience York.

This initial check-in is to review and finalize the goals and objectives with the student.

Ask your mentee about the "Goal Setting" section of the "Experience Details, Goal Setting & skills selection" form. Review the 2-3 objectives the mentee has identified and how they relate to their dream or long-term goal. Provide any guidance and/or suggest any edits or improvements for each objective the mentee will have set in the SMART goal format:

What is a SMART goal?
Specific - must be clear and well defined
Measurable - includes precise amounts or dates so you can measure your success
Attainable - make sure that it's possible to achieve the goals you set
Relevant - your goals should be relevant to your current experience and/or to your hopes for your future
Time-bound - your goals must have a deadline and/or several small deadlines along the way.

The objectives should be specific to the mentee's position/role; however, you, as a mentor can discuss how they align with the mentee's dream/long-term goal and if they are realistic for the position/role. Once these objectives have been determined, discuss which skills-building experiences or projects may help the mentee achieve their objectives. Encourage the mentee to look outside of their chosen position/role for opportunities to gain knowledge and advancement towards fulfilling their objectives as well. For example, attending workshops/events, getting involved or through online learning sessions, etc.

Mentees can reflect on the following questions when drafting their objectives:

- Why did you choose to take part in this position/role?
- What are you hoping to gain from it?
- How do you think this experience may relate to your dream/long-term goals?
- Are there other ways for you to achieve your learning objectives, outside of this position/role?
- What skills would you like to learn or improve upon?
- What new knowledge would you like to acquire? (e.g. about your field of study, the structure of the business/organization for which you will be working, etc.)
- What would you like to accomplish during your position/role? (e.g. lead a presentation, design a database, earn a certificate, etc.)

Upon reviewing the objectives, mentors may ask the mentee the following:

- Do the learning objectives you outlined in your "Experience Details, Goal Setting & skills selection" form, relate to the skills you would like to learn, or are they part of your position/role?
- Are the activities you outlined measurable?
- How do your objectives relate to your dream/long-term goals?
- Specifically, how do you plan to achieve these learning objectives? (e.g. attending workshops/events, special projects, information interviews, etc.)

This initial meeting is also an opportunity for mentees to reflect on their goals and objectives.

Second Checkpoint: Group Progress Measurement

The week before Oct. 24th, please email your mentees with a collective Doodle Poll to set up a time for your Group Check-In. To account for any difficulty with arranging a mutual meeting time with large groups of students, you can have individual check-ins or several smaller group check-ins instead.

Required Forms: None - There is no mandatory form for mentees to complete for the Second Checkpoint.

This group checkpoint allows students to collaborate with each other by finding meaningful ways to accomplish their goals, give feedback and practice their networking skills. While we suggest a series of icebreaker activities related to goal setting, however, these are *suggestions* and you are free to change the icebreaker activities to best suit your mentees.

Icebreaker Activities

In order for the program to be a success, it's important to facilitate an environment where mentees feel comfortable participating, sharing their experiences and supporting one another. Icebreakers are an excellent way to help mentees to get to know each other while having fun.

The following are some popular icebreaker games that students have enjoyed in the Becoming YU program. These activities have been modified to fit an online environment.

Bright Spots

Resources:
- None.

Purpose:
- To help mentees articulate and share their accomplishments and to feel proud about them.

Instructions:
- Each mentee in turn tells Their "bright spot." This should be something that has happened to them within the first half of this experience. It should reflect something that they achieved or something that they are proud of. It could also be an example of something someone did to help them achieve a goal or even a funny moment during the experience. The descriptions can be very brief. All others listen and then give applause or a thumbs up.
- The mentor/facilitator can decide whether to invite comments after each "bright spot" or not.

Examples:
- "I created the content for the Student's page on the Career Centre website."
- "I delivered a presentation and received good feedback."
- "I had the opportunity to work with a different department and made some valuable connections there."
- "I helped to direct various students to the website and helped them navigate through it."

Challenge Think-Tank

Resources:
- Some kind of brainstorming tool such as Google Jamboard, Idea Wall,Trello or Miro.

Purpose:
- For mentees to share their goals/objectives as well as the challenges they may be having in trying to achieve their goals.

Instructions:
- Depending on the brainstorming tool that the mentor/facilitator has chosen, mentees are invited to share their goals/objectives on the chosen brainstorming tool. Each mentee reads their goal/objective one by one and others will write on the chosen tool how to help that person improve. An addition to this, could be to also have the mentees write down something they heard the other mentee say that they thought they were doing well – that way they are getting some positive reinforcement as well. At the end of the activity, mentees will have a stack of feedback (and positive affirmations) on how to develop their goals/objectives. There are resources that will help build that person's skills.

Some ideas on questions to ask to get the person talking:
- Would someone like to share some of their goals and how they have attempted to achieve them?
- What are some of the experiences that you have had so far?
- What are some of your achievements?
- Have you experienced any challenges?
- What skills have you been developing?
- What skills would you still like to work on, and what can you do to achieve them?
- What support do you feel that you need to make this happen?

Third Checkpoint: Individual Checkpoint & Progress Measurement

The week before Dec. 5th, please email your mentees and tell them to fill out the "Midway Check-In" form on Experience York. Send out another Doodle Poll with individual time slots.

This individual checkpoint allows for mentees to meet with their mentors to discuss their accomplishments as well as their progression towards their goals by assessing their growth and addressing any challenges they have had. This is an opportunity for mentees to reflect on the status of their learning objectives.

Required Forms: "Mid-way Check-In" form on Experience York.

You as a mentor may want to consider the following when conducting the third checkpoint:

- Are the learning objectives outlined in the "Goal Setting" section still realistic?
- Is the student progressing towards meeting their learning objectives?
- Can you provide any advice for the student to succeed in this position/role or specific examples of what the student can do to achieve their learning objectives?
- Please comment on your experience so far.
- Are you experiencing any challenges?
- What do you think are your biggest achievements to date?
- How are you progressing towards meeting your learning objectives?
- What skills are you developing? Are there additional skills you'd like to build?

Fourth Checkpoint: Group Progress Measurement

The week before Feb. 13th, please email your mentees with a collective Doodle Poll to set up a time for your Group Check-In. Recognizing that it is difficult to arrange a mutual meeting time in a large group of students, you may have individual check-ins or several smaller group check-ins instead of a large group check-in.

Required Forms: None - There is no mandatory form for mentees to complete for the Fourth Checkpoint.

This group checkpoint allows students to discuss with their peers about their progression towards their goals and any challenges/accomplishments that may have occurred. While we suggest a series of icebreaker activities related to goal setting, these are *suggestions* and you are free to change the icebreaker activities to best suit your mentees.

Icebreaker Activities

In order for the program to be a success, it's important to facilitate an environment where mentees feel comfortable participating, sharing their experiences and supporting one another. Icebreakers are an excellent way to help mentees to get to know each other while having fun.

The following are some popular icebreaker games that students have enjoyed in the Becoming YU program. These activities have been modified to fit an online environment. The first activity we suggest is a review of the activities that you did during the second checkpoint.

Bright Spots + Challenge Think Tank Review
Resources:
- Some kind of brainstorming tool such as Google Jamboard, Idea Wall,Trello or Miro.

Purpose:
- To have students review the feedback they received during the second checkpoint and discuss whether it has helped them or not. Mentees get the opportunity to articulate and share their accomplishments and to feel proud about them.

Instructions:
- Similar to the Bright Spots activity from the second checkpoint, have the students share a "bright" moment during their experience that they experienced or an accomplishment.
- Using the same tool that you used during Challenge Think Tank (you can opt to use the same board as before or not), have the students discuss the feedback they got from their peers during the second checkpoint and whether they've put that feedback to use. Let everyone take turns talking about their progress and have all the mentees write down their feedback for each other on the collective tool. This includes both feedback and praise for the student remaining on track to their goals, etc.

One, Some, Many

Resources:
- Some kind of brainstorming tool such as Google Jamboard, Idea Wall,Trello or Miro.

Purpose:
- Allows students to focus on their own goals and come together to discuss group goals. It can help mentees reflect on the overlaps in the goals they want to achieve, and how to possible work collaboratively on them. The purpose of the game is to identify common group goals and devise a way of achieving them together.

Instructions:
- Focus on the 'ONE' part of the activity title. Each participant has a selection of post-it notes and the opportunity to write out their individual goals. Aim for 1-3 goals per person. These can be small goals or long term, but keep them concise when writing them down.
- Focus on the 'SOME' part of the activity title. Participants get into pairs or small groups of three and share the individual goals they have written down. If there are some that are the same, they can combine these to make one shared goal. Ask each group to identify other overlaps and similarities.
- Now focus on the 'MANY' part of the activity title. Using a large piece of paper or whiteboard, ask each team to come and place their post-it notes on the board. This activity should take the longest as participants will need to identify other similarities and overlaps and combine goals. The group can discuss as a whole which goals are the most common and identify how to work on these collaboratively. What goals do they all have in common? How can they help each other achieve these goals?

Fifth Checkpoint: Individual Checkpoint & Final Progress

The week before March 27th, please email your mentees and tell them to fill out the "Final Check-In" form on Experience York. Send out another Doodle Poll with individual time slots.

This individual checkpoint allows for mentees to meet with their mentors for a final time to recap their goal progression and achievements throughout the program. This is an opportunity for mentees to give a final reflection on the accomplishments, their goals and their skills.

Required Forms: "Final Check-In" form on Experience York.

You as a mentor, may want to consider the following when conducting the third checkpoint.

- What are the student's major strengths, as related to their learning objectives?
- What are his/her opportunities for improvement or development, as related to their learning objectives?
- What are the student's greatest achievements during this experience?
- Please discuss how the work you completed helped in clarifying your leadership, academic and career interests and professional objectives?
- Please list the top skills you developed or improved during this experience.
- Please comment on your experience with this position/role and provide any suggestions on how we could improve.

Goal-Setting Scenarios

Please note: These conversations listed below are just examples of how an individual goal-setting check-in can go. You are NOT required to follow this format, it is here to serve as a resource.

Example Conversation #1

In this conversation below, the mentor is asking the student what goals they have set for the year. Note how the mentor is asking open-ended questions and asking the student to reflect on *why* they have chosen this skill. Once the student has brainstormed ways to achieve the goal, the mentor should reaffirm and build off what the student has said.

Mentor: What kind of goals have you set for yourself this year?

Mentee: I want to work on my time management skills.

Mentor: Why is this skill important for you?

Mentee: I just have a lot of stuff to do for work and school and I always end up having too much to do or none at all.

Mentor: I understand, I also sometimes feel overwhelmed when I have a lot going on. How do you plan on bettering your time management skills?

Mentee: I'm not sure. I think maybe making a schedule would help me.

Mentor: That's a great idea. Setting clear hours for school and work periods can help you get things done.

Example Conversation #2

In this conversation below, the mentor is asking the student what skilll they want to work on. Note how the mentor is relating to the student with their own experiences and asking *why* it is important for the student to improve. When the student says they don't know how to improve the skill, the mentor is letting them know that it's okay to not know. The student won't always have the answers! It's your job as mentors to guide them the best you can.

Mentor: So what is one skill you'd like to work on?

Mentee: My presentation skills. I'm not very good at presenting, I get really nervous and mess up.

Mentor: I understand, it can be really nerve-wracking, I'm still improving on this skill as well. Why is it important for you to improve?

Mentee: I have to give a lot of presentations in this new role/job and it's something I will have to keep doing.

Mentor: Do you have any ideas on how to improve them?

Mentee: No, I don't know what to do.

Mentor: That's okay. I'm here to help you. The Becoming YU Resource Playbook offers a lot of resources on improving your presentation skills. I can show you if you'd like.

Reminder: Feel free to recommend your own resources or anything that has helped you in your experiences. This can be a workshop, an online course, an app, etc. Get creative! What do you think will best help your student?

FALL/WINTER 2022-2023

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