

Complete Mentor Guide & Workbook **Establishing a Relationship**



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Acknowledgements

The Children's and Women's Hospital in collaboration with Indigenous Health of Provincial Health Services Authority (PHSA) acknowledges that it is situated on the unceded traditional territories of the xʷməθkʷə́yəm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

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"The messenger of
spirit and bearer of
good news.
Hummingbird
brings comfort and
healing."
(Venture West Native
Arts)

"Nutsamaht! (We are one)... Our goal is to build the collective strength necessary to advance as a whole and healthy society."
~Te'ta-in (Sound of Thunder) Shane Pointe, a Musqueam Knowledge Keeper
(White-Hill & desLibris, 2021)

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Background



Thank you!

Thank you for volunteering to be a mentor! As you develop your leadership skills, you'll find a lot of information that can propel you forward as you continue your career.

This guide has been designed to help you build and sustain a relationship with your mentee. Not only will your participation help support the team by alleviating stressors and burnout, but it will also help support your growth as a leader.

You're encouraged to write down your thoughts and reflect. The deeper you take your learning, the more you'll grow and make a positive influence for the teams you're building.

If you have any questions or have suggestions to better support your journey, please reach out to your leadership team.



FAQ: Mentorship Matters About Mentorship at C&W

A mentoring relationship is an opportunity to consider as you move through your professional development journey. Mentorship is a mutually beneficial relationship that focuses on sharing resources, expertise, value, skills, perspectives, tools, tips and much more. Informal mentoring relationships naturally exist and enhance learning and professional growth throughout C&W. Our focus is also on creating formal mentoring relationships to ensure all staff have access to learn with a mentor.

What are the benefits of mentorship?

	Mentee	Mentor
Benefits	<ul style="list-style-type: none"> Expand your networks and support systems Provide opportunities to build your competencies Enhance your personal and professional development Provides support and encouragement for you Help you gain different perspectives on issues 	<ul style="list-style-type: none"> Provide opportunities to role model and teach Enhance your personal and professional development Strengthen your feelings of career success Help you gain different perspectives on issues
Role	<ul style="list-style-type: none"> Be motivated to engage in learning partnership Be prepared to share goals and commit to the learning Align with the collaborative outcomes/goals and partnership agreement 	<ul style="list-style-type: none"> Support and encourage, inform, question, and challenge the learner Provide coaching, offer advice, and counsel Provide feedback for learning and growth Align with the collaborative outcomes/goals and partnership agreement

What makes a good mentoring relationship?

- Both mentor and mentee have shared interests and values
- The mentor is interested in the mentee's progress
- The mentee trusts the mentor and values their input
- Mentoring arrangement is flexible and suits both mentee and mentor
- The mentoring relationship provides for creative thinking and reflects a larger range of learning styles of the mentee

How is mentoring different from coaching?

- With coaching, the wisdom comes from the coachee and the coach uses skills and process to draw out the answers from the coachee
- With mentoring, the wisdom often arises from the mentor, giving advice, direction, counselor ideas. Mentors will use coach-like skills in their interactions
- You may want to ask your mentor for coaching, just be clear about your intention and request

How do I become a Mentor?

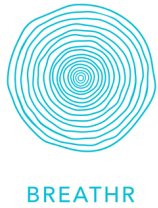
- Depending on the process in your workplace, if you want to become a formal mentor, please have a conversation with one of your leaders.
- You will be asked to complete a mentor bio which the leaders will share with the potential mentee to ensure the right "fit" for the partnership. The mentee bio will then be shared with the Mentor and you both will plan your first meeting to map out your journey together.
- Another way to become a formal mentor is when a potential mentee take initiative to ask you to be their mentor. Resources and guides are available on the POD:

<http://our.healthbc.org/sites/NewKnowledgeAndInnovation/SitePages/Home.aspx>

If I want a mentor, how do I find one?

if you want a mentor and have not been approached by your leaders, please have a conversation with them about your goals and the benefits this relationship can do for you. The leaders can facilitate the process of matching you with a mentor.

Self-Care & Mindfulness



Before jumping into a mentoring role, it's important to check-in with yourself and identify where you are. Please also refer to page 18 for questions to ask yourself before meeting.

Breathr is an app "developed by the BC Children's Kelty Mental Health Resource Centre, BC Children's Centre for Mindfulness, and young collaborators... It provides a variety of mindfulness practices, from guided meditations to simple practices that can be used anywhere."

Extra benefits:

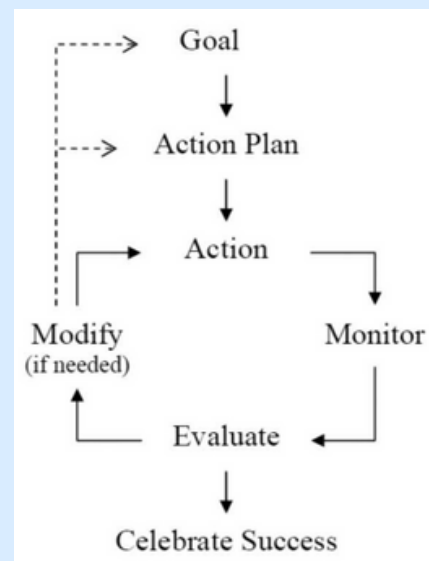
- Teaches interesting facts about the brain science behind mindfulness practices. For example, did you know that regularly practicing mindfulness can improve your relationships and connection with others? Or that it has been shown to change parts of the brain that improve memory and reduce stress? Give it a try!
- Demonstrate that mindfulness can be fun, easy to try, and that it can have noticeable benefits for their overall health and well-being.

(Kelty Mental Health Resource Centre, n.d.; Jones et al., 2019)



Download the FREE app today!

Model of Self-Regulation



(Grant, 2011)



Being Self-Aware

Implicit Bias/Unconscious Bias



What is Bias? What can Medical Professionals do to address it?

5:17 mins

~Institute of Healthcare Improvement



Implicit Bias | Concepts Unwrapped

8:09 mins

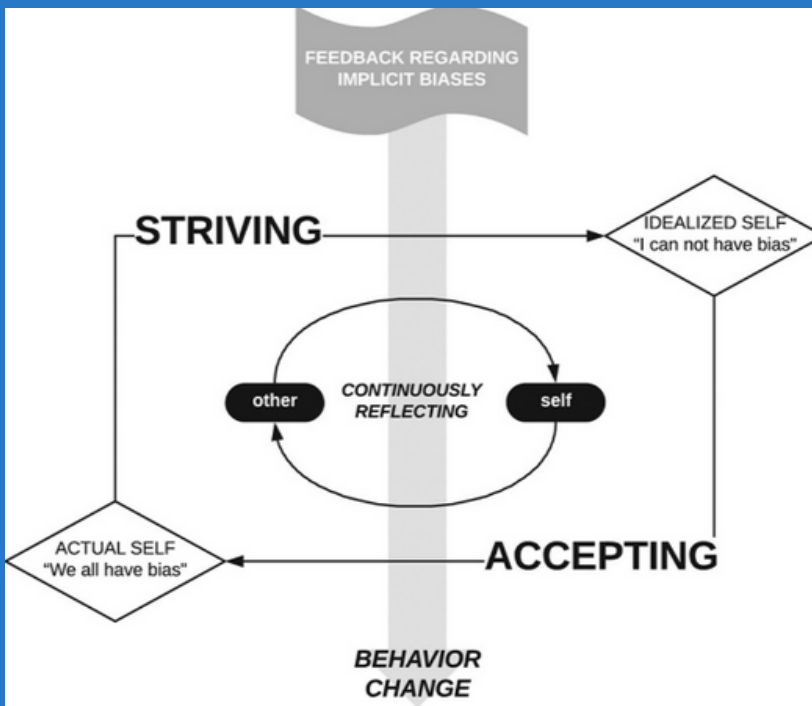
~McCombs School of Business



Project Implicit Health

Anonymous 15-minute Implicit Awareness Test

*Please note that this is just a tool. Studies have shown that the validity of this test can be inaccurate but may be helpful in addressing self-awareness.



"Striving for self-improvement" is intrinsic to identity and growth. By identifying implicit biases, we can accept our flaws and increase recognition and self-awareness.

"Through reflection and dialogue, an individual could strive for an idealized self while accepting the actual."

(Sukhera et al., 2018)

What is a Mentor?

Mentorship is a mutually beneficial relationship focused on sharing expertise, resources, values and perspectives. This can include:

- Goal Setting
- Reflecting
- Feedback

Mentors are encouraged to support their mentee for at least 6-12 months

A mentor guides a less experienced person by **building trust** and **modeling positive behaviours**. An effective mentor and leader understands the commitment to be dependable, engaged, authentic and tuned into the needs of the mentee. You'll provide guidance, motivation and emotional support while coaching and empowering your mentee to where they want to be. As mentors, you'll be exercising many essential skills that are reflected in effective leadership.



For more information on Mentorship

Neil deGrasse Tyson's Life Advice Will Leave You SPEECHLESS
16:40 minutes
~MotivationHub



Why We Should Never Stop Learning
3:46 minutes
~Jay Shetty

Mentors offer time to nurture "psychological career-related functions for professional development" to increase mentee self-efficacy and identity by giving:

1. Psychological/emotional support
2. Support for goal setting and career choice
3. Academic support
4. Role modeling

(Eller et al., 2014; Race & Skees, 2010)



What is a Mentee?

A mentee is someone requiring guidance, not necessarily in clinical practice, but with their overall growth and development in their careers.

As the majority of new hires will be Millennials or from Generation Z, having an idea on how to connect can help. Please remember that these are generalizations and should only be used as a guide. Every person is different and carry diverse values that may vary from the information below:

- **Millennial nurses are largest group in the workforce**
 - 30% of US workforce
 - 62% of FTE are between 23-26 years
 - leaving current employer in one year = 30%
 - leaving current employer in two years = 57%
- **Change employers frequently**
 - 82% will leave current employer
 - 25% will have 6 or more employers

Main Reason for Leaving

- Lack of support, orientation, and mentoring

FUN FACT: If they are retained for 3+ years, they will stay longer if they are fully engaged. The Millennials are the largest group of nurses and will become transient if we fail to provide engaging work environments.

(McClain et al., 2022; O'Hara et al., 2019; Saber, 2013).

Top Values of Millennials & Gen Z

Interpersonal relationships with coworkers

Team work

Organized mentorship

Support

Networking

Career Development and Growth

Collaborative, not competitive culture

Environment of learning

Consistent Feedback

We need to train strong leaders, starting with our mentors!



How could a mentor help your career?
4:05 minutes
~acmedsci



Every Parent, Student And Teacher Needs To Hear This
4:04 minutes
~Jay Shetty



Why be a Mentor?

"Being a mentor to me is not necessarily about refining clinical skills, it's more than that. It's the ability to dive deeper into the issues that the mentee is going through and guiding them to uncover something within themselves that shines true to them. That's the challenge. How much can you learn about them, how much can you listen and ask questions that lead them to their own discovery. It's a learning and rewarding journey that I highly recommend." ~ Lisa Jang, RN, Perioperative Nurse

Guides the new hire beyond the initial transition and may last long after the formal relationship is concluded

Increased learning, personal growth and leadership skills

Enhanced self-fulfillment & Self-efficacy

Increased job satisfaction and feeling of value

Professional growth (long term)

Motivation for new ideas

Potential for career advancement

You can make the difference...



Inspirational Video- Be a Mr. Jensen
3:12 minutes
~Clint Pulver

Fun Fact:

"A combination of leader empowering behaviours and work place empowerment leads to lowered stress at work, increased effectiveness, and improved job satisfaction not only for you, but your mentee as well (Greco et al., 2006).

Ultimately, you'll be the key in creating a legacy of strong leaders as you build the team and advance your career.



Getting Started



Your Commitment

Time Investment

- Gaining trust and building a foundational relationship requires about five meetings. Start your momentum strong and ensure about 30 mins of time together for the first few sessions.
- This formal mentor-mentee relationship is recommended to be at least six months with regular meeting intervals with sufficient time to actively listen.

Leadership Building

- As you gain traction and build trust, you may be taking the lead role in coaching your mentee to identify their goals and aspirations. For the first few meetings, the mentor may need to take the lead by planning/scheduling meetings, developing meeting content (i.e. goal setting) and keeping a record of reflections/goals that can be discussed at the next meeting.
- As you build and develop your relationship, start giving your mentee more of the leading role in the conversation and coordinating the next meetings. Refer to "Leader Empowering Behaviours" on page 14.

Being Present

- This role will help you build and develop your leadership skills. It's critical that you're present by:
 - Actively listening
 - Providing genuine interest in building up your mentee and overall team
 - Giving your full attention and care



FUN FACT: A one-year formal mentor commitment to the relationship may grow to be a lifelong relationship.

Build Rapport & Lead with Curiosity

Effective mentors seek to understand and connect with their mentees. It's important to know where they're coming from before you step in and help! What is their purpose? Are they self-aware of their strengths? What is motivating them to change?

1. What is it that you really want to be and do?
2. What are you doing really well that is helping you get there?
3. What are you not doing well, preventing you from getting there?
4. What will you doing differently tomorrow to meet those challenges?
5. How can I help, and where do you need the most help?

(Mentoring LINX, n.d.)



How to build rapport—Lose the Small Talk, Ask Big Questions

2:45

~The Futur

It's just as important, for clarity and to reinforce self-awareness, to have the mentee play back to you after the meeting in an email what they heard and said.

Getting Started:

- Set aside 30-minutes for the first meeting
- Get acquainted (e.g. backgrounds, interests, hobbies)
- Exchange phone numbers and emails
- Discuss best modes of communication
- Request the mentee's resume
- Define expectations of both mentor and mentee
- Identify mentee short and long term goals
- Identify 3 areas to work on together
- Schedule regular meetings

(Yeung, Nuth, & Stiell, 2010).

Map out Some Ideas to Build Rapport

What's your plan?

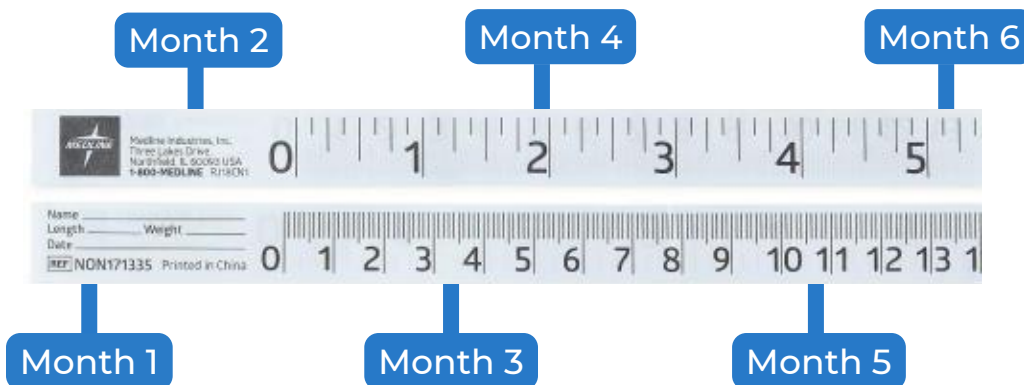


Meeting



Timeline Guide: Two (2) meetings/month

Meeting 1	Meeting 2	Meeting 3
<ul style="list-style-type: none"> Develop common ground (Build rapport) Discuss confidentiality Create meeting plan (Set 2 dates) Determine each person's expectations and what they'd like to get out of the relationship, what are their grand aims in their current career. Where do they want to go? Mentee to create a goal for next meeting 	<ul style="list-style-type: none"> Re-address the open safe space between both parties Building trust, share stories Speak about their goal(s) for this day's session Listen 	<ul style="list-style-type: none"> Continue building trust Create individual meeting with mentor facilitator for quick review of relationship before 5th meeting
Meeting 4	Meeting 5	Meeting 6
<ul style="list-style-type: none"> Start giving mentee the lead role of making a plan for their own learning for future meetings Email leadership for a check-in" 	<ul style="list-style-type: none"> Mentee takes more lead in the discussion Ensure reflection is complete and sent including: what was discussed and next steps forward. Has the goal of the relationship evolved or changed? As a mentor reflect on what went well and what you could do better in future meetings 	<ul style="list-style-type: none"> Mentee continues to lead, reflect, and share next steps with you post-meeting within 24-48 hours You continue to evaluate your growth and learning as a mentor
Meeting 7	Meeting 8	Meeting 9
<ul style="list-style-type: none"> What else can be done to support your mentee? Higher level thinking goals? What are their ultimate aspirations? You and your mentee continue your reflective practices 		
Meeting 10	Meeting 11	Meeting 12
		<ul style="list-style-type: none"> Refer to your "Conversation Closure" for debrief Email leadership for follow-up 'check-out' & next steps



Meeting Outline

Formal mentorship relationships will be initiated by the mentor. Gradually, as the relationship progresses, the mentee should start feeling more comfortable in taking more ownership and lead role in initiating the reflections, meetings, reaching out, etc.

Find Common Ground -
Guiding Questions to Ask...

GROW Model*

Table from Grant (2011).

Acronym	Description	Example Questions
G – Goal	Coachee is asked to clarify what they want to achieve from each session. Determines the focus of coaching.	What do you want to achieve this session? How would you like to feel afterwards? What would be the best use of this time?
R – Reality	Raise awareness of present realities. Examine how current situation is impacting coachee's goals.	How have things gone in the past week? How have you handled any problems? What worked? What didn't work?
O – Options	Identify and assess available options. Encourage solution-focused thinking and brainstorming.	What possible options do you have? What has worked for you in the past? What haven't you tried yet that might work?
W – Wrap-Up	Assists the coachee determine next steps. Develops an action plan and builds motivation.	What is the most important thing to do next? What might get in the way? Who might be able to support you? How will you feel when this is done?

Sources: Grant & Greene, 2004; Landsberg, 1997; Spence & Grant, 2007; Whitmore, 1992.

*The GROW model is based on the coaching practices used by transformative, authentic and resonant-type leaders that demonstrate high influence in empowering and engaging teams in organizations (Cummings et al., 2018).

- Not all mentees are the same. Individualize your approach depending on each person. Learn from them!
- Create a plan of communication. Phone, email, in-person? which works well for both of you?



Post Meeting

Things to Consider:

Self-Reflection

For the first few meetings, take the lead to build trust, guide, and instruct. Please refer to the suggested timeline guide on page 9.

You	Your Mentee
What worked? What didn't work? What else can improve the meeting or relationship?	Ask mentee to provide <ol style="list-style-type: none">1.reflection from the meeting2.summary of future goals/aspirations3.What needs to be done for the next meeting? Email? Text? What mode is best?
Ensure at least two more dates for meetings are set	Keep a record of the steps that were made to head towards their goals (small or big, they all make an impact)



Growing your Leadership Skills



Building a Relationship



Building a psychologically safe workplace
11:26 minutes - Hospital Case Study
~Amy Edmondson, PhD in Organizational Behaviour



Brené Brown on Empathy
2:53 minutes



How to listen like a therapist: 4 secret skills
15:50 minutes
~Doctor Ali



Dr. Masaru Emoto's Water Experiment: Words Are Powerful
3:46 minutes
(Radin et al., 2006).



Explanation of The Choice Map
5:38 minutes
~Marilee Adams
(Adams, 2015/2016; Inquiry Institute, 2011)



Power Questions to Consider

EXAMPLES OF QUESTIONS MENTORS CAN ASK THEMSELVES TO GET CURIOUS

I wonder what's going on for them right now?

What could be their concerns ?

I wonder what they already know about this?

What's under that response or behavior?

What do I need to ask or do differently?

Who is responsible for this communication breakdown?

What am I experiencing /feeling now?

How can I shift from judger to learner here?

How can I get more curious?

What am I missing?

Am I up for this challenge?

Where do I need to shift my perspective?

What is possible here?

Am I ready to get feedback from my preceptee?

EXAMPLES OF QUESTIONS MENTORS CAN ASK THE MENTEE

What do you hope from our mentor relationship?

What does trust mean to you?

Do you feel safe to ask for what you need?

Tell me about yourself and your past experience

What is important to you what do you value most?

What do you want me to know about you?

What are your short and long term goals?

What were you most proud of?

How will I know when you are struggling

What does success look like for you...?

How do you want to celebrate successes?

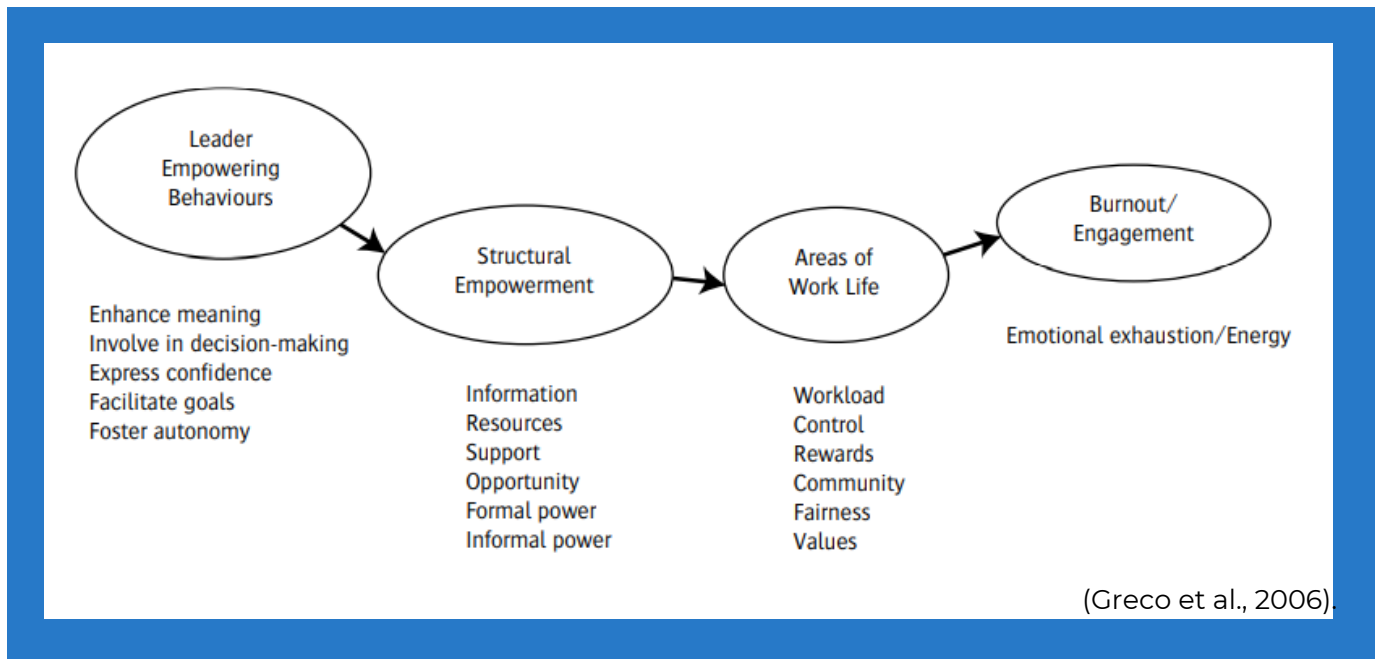
What concerns you most about this?

What is your understanding of this..?

What is important about this?

Tips & Tricks

"Leader Empowering Behaviours (LEBs) have a strong positive effect on empowerment"; the converse is true in creating job burnout and exhaustion (Greco et al., 2006). Refer to the figure below. What LEBs can you exhibit that will lead to your mentee's development and engagement?



Leadership Exercise:

Write out specific examples where you can empower your mentee. What can you do each meeting to engage your mentee? The more reflective you are, the more you will develop and grow as a leader.

Tailor your sessions according to your Mentee's needs. This will take consistent evaluation and reflection:

Less Tightly Structured	More Tightly Structured
<p>More about telling the story</p> <p>Focus on micro-skill use</p> <p>May have more emotional content</p> <p>Possibly client less ready to change</p> <p>Rapport may need building</p>	<p>Early SMART goal setting</p> <p>More task-focus</p> <p>Faster paced session</p> <p>ready to change</p> <p>Good initial rapport</p>

(Grant, 2011)



Try not to give a solution. Keep asking questions and get down to fully understanding and guiding.

Power Questions to Consider

EXAMPLES OF QUESTIONS MENTORS CAN ASK THEMSELVES TO GET CURIOUS

What if anything is getting in the way of my commitment to this preceptorship?

How will I know if I am overwhelmed?

Who do I trust to seek support from?

What do I need to do to make this a successful learning partnership?

Is there another way I can try this...?

How do I keep learning and growing as a preceptor?

What do I need to do to maintain a healthy work life balance?

Where are my boundaries for staying healthy in my workplace?

What resources/supports/learning am I missing to be the best mento

EXAMPLES OF QUESTIONS MENTORS CAN ASK THE MENTEE

What do you want to learn more about?

Show me what you know... show me how you would...?

How would you explain or teach this to others...?

What are you hoping will happen today?

What resources or supports would be helpful for you?

What did you notice about that situation?

What's most challenging about this?

What will you do differently/ the same next time?

What's the real issue here?

Power Questions to Consider

MORE SAMPLE QUESTIONS MENTORS CAN ASK THE MENTEE

Describe when you last successfully learned something new?

What is possible?

What's your biggest learning?

What scares you?

What are the obstacles or barriers for you?

What is hardest about this?

What has worked before?

What's next?

How confident are you on a scale from 1-5?

What tools/resources do you need to be successful?

What would be most helpful for you ...?

Is there anything getting in the way of you giving me feedback?

What do you need from me /today?

What will it take for you to feel competent?

What do you need right now?

Are you up for the challenge?

What is the opportunity underlying this challenge?

Feedback



Brené Brown's "Dare to Lead" Engaged Feedback Checklist

I know that I'm ready to give feedback when ...

- _____ I'm ready to sit next to you rather than across from you.
- _____ I'm willing to put the problem in front of us rather than between us (or sliding it toward you).
- _____ I'm ready to listen, ask questions, and accept that I may not fully understand the issue.
- _____ I'm ready to acknowledge what you do well instead of picking apart your mistakes.
- _____ I recognize your strengths and how you can use them to address your challenges.
- _____ I can hold you accountable without shaming or blaming.
- _____ I am open to owning my part.
- _____ I can genuinely thank someone for their efforts rather than criticize them for their failings.
- _____ I can talk about how resolving these challenges will lead to growth and opportunity.
- _____ I can model the vulnerability and openness that I expect to see from you.
- _____ I am aware of power dynamics, implicit bias, and stereotypes.



Free & printable online copies available
directly from Brené Brown's website



Taken directly from Brené Brown's website and book Brown, B. (2018).

Feedback Strategies

Approach giving your feedback with the intention to help support your mentee. Start with curiosity.

Three (3) YouTube Videos: excellent resources supporting the evidence-based literature to developing your skills as empowering leaders:



[How to Tame your Advice Monster](#)
14:29 minutes
~Michael Bungay Stainer



[The secret to giving great feedback | The Way We Work](#)
5:02 minutes
~TED

Research supporting the Situation-Behaviour-Impact (SBI) Model & "Ask, Tell, Ask" Sandwich.

1. "Micro-Yes" - Prepares the recipient psychologically
2. Data-Point reference - be specific with examples
3. Address the impact - connects the data point with a purpose
4. End with a Question
 - i. "How do you see it?"
 - ii. "These are my thoughts, what are yours? -Creates commitment and joint partnership

Learning Hub
Leadership Course
Opportunity:
1-Hour Giving &
Receiving Feedback
Course # 16285



[What is "Ask, Tell, Ask"?](#)
1:17 minutes
~IHI Open School

Reverse Mentoring

Listen and learn from your mentee as they also have a wealth of knowledge and skills to share. This is a mutually beneficial relationship. Ask for feedback for your own learning too. This is shown to:

- Increasing team retention & engagement
- Increasing belongingness
- Sharing digital skills
- Driving culture change
- Promoting diversity
- Fosters commitment

(Jordan & Sorell, 2019)



Regarding giving feedback, what are some key points you want to carry with you?

Regarding receiving feedback, reflect on your strengths and weaknesses. Where can you improve?



Self-Evaluation



Mentor Self-Evaluation & Mid-Point Check-in

- Have we established a regular pattern of conduct?
- What's working? What's not? How can this be pivoted to help?
- How well are we communicating with one another?
- What kinds of development opportunities am I providing to support fulfillment of my mentee's goals?
- How can I improve the quality of the mentoring partnership?
- Are we continuing to work at maintaining the trust in this partnership? How?
- Am I providing thoughtful, candid and constructive feedback?
- Is my mentee using the feedback to take action?
- Are there some lurking dangers or "undiscussables" in our mentoring partnership?
- What additional learning opportunities, resources and venues should we add to enhance the learning experience?
- Are we taking time to reflect on our partnership?
- Is the quality of our meetings satisfactory?

1. Please take a few moments to reflect and write out the answers on the following page.

2. Submit your responses to your clinical educator leads **after meeting #4** with your mentee.

3. From there, we can plan a formal check-in as you progress in your leadership journey.

(Mentoring LINX, n.d.)



[illegible]

Mentor End Evaluation

Part 1: Who are you?

What profession do you best identify with?

How long was your formal mentorship relationship before the closure conversation?

How long have you been practicing in your profession?

Have you been a formal mentor in the past? When?

Part 2: Description of Relationship

What was your role as a mentor? (e.g. Teacher, counselor, sponsor, advocate, resource?)

How long have you had this relationship?

Do you believe your relationship will continue?

How would you characterize your strengths and weaknesses of your relationship?

Part 3: Evaluating your Development

What worked best in building your relationship?

What supports did you need?

What was helpful in your ability to be a mentor?

What did you take away from this experience? What did you learn?

What skills will you take forward as a leader?

How would you characterize the strengths and weaknesses of your relationship?

Would you be a mentor again? Why or why not?

What did your meeting schedule look like? Could have it gone better?

(Berk et al., 2008)

Mentor Evaluation: Mentee's Perspective

This evaluation form is distributed to the mentees at the end of the formal relationship to see how the program can improve its training and better support mentors. Please take a look and use this as an opportunity for your own learning as well.

From your perspective, reflect on what you may have done well. Celebrate those! Also, take a moment to learn from where you think you could improve. What steps can you take to get better at that skill?

Mentee's Feedback Form for Your Mentor

Mentee _____ Mentor _____ Date _____

My Mentor	Excellent	Good	In the future what would have been beneficial:
Created safety for me to learn and grow			
Had a conversation to set the stage for our collaborative learning partnership			
Considered my previous competencies and engaged with me around what I wanted to learn/experience			
Used innovative and effective teaching and learning strategies			
Showed me resources and other supports for my learning and growth			
Helped me integrate current and new knowledge into practice and my future aspirations			
Was approachable and modelled strong coach-like communication skills			
Was competent and confident in various challenging situations which assisted with my learning			
Role modeled professionalism			
Advanced my development by creating learning opportunities			
Believed in me and challenged me to think "outside of the box"			
Encouraged us to have learning conversations (give and receive feedback feedback)			
Encouraged us to assess the progress of our learning partnership			
Provided the opportunity for a final structured meaningful evaluation			

Describe the attributes you appreciate most in your Mentor _____

Thoughts



Final Debrief Mentor-Mentee Conversation



Formal Mentorship Debrief

Conversation Closure FINAL MEETING

1. What you've learned:

- Did I achieve my goals? If yes, what did I learn as a result? If no, what might have got in the way? In what ways might I have contributed to the lack of progress?
- What was the most valuable things I learned from this partnership?
- What specific insight, approach or perspective did I gain?
- What else do I still need to learn?
- What did I learn about mentoring? About being a mentee?
- What did I learn about myself as a person?
- What has being in this partnership taught me about myself as a learner?
- What would I do differently in the next mentoring partnership?

2. How you'll apply what you learned:

- What will you do now that's different
- What are the next steps you'll take?

3. Celebration and appreciation:

- Brainstorm together to celebrate a meaningful mentorship partnership
- Tie it into your mutual areas of interest

Formal Mentorship Debrief

Conversation Closure FINAL MEETING

4. What you've learned:

- Your relationship will be different after the mentorship partnership formally ends
- Do you wish to continue to be in contact? If so, on what basis?
- If you decide to continue your mentoring partnership, what will be different? What will be the same?

After your thorough conversation closure together, please each email your leaders to have a 'check-out' follow-up. We would like the opportunity to talk about your next steps going forward in your careers.

(Mentoring LINX, n.d.)



Celebrate!

We want to Celebrate with you!

Work Together and write out what you want to do to celebrate. Feel free to get creative and share with leadership to what you come up with!
Let's make it happen!

Celebrate and send your photos to your leadership team AND the The Learning & Development C&W's Health Centre Team for a chance to be on the newsletter.
Get creative! We can't wait to see what you do!



Celebration Ideas!



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